



GATLEY PRIMARY SCHOOL

INCLUSION, EQUALITY & DIVERSITY POLICY

The Inclusion, Equality & Diversity Policy promotes a welcoming school environment where everyone is valued highly, and where tolerance, honesty, co-operation and mutual respect for others are fostered. The school is committed through this policy to the development of a supportive, secure and creative environment for all children.

June 2019

VERSION HISTORY

Date	Document Version	Document Revision History	Document Author / Reviser
26.06.2014	1.0	First draft created and circulated to Senior Leadership Team.	V McManus
08.07.2014	1.1	Document circulated and agreed by Governing Body.	S Foster
11.07.2014	1.1	Document published. Next review – July 2015	K Bhaskaran
11.07.2015	1.1	Document reviewed – no changes required by Governing Body. Next review – July 2016	M Hopkinson
24.02.2016	1.2	Changes to background information – statistical data	V McManus
21.11.2016	1.3	Policy reviewed by Teaching and Learning Committee. Next review – July 2017	V McManus
12.05.2017	1.4	Policy reviewed by Teaching and Learning Committee.	J Keating
25.07.2017	1.5	Policy amended in respect of school background and responsibilities of all staff.	V McManus
18.06.2018	1.6	Document reviewed – no changes required by Governing Body. Next review – June 19	V McManus
20.04.19.	1.7	Document reviewed – no changes required by Governing Body. Next review – June 20	H Sinclair

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Date: 29.04.19

Hannah Sinclair, Chair of T&L Committee

Date: 29.04.19



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Introduction

The legal and local framework used in writing this policy is:

- Children and Families Act 2014
- Revised SEN and Disability Code of Practice 2014
- The SEN and Disability Regulations 2014
- Race Relations Act (2000)
- Disability Discrimination Act (2005)
- Children Act 2004
- Equality Act 2006
- Stockport Diversity and Equality Policy and Comprehensive Scheme. (Sept 2011)
- Education and Inspection Act (2006)
- Duty to promote Community Cohesion, Education and Inspections Act 2006
- Equality Act 2010 (The Equality Act 2010 harmonises the existing three duties into one new duty which covers the seven equality strands of: *age, disability, gender, gender identity, race, religion or belief, and sexual orientation*. The act refers to a set of “protected characteristics” and includes two new characteristics: *gender reassignment and pregnancy/maternity*. The Equality Act 2010 aims to provide a modern, single legal framework, and a clearer, more streamlined law that will be more effective at tackling disadvantage and discrimination.)

Background Information Regarding Vulnerable Groups at Gatley Primary School.

- Gatley Primary School is a two form entry community school which has been established as the local primary school for Gatley community since June 1936.
- The majority of children (95%) live in the school's catchment area of Gatley, which is within the Cheadle Ward. The remaining 5% of children are out of zone admissions covering up to eight wards. The majority are within the Manchester Local Authority. This reflects a broad mix of children from different socio-economic backgrounds.
- 29.5% of children are from ethnic minority groups, the majority from an Asian background including Pakistan, Bangladeshi and Indian, with the remainder from a range of backgrounds including Black African/Caribbean and Chinese. There has been a recent influx of families from Eastern Europe. Approximately 74% of children within ethnic minority groups have English as an additional language. A baseline audit completed by EMAT has indicated that up to eight different first languages are spoken – with Urdu and Arabic being the most common.
- Children entitled to Free School Meals is currently 3.31%

- There are 7 children adopted from care (1.54%) and 1 child under special guardianship.
- SEN: 7.00% of children on roll are identified with special educational needs, including 3 children with statements, 2 with Education Health care Plans 5 of whom receive top up funding.
- Pupil Premium children make up 8.6% of the school.

Aims and Values

Our school ethos states:

Gatley Primary School 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, which builds the independence of children progressively across all aspects of school. A broad, balanced and learner lead curriculum provides equal opportunity for all pupils to maximise their potential. We promote positive relationships with parents, governors and members of the wider community.

At Gatley Primary School we aim to promote equality and harmonious relationships, by tackling any form of discrimination. We seek to remove any barriers that may prevent children from accessing, participating, progressing, attaining and achieving in all areas of school life. We seek to remove any barriers to access and participation that may prevent parents and carers being fully involved in the wider education of their child at school. We take seriously our contribution towards community cohesion.

At Gatley Primary School we:

- Eliminate Discrimination
- Provide Equality of Opportunity
- Foster Positive Relationships

We aim to:

- provide a secure environment in which there is a strong focus on high aspirations and on improving outcomes for all our children and young people
- provide an independent learning environment with which all individuals are involved, reflected and feel a sense of belonging;

- prepare children for life in a diverse society in which children are able to identify their place and their responsibilities in the local, regional, national and international community, successfully preparing children for the skills needed in adulthood;
- include and value the contribution of all families to our understanding of equality and diversity with a clear focus on the participation of children and young people and parents in decision-making at individual and strategic levels;
- provide positive non-stereotyping information about different groups of people regardless of protected characteristics under the law (age, disability, gender, gender identity, race, religion or belief, sexual orientation, gender reassignment and pregnancy/maternity);
- plan systematically to improve our understanding and promotion of diversity;
- actively challenge discrimination and disadvantage;
- make inclusion a thread which runs through all our activities.

To achieve these aims we will:

- implement joint planning and commissioning of services to ensure close co-operation between education, health/social care and ethnic diversity services;
- involve stakeholders in the development, review, evaluation, and impact assessment of all relevant improvement plans, policies and procedures;
- publish and share our policies and impact assessments with the whole community;
- collect and analyse data to ensure all groups are progressing well and no group is subject to disadvantage;
- use all available information to set suitable learning challenges for all, respond to pupils' diverse needs and overcoming any potential barriers to learning;
- ensure that the wider school curriculum makes explicit and implicit provision to promote and celebrate diversity;
- positively maintain high expectations of behaviour which demonstrates respect to others;
- ensure that all reasonable adjustments are made to ensure equality of opportunity with respect to disability;
- apply a graduated approach to identifying and supporting pupils and students with SEN;
- have a co-ordinated assessment process leading towards an Education, Health and Care plan (EHC plan) for children identified as having the most significant and complex needs, where families are fully involved in planning, commissioning and reviewing services;
- actively promote parent/carer forums to monitor that needs are met by services;

Roles and Responsibilities

The Learning Manager

It is the Learning Manager's responsibility to:

- follow guidance on joint planning and commissioning of services;
- implement the policy and its strategies and procedures;
- ensure that all staff receive appropriate and relevant continuous professional development;
- ensure that all reasonable adjustments are made and reviewed to ensure equality of opportunity for all children with disability.

And in partnership with the Senior Team to:

- contribute to the SLT in monitoring high quality support for all, including SSE and appraisal systems;
- actively challenge and take appropriate action in any cases of discriminatory practice;
- address any reported incidents of harassment or bullying in line with school policy;
- ensure that all visitors and contractors are aware of, and comply with, the school's equality and diversity policy;
- produce a report on progress for governors annually.

All Staff

It is the responsibility of all staff to:

- reflect on and improve provision to ensure barriers to learning are removed;
- be vigilant in all areas of the school for any type of harassment and bullying;
- address effectively 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 any protected characteristics;
- review strategies and their impact on vulnerable pupils;
- take accountability for the progress of vulnerable pupils (teachers);
- 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.

The Governing Body

It is the Governing Body's responsibility to:

- ensure that the school complies with equality legislation;
- meet requirements to publish measurable equality objectives;
- ensure that the school's policy and its procedures and strategies are carried out and monitored with appropriate impact assessments informing future plans;
- scrutinise the recording and reporting procedures at least annually;
- follow the admissions policy, which is fair and equitable in its treatment of all groups;
- monitor attendance and take appropriate action where necessary;
- have equal opportunities in staff recruitment and professional development and membership of the Governing Body;
- provide information in appropriate, accessible formats;
- be involved in dealing with serious breaches of the policy;
- be pro-active in recruiting high-quality applicants from under-represented groups.

Breaches of the Policy

All breaches of the policy will be rigorously followed up using the appropriate procedures and reported to the Governing Body and LA as required.

Policy Planning and Review

Whilst we have had a duty to develop and publish equality schemes in relation to both gender and disability and a race equality policy, we at Gatley Primary School are considering all aspects of diversity and equality in this comprehensive policy to be followed by a revised specific equality action plan with clear objectives in relation to all strands covering a four-year period to be effective by the required date of 6 April 2012.

Policy Planning and Development

- In the planning and development stage of policy-making, we will ensure we have consulted and taken into account stakeholder views.

- All improvement plans will be designed with an element of impact assessment built in to monitor the success of each activity.
- All objectives will be specific and measurable with clear progress evaluation methods.
- There will be a systematic review of the impact of all policies and procedures on equality and diversity to address any areas of inequality. For example we have effective structures and systems in place to ensure that progress and achievement of all our pupils/ groups of vulnerable pupils is analysed and findings acted upon. We review attendance data, ensuring that all our pupils/ groups of vulnerable pupils access vital learning opportunities. We ensure that all pupils have access to the extracurricular opportunities offered, including participation in educational visits including residential visits.
- Our target-setting processes ensure appropriate, challenging targets are set in relation to cohorts, identifiable groups and individual pupils.

Monitoring and Quality Assurance

- Each pupil's progress is monitored and tracked. The resulting data is analysed in respect of identified vulnerable groups in our school e.g. gender, race, ability or additional needs, looked-after status, free school meals etc.
- In addition to monitoring to rule out any potential disadvantage, quality assurance procedures ensure the school meets its duty to positively promote diversity. Regular lesson observations as part of as part of the Performance Management cycle ensure that all children are effectively involved in lessons, and differentiation is appropriate and effective. Appropriate use of intervention and adult support ensures that all children can access all aspects of school life. Work scrutiny is carried out to ensure appropriateness and inclusivity.
- The data collected is used to inform further school planning, target-setting and decision-making.
- The impact of school policies on all aspects of access, admission and exclusion data will be considered.