



EQUALITY & DIVERSITY POLICY

Approved by FGB on 26.11.19

The policy/statement reflects the duty of all educational organisations to have updated and published their Equal Opportunities and Diversity Policy, to adhere to the Equality Act 2010.

This policy describes the way in which the school will meet the requirements of the Equality Act 2010. This Act replaced all previous equality legislation such as the Race Relations Act, the Disability Discrimination Act and the Sex Discrimination Act. The policy will be applied to all staff and learners, as well as any volunteers working in the school.

Employees, learners and volunteers are made aware of the existence of this policy and where it can be accessed. The school agrees to:

- adhere to the requirements of the Equality Act 2010 by not discriminating against learners, staff, volunteers or anyone involved in external agencies the organisation may be working with on the grounds of:
 - sex, race, disability, religion or belief or sexual orientation.
 - In addition, there will be no discrimination against:
 - pregnant females or new mothers
 - staff, learners or volunteers undergoing gender re-assignment
 - learners due to the behaviour of their parents and/or siblings

Introduction:

Equal opportunities applies to all the children and adults connected to and involved with every aspect of the school. Parents, governors and all visitors to the school should be aware of the policy and all should feel able to reinforce it and improve practice wherever possible. Equal opportunities means being pro-active and involved, constantly evaluating situations, resources and attitudes. It is important not to make assumptions, to seek out appropriate information and ask direct, honest questions where necessary. As a school we need to share the commitment and rigorously uphold the equal opportunities policy within the school environment and through all extra-curricular activities.

Many jokes are based on humour that exploits an individual's impairments. These are thoroughly offensive and should be challenged in the same way all racist, sexist and heterosexist jokes should be challenged. Avoiding this implies tacit agreement.

EQUALITY OF OPPORTUNITY REGARDLESS OF GENDER

Equality of Opportunity regardless of the gender needs to be addressed pro-actively. Some children and adults may need enhanced opportunity to experience activities and situations that will broaden their talents and horizons. Activities, groupings and materials that perpetuate gender stereotypes should be identified and challenged. Opportunities for staff to further their professional development should be addressed in a fair and open manner appropriate to individual and school needs.

Girls and boys need equality of opportunity in order to develop and maximise their intellectual and social potential and achieve self-fulfilment in ways which may be denied to them because of traditional expectations of the social group with which they identify, or are identified.

This may require scrutiny of materials, resources and attitudes. Situations should be structured to ensure that both boys and girls have access to technology, cooking, play situations and a variety of sporting and leisure activities that reduce stereotyping. Domination of certain materials and toys by gender groups should be actively counter balanced to provide time and access for all

EQUALITY OF OPPORTUNITY REGARDLESS OF RACE, CULTURE AND CREED

Equality of opportunity regardless of race, culture and creed should be addressed by raising awareness and respect across the nationalities, backgrounds and religious beliefs. All areas of the curriculum and social life of the school will reflect and celebrate differences and similarities in people and their heritage. This will be reflected in things such as classroom materials, food, music, costumes, shared resources, festivals, invited visitors and celebrations.

There should be full recognition of the gift that a variety of cultures can bring to the school through their languages, literature art, music, customs and religions

Holmwood School is committed to providing resources, materials and experiences that will enhance the environment for all. Multi-cultural input can be enhanced via themed assemblies and special days, a wider variety of music resources reflecting cultures and interests, and greater opportunity for staff to gain knowledge and information that would give accurate insight into varying cultures and backgrounds. Contracts with agencies representing diverse cultures and religions should be made and parents and families should be actively involved, as they are often our most readily accessible support and resource.

School meals should always meet dietary requirements and staff should always ensure that a child is only given the permitted food and drink. Where particular dress codes, hairstyles, hygiene practices or privacy requirements are made, every effort should be made to ensure these instructions are followed appropriately to the needs of the children.

EQUALITY OF OPPORTUNITY REGARDLESS OF ABILITY

Equality of opportunity regardless of ability will respect whatever the individual brings to us. It will encourage appropriate use of adults and their talents and how we use and develop them effectively for the benefit of the school. The children should be valued and respected for the progress and achievements they make at school and for just being themselves. Adults will need to be the facilitators for equal opportunities on behalf of the children. Holmwood School especially wants the children to be given time and opportunity for:

- Indication of preference/choice. This applies to all areas of their school life, but especially during eating and drinking. Children should have time to sample flavours and textures, they should be given time and opportunity to develop skills giving them control in their lives. The curriculum and timetables should look to address this.
- Respect and dignity in all areas of their daily routines. Schools should not allow a child's mental, physical or sensory problems to become a barrier to the appropriate level of physical contact or access to learning environments.
- Children need to be talked to and reassured during all personal hygiene situations. The appropriate level of help should be offered, giving time and opportunity for independence whenever possible. Age, ability and development appropriateness for individuals should always be encouraged.

In all our work, we will seek to maintain the conditions most likely to facilitate learning for all pupils through:

- Provisions of appropriate information technology hardware and software
- A total communication environment featuring signs and symbols
- A commitment to interdisciplinary collaboration and partnership with parents, fellow professionals, pupils and the community of which we are partners.
- Access to a broad, balanced and appropriate curriculum

Monitoring of Incidents :

Completed forms should be placed in the Equal Opportunities File/ Racist Monitoring File under the divider marked "Completed Forms". Incidents will be evaluated regularly.

Where any offensive language is used this is reported to the offender's parents using the (Yellow Form) Offensive Language Report. See Appendix (ii)

HOLMWOOD

Centre of Excellence

REPORTING PROCEDURE FOR INCIDENT REGARDING DISCRIMINATION.

Name of offender

Name of victim (if appropriate)

Date of offence Time of offence

Where offence took place

Category of offence. (please circle)

- Racist offence
- Other Discriminatory offence (i.e. targeting characteristics or disability)
- Abuse and insult
- Graffiti / Script
- Other

Description of offence	
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Witnesses

Incident reported by

Offender dealt with by

Sanctions imposed

Attitude of offender

Parents notified?

*** Ensure that victim is supported by Class Teacher ***

Victim's perception of offender's motivation	
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Suggestions for Sanctions.	
1 st Offence	Severe reprimand, pointing out School & LA viewpoint. Apology to victim.
2 nd Offence	Report to Headteacher. Withdrawal of privilege, e.g. playtime.
3 rd Offence	Contact Parent. Further withdrawal of privileges.

HOLMWOOD School

Dear Parent/Carer,

Today your child caused offence by using unacceptable language in school.

Details of incident:

Child's name:		Date:	
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Language used:

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Number of times using such language today:

once	twice	a few times	regularly	continually

Language directed at:

	Other pupils	staff
Names:		

Time of day:

bus	Reg.	class	assembly	play	class	lunch	class	bus

School response:

Verbal advice	Time off play	Time off chill	Referred to senior staff	Other

Further details if appropriate:

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Was this language calculated to be racially offensive or discriminatory?

Yes **No**

If Yes, it will need to be reported through the school Reporting Procedure for Incidents regarding Discrimination.

Signature of adult responsible:.....