



Equality and diversity policy

1: Vision and Values

Our equality vision and the values that underpin school life

- It is our vision to learn within a school that promotes a Christian ethos while respecting diversity within our society.
- It is our vision to provide a safe, stimulating and vibrant learning environment where children feel happy, secure and proud of success.
- It is our vision to create a school where children want to be, want to achieve and become life long learners.
- It is our vision for everyone to be valued and in turn value others giving them confidence in raising their self esteem and self worth.
- It is our vision to ensure everyone is able to achieve their full potential through a wide range of opportunities and high quality learning experiences that value individuality.

Stapleford School – Values

The aim of Stapleford School is that the children will fulfil their potential within a caring and Christian environment. We work towards the children achieving our high expectations in both academic achievement and moral development. As a Church of England school we also aim to make the day-to-day life of the community link with Christian values.

Our values derive from this ethos and are as set out below:

- Everyone is valued as unique human beings capable of spiritual, moral, cultural, intellectual, emotional and physical growth and development.
- All members of the school community are respected and valued as individuals; the school places an emphasis on individuals and their needs; we strive to ensure that the potential in all pupils is developed and that the school provides an opportunity for every individual to demonstrate achievements across a wide range of activities.
- The school community strive to recognise the positive worth of each pupil and consequently achieve an environment where pupils and adults are working to learn.
- The adults in the community recognise the need and right which children have to feel valued.
- The school community promote racial equality and respect diversity unless doing so would contradict other values; we value truth, freedom, justice and human rights.
- Education is considered as an equal partnership between home, church and school; families are valued as a source of love and support.
- The school community value the environment around us as the basis of life and a source of wonder and inspiration.

2: School Context

The characteristics of our school

A brief description of our school and its community setting

Our school is a small village school situated 5 miles from the county town of Hertford. We have 87 children in role; 30% come from the 3 parishes (Stapleford, Bramfield and Waterford) 70% come from the surrounding area of Watton-at-Stone, Hertford, Stevenage and Cheshunt. 30% come from a mainly white rural area.

Characteristic	Total	Breakdown (number and %)
Number of pupils	61	Number- 28 and 46% Female Number- 33 and 54% Male
Number of staff	20	85% Female 15% Male
Number of governors	11	36% Female 64% Male
Religious character		Church of England School
Attainment on entry		Broadly average
Mobility of school population		2% a year on average.
Pupils eligible for FSM		2
Disabled staff		0
Disabled pupils		0
BME pupils		4
BME staff		2
Pupils who speak English as an additional language		0
Average attendance rate		96%

Stapleford School

Equal Opportunities Policy including Race Equality

Stapleford School has the following set of values, which are reiterated here as they have many equal opportunity issues:

- We value ourselves as unique human beings capable of spiritual, moral, cultural, intellectual, emotional and physical growth and development.
- All members of the school community are respected and valued as individuals; the school places an emphasis on individuals and their needs; we strive to ensure that the potential in all pupils is developed and that the school provides an opportunity for every individual to demonstrate achievements across a wide range of activities.
- We strive to recognise the positive worth of each pupil and consequently achieve an environment where pupils and adults are working to learn; we value each other.
- The adults in the community recognise the need and right which children have to feel valued.
- We promote racial equality and respect diversity unless doing so would contradict other values; we value truth, freedom, justice and human rights.
- Education is considered as a partnership between home, church and school; families are valued as a source of love and support.
- We value the environment around us as the basis of life and a source of wonder and inspiration.

In this equal opportunity policy we heed this set of values and develop them further into the following statements of ideal or principle which we aim towards:

1. Each child is encouraged to be proud of her/his gender and cultural and religious background, to develop self-respect and respect for others and to make a positive contribution to our diverse society. The importance of language to a person's sense of identity and belonging is recognised. Diversity of cultures and backgrounds represented in school is seen as a positive resource for teaching and learning.
2. Children have equal access to the whole school curriculum, irrespective of race, ethnicity, class, ability or sex difference. (See differentiation and Special Educational Needs policy)
3. Staff present a positive image which challenge stereotypes and give validity to all groups in society. They are prepared to discuss racism, gender issues and bullying. (See P.S.H.E. and behaviour policies)
4. Staff are aware that achievements of many minority groups in British Society are often not recognised. Technology, Art, Science and History particularly provide an opportunity to rectify this situation.

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5. Teaching style should encourage children to contribute their own experiences and cultural perspectives to class activities. Learning is seen as a collaborative and co-operative enterprise.
6. Resources and display reflect our diverse society. (See Guidelines for Resources). The children are taught about the nature of cultural diversity in Britain and globally.
7. Staff encourage children to have respect for the variety of language used in Britain today. There is a positive attitude to community languages and dialect. Bi-lingualism is considered a strength.
8. Children know about the variety of language used in Britain today and the international origins of many English words.
9. Children have opportunities to understand the concept of 'stereotypes', 'prejudice' and 'racism', to talk about issues of equality and inequality and to recognise bias. (See P.H.S.E. policy)
10. Staff development and appraisal will reflect issues of equality i.e. staff have equal opportunities for development.
11. Topics from the National Curriculum will reflect, where appropriate, the experiences of all children, e.g. similarities as well as differences between cultures.
12. The Governing Body of Stapleford School is an equal opportunity employer. They wish to ensure that no job applicant or employee receives less favourable treatment because of race, colour, gender, marital status or disability. We encourage people from under-represented minority ethnic groups to apply for positions at all levels in the school. We recognise the potential vulnerability of isolated minority ethnic staff and will ensure that appropriate support is available.
13. The school is aware of any celebrations of religious festivals in which the children are involved.
14. At the initial contacts with parents staff establish the special needs of a child such as dress pertaining to religion and culture, physical disabilities, religious practices, which may affect practices of the school and dietary requirements.
15. Staff take opportunities which arise with individual parents to communicate our commitment to equality of opportunity. Similarly feedback from parents is encouraged.
16. To equip our pupils and staff to understand that reason, logic and sensitivity have to underpin ways and means of resolving arguments and conflicts.
17. The school recognises that it is the responsibility of the whole school community to challenge prejudice and stereotyping that can be shown in behaviour e.g. name-calling, use of space in the playground. (See behaviour policy and Harassment Code) It is the school's policy to consult as widely as feasible especially with regard to equal opportunities.

Readers will see that this policy permeates all aspects of our school, including pupils' achievements, pupils' attitudes, values and personal development, teaching and learning, the curriculum, admission and transfer procedures,

leadership and management, staff recruitment and retention, staff career structure and development, guidance and support, attendance, exclusion, behaviour, and the parents and wider community.

Monitoring

Data on pupils' attainment is collected individually and analysed in a variety of ways e.g. gender, ethnicity. Ethnicity information is requested upon admission to enable this to occur. The results of the analyses are used to plan positive changes, to address the challenges they present and to maintain and develop our successes. Racist incidents, racial harassment and bullying are also monitored to limit the adverse impact on pupils' attainment as well as for the obvious reasons. In the event of incidents there is always the opportunity for individual support and guidance.

The curriculum is carefully monitored to ensure it represents our multi-cultural society.

The policy is subject to an annual review. We systematically assess, evaluate and review the impact of our school policies and practice on the life, attitudes and achievement of all groups and individuals amongst our pupils and staff.

Key Actions:

Staff should be aware of and present the contrasting views in topics such as trade and use of energy.

Book provision should be such that children are aware of the variety of languages.

Children should have opportunities to investigate the international origins of many English words.

Drama provides one of the key ways to explore, within a supportive framework, a range of human feelings, social situations and moral dilemmas.

Staff are aware of the languages spoken by the children in their class.

Staff provide a climate for children and parents to express racial grievances without fear.

Parents should be consulted as to the name they wish their child to be known in school.

Staff should be aware that a personal approach by the teacher may be necessary for realistic communication with parents.

Liaison between teachers and parents should continue to encourage all parents to play an active part in the Friends' Association.

Links between the home, school and community continue to strengthen.

Achievements of minority groups in Britain are to be given greater emphasis e.g. showing children pictures of authors.

British values are to be discussed and celebrated within the school.