

# Fyling Hall School

## Equality and Diversity Policy



Fyling Hall is a welcoming school where everyone is valued highly and where tolerance, honesty, co-operation and mutual respect for others are fostered. We are committed to the development of the whole person within a supportive, secure and creative environment. The School, in all its activities, is committed to ensuring equitable treatment for everyone regardless of individual characteristics such as gender, race, social class, cultural background, disability, religion and national origin. It is implicit within the ethos of the school that name calling or taunting based on race or religion is rejected.

We endeavour to promote positive relationships with parents, governors and members of the wider community. Boys and girls are welcomed from all over the world, irrespective of academic ability. We have an excellent Learning Support Department (headed by Mrs Orchard) and our SEN Policy outlines how we help pupils with particular difficulties. However, the nature of the site and buildings render it unsuitable for those with some physical disabilities.

### **Attitudes are encouraged that:**

- lead to everyone having equal worth and equal right to respect
- promote personal decision making without the influence of prejudice or stereotypes
- broaden the horizons and awareness of the individual.
- The School wishes to:
- promote equality, justice, equality of opportunity and fair play for all and tackle any form of discrimination
- include and value the contribution of all families to our understanding of equality and diversity
- actively promote harmonious relations in all areas of school life
- provide the same or equivalent experiences and positive non-stereotyping information for all pupils irrespective of gender, social class, cultural background, disability or ethnic origin
- provide a learning environment where all individuals see themselves reflected and feel a sense of belonging
- seek to remove any barriers to access, participation, progression, attainment and achievement
- provide a secure environment in which all our children can flourish and achieve all five outcomes of 'Every Child Matters' (be healthy, stay safe, enjoy and achieve, make a positive contribution, and enjoy economic well-being)
- enable pupils to recognise and overcome sexist or other prejudiced attitudes in society
- guard against presenting pupils with restricted views and prepare children for life in a diverse society in which children are able to see their place in the local, regional, national and international community

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- develop in pupils an awareness of the differences between people and a respect for others, regardless of gender, social class, race or disability
- challenge discrimination in all its forms
- take seriously our contribution towards community cohesion
- plan systematically to improve our understanding and promotion of diversity
- The School strives to ensure equality for all pupils in and through:
  - interactions with individual children
  - the organisation of the school day
  - the planning of the curriculum
  - the choice of resources
  - the provision of curriculum support to ensure equality of opportunity
  - ensuring all groups are progressing well and no group is subject to disadvantage
  - use of the wider school curriculum makes explicit and implicit provision to promote and celebrate diversity
  - taking into consideration the religious wishes of pupils and parents
  - provision of special diets for those with specific needs
  - extra provision for those pupils who do not have English as their native language
- treating every child as an individual and addressing their individual needs, whether cultural or otherwise, whilst taking into account the needs of the community as a whole.

### **Within the classroom staff aim to:**

- interact with all pupils so that they know they are equally valued
- differentiate the curriculum to ensure that all children have full access
- relate to the culture and background of the children
- organise activities, resources and classroom jobs without reference to gender
- encourage social behaviour free of stereotyping
- indicate approval of boys and girls working and playing together
- act as positive role models for the children
- adopt the view that cultural diversity is an advantage
- use role models, examples and resources that are representative of different cultures and groups of people
- manage aggressive behaviour in a positive way
- insist on the same standard of behaviour from all pupils
- challenge discriminatory behaviour in a firm but sensitive way.
- It is the responsibility of the Headmaster to:
  - implement the policy and its strategies and procedures

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- ensure that all staff receive appropriate and relevant continuous professional development
- actively challenge and take appropriate action in any cases of discriminatory practice
- deal with any reported incidents of harassment or bullying, using the school policy on Behaviour & Discipline.
- ensure that all visitors and contractors are aware of, and comply with, the school's equality and diversity policy.
- It is the responsibility of all staff to:
- be vigilant in all areas of the school for any type of harassment and bullying
- deal effectively with all incidents from overt name-calling to the more subtle forms of victimisation caused by perceived differences
- identify and challenge bias and stereotyping within the curriculum and in the school's culture
- promote equality and good relations and not discriminate on grounds of race, gender, religion, age and sexual orientation
- promote an inclusive curriculum and whole school ethos which reflects our diverse society
- keep up to date with equality legislation, development and issues by attending relevant training and accessing information from appropriate sources.

Discrimination of any sort is treated seriously. The Trustees will review this policy and the list of sanctions issued by the Headmaster. Any patterns observed will be challenged by the school management at the earliest opportunity.

Updated: January 2015 by S Allen

To be reviewed by January 2016