

At Hardwick Primary School the Governing Body positively welcomes and aims to support the diversity in the community and wider society that we serve. We also aim to look beyond the school and the local area and help children learn about the diverse nature of the many communities that make up the United Kingdom and we aim that children are aware of our place in and our contribution to a changing world.

We believe that equality of opportunity and freedom from discrimination are fundamental human rights. We actively oppose all forms of discrimination and are committed to the principle that no person shall face discrimination by being treated unfairly or being denied access to services or employment opportunities.

We will not discriminate on the grounds of race, gender, gender reassignment, marital status, sexuality, age, religious beliefs, HIV status, or disability (covering sensory and physical disabilities, learning disabilities and mental health status).

Hardwick Primary School recognises its responsibilities under the following equalities legislation and related Codes of Practice:

The Sex Discrimination Act 1975 (updated 1986)

The Equal Pay Act 1970

The Race Relations Act 1976 and (Amendment) Regulations 2003

The Race Relations (Amendment) Act 2000

The Disability Discrimination Act 1995, 2005 and Amendments

The Human Rights Act 1998

All relevant European regulations and Directives

Through European Employment Equality regulations, the Council recognises its responsibilities to promote equal opportunities in employment on the grounds of sexual orientation, religion or belief and age.

As part of our pastoral aims we state that every child:

- is made aware of our changing world, its diversity of people and the individual contribution made by each and every person;
- is respectful of other's individuality;
- recognises and respects beliefs of other religions and cultures;
- all effort and achievement is celebrated and all pupils are valued equally;

Hardwick Primary School is an inclusive school and we set out to meet the learning needs of all children admitted, tailoring provision to meet individual needs. Activities at the school are generally accessible to all children, this includes all clubs, visits and extended schools provision. The only limitations may be:

- Where provision is made to meet the specific needs of particular children e.g. nurture groups, gifted and talented, booster groups.
- When the number of places for an activity exceeds the number available fair and non-discriminatory criteria will be applied e.g. drawing lots, priority for applications received first, closing date. e.g. a set number of places for an after school club.
- When opportunities are provided for children with specific skills or attributes e.g. selection to take part in a representative team, audition for a main part in a performance, opportunities for those who play a particular musical instrument.

- When there is a high likelihood that participating would risk the safety of the child, other children or staff for a child to participate in an activity. e.g. a child with a broken leg would not be able to take part in all PE activities.
- When there are well substantiated risks associated with behavioural problems, that could endanger the child or others taking part in the activity or club.
- For some activities held on the school site where provision goes beyond the main curriculum a fee is payable e.g. breakfast club, some after school activities. For some clubs the parents are asked to purchase equipment e.g. musical instruments. The charging and remissions policy details exceptions that are made in certain instances.

Accessibility Plan

The school maintains an up to date accessibility plan that seeks to improve facilities for people with disabilities or limited mobility. The accessibility plan aims to improve provision for pupils, parents and staff. If a person with particular needs joins the school community then special provision can be made.

Promoting Equality and Diversity in School

School and class Administration

In the day to day administrative arrangements such as registers, class lists, seating arrangements, lining up procedures, children will not be segregated according to gender or cultural background. Neither will the selection of helpers be made according to gender or cultural background e.g. moving furniture, washing up.

All activities of whatever nature will be open to children of both gender and any cultural background and all will be encouraged to participate.

Language

Language and comments which give rise to stereotyped images and prejudices will be avoided and challenged whether made by children or adults e.g. girls don't like football, boys can't cook. Name calling on the grounds of gender, colour or cultural background will always be challenged and treated seriously. The victim of such name-calling will be supported and the perpetrator warned. Further incidents will be reported to the Head who will use his discretion whether or not to involve the child's parents. Sanctions as listed in the School Behaviour Policy will apply. A 'Welfare Book' is kept by the Headteacher for incidences that cause concern. Open class discussion on such issues will be encouraged to challenge and increase awareness.

Resources

All resources will, as far as possible, be carefully chosen to show no gender or racial bias. This will apply not only to books but also, for example, to displays, posters, worksheets, dressing up clothes. Children who are not keen or able readers should have easy access to non-fiction material to enthuse or encourage them.

Curriculum

The teaching arrangements will be such that all children, regardless of gender or cultural background, have equal access to all areas of the curriculum. Particular care will be taken to ensure that girls have equal access to technology equipment and computers and boys are encouraged to be positive about activities such as dance, singing, cooking and sewing. Curriculum groupings are not made on the basis of gender or cultural background.

The curriculum will reflect the diversity in the community and wider society that we serve. We will promote understanding of the peoples and cultures of the world through multi-cultural learning in many subjects, with some in depth topics planned at certain points in the school curriculum and through special weeks and celebrations.

Playground

Sexual or racial harassment will not be permitted. Sanctions as listed in the School Behaviour Policy will apply and incidents noted in the 'Welfare Book'. Parents will be involved at the discretion of the Head. County Policy on 'Dealing with Racial Incidents' will apply. Equal access to all areas of the playground will be available to both genders and children of whatever cultural background. The stereotyping of some activities as suitable for girls and others for boys will be discouraged and challenged.

Role models

As far as possible adult role models of both genders and different cultural backgrounds will be encouraged to work in school. Both boys and men should be seen in caring roles and girls in leadership roles.

Staff, Governors and Community

We will endeavour to ensure that both genders and people of all cultural backgrounds are fairly represented on any school working parties and committees.

Attitudes towards disabled people

Language

Language that gives rise to stereotyped images will be avoided and challenged. Name calling or teasing involving negative images of disabled people will be challenged whether made by an adult or child. It is important that staff and adults in school use appropriate language when referring to disability (see appendix 1).

Resources

All resources will be selected to avoid negative images of disabled people with and, where possible, to promote positive images. This will apply not only to books but also, for example, to displays, posters and worksheets.

Curriculum

We will endeavour to fulfil the requirements of the Education Reform Act 1988 which states that all children will be provided with a balanced and broadly based curriculum. Special directions may be issued by the Head to modify or to disapply the National Curriculum for up to six months where it is believed that the child should be formally assessed with a view to issuing a statement.

The achievements of disabled children are given status and celebrated.

Our Commitment to Equal Opportunities

- We will identify, tackle and prevent any form of institutional discrimination.
- We will promote equality of opportunity and fair treatment for all our communities.
- We will build on the strengths of diversity and aim to promote good relations between different communities.
- We will work with specific groups of people who are hard to reach and who may not have been provided with opportunities to voice their needs. We will particularly work with those groups who experience marginalisation, disadvantage and discrimination to discover previously unmet need.
- We will ensure that all students on placements, new members of staff, partners and contractors are informed of our equality/diversity commitments and work towards the adoption of a shared code of practice.

- We will monitor and evaluate all aspects of service delivery and employment to inform our progress, objectives and review of outcomes. We will also initiate changes where necessary.
- We will ensure that staff are clear about their roles and responsibilities under equalities legislation and are provided with learning and development opportunities to develop skills, knowledge and competencies to facilitate their roles.

Delivering Equal Opportunitis

- We will work in partnership with staff, community/voluntary groups, and other stakeholders, in order to translate statutory requirements and local needs into meaningful and achievable equality/diversity objectives and outcomes.
- We will work to include the consideration and incorporation of diverse needs in all our key functions, policies and services. We aim to achieve this within a culture of continuous improvement.
- We will promote equal access to services and accessible information about services.
- We will work towards identifying, understanding and eliminating barriers to equality of access, equality of treatment and equality of outcome in the services we plan and provide and the staff we employ to deliver them.

Employment

Inclusive organisation

We will strive to achieve a representative and well-equipped workforce at all levels, to reflect and provide/commission services for the diverse local communities we serve.

We aim to be an inclusive organisation, where diversity is valued, respected and built upon.

Harassment and bullying

The Governing Body will not tolerate harassment or bullying of employees by other employees whatever their level, and will take remedial action in accordance with the Council's Policy Statements and Guidelines and revised Procedures for Dealing with Complaints of Harassment and Bullying.

Our staff are our greatest assets. We will work in partnership with our employees at all levels and those who represent them. Through a programme of learning and development and the provision of information, we will strive to ensure that employees are aware of their individual and collective responsibilities under our Equality and Diversity Policy.

Policy approved by governors November 2007

Suggested terminology when referring to disability

Use	Instead of
disabled people or disabled students	the disabled In the UK there is a movement away from using people with disabilities or students with disabilities.'
has epilepsy, visually impaired, is deaf, etc	handicapped, suffering from ..., afflicted by ..., a victim of ... avoid negative connotations language
person with epilepsy and autism, dyslexia or schizophrenia	epileptic autistic dyslexic schizophrenic
'John has a mobility impairment'	'John is mobility impaired'
deaf people or deaf students hard of hearing' rather so people with mild to moderate hearing loss	the deaf, deaf and dumb The deaf community tends not to use the term deaf and hard of hearing'
wheelchair user	wheelchairbound, confined to a wheelchair
disabled person, person with a mobility impairment	crippled, spastic
disabled person, person with Down's syndrome	Mongol
blind person or partially sighted person	the blind
non-disabled person	abled bodied

<p>person with dyslexia, person with specific learning difficulties</p>	<p>work blind</p>
<p>learning disability</p> <p>not to be confused with mental health difficulty</p>	<p>mental handicap</p>
<p>person with mental health difficulties</p> <p>person who has experienced emotional or mental distress</p>	<p>mentally ill</p>
<p>accessible toilet</p>	<p>disabled toilet</p>
<p>person of restricted growth</p>	<p>dwarf, midget</p>
<p>individual needs, learning supports, accessibility requirements</p>	<p>special needs</p>
<p>person as signpost, sighted guide, support worker (appropriate)</p> <p>use the professional title</p>	<p>helper</p>
	<p>never use derogatory terms - mad, crazy, bonkers, normal [This applies in staff only areas and in formal meetings in school as well as in a professional context.]</p>