



Policy for the Commitment to Equality

Aims

Equality of opportunity at Mansbridge School is about providing equality and excellence for all in order to promote the highest possible standards of attainment. Equality of opportunity applies to all members of the school community: children, staff, governors parents and community.

Equality of opportunity ensures that the school meets the needs of all, taking account of ethnicity, gender, religion, language, age, ability, disability and social circumstance (see protected 9 characteristics in the Equality plan).

It is important that in this school we meet the diverse needs of children to ensure inclusion for all and that all children are prepared for full participation in a diverse society, that is multi-ethnic and multi-lingual.

Mansbridge School commitment to racial equality

The aims of the school reflect our commitment to

- Ensuring that all children and staff are encouraged and able to achieve their full potential
- Respecting and valuing differences between people.
- Acknowledging the existence of racism and taking steps to prevent it.
- Making the school a place where everyone, irrespective of their race, colour, ethnic or national origin, feels welcomed and valued.
- Promoting good relations between different racial groups both within the school and within the wider community.
- Ensuring that an inclusive ethos is established and maintained.
- Being proactive in tackling and eliminating unlawful discrimination

Leadership and Management

- The governing body and school management sets a clear ethos which reflects the schools commitment to equality for all members of the school community. The school ensures the involvement of governors and takes steps to ensure the contribution of parents.
- Teaching and curriculum development are monitored to ensure high expectations of all and appropriate breadth of content in relation to the school and the wider community.
- The school management works in partnership with others to promote equality of opportunity, oppose all forms or oppressive behaviour, prejudice and discrimination.

School Ethos

- The school publicly supports diversity and actively promotes good personal and community relations. Diversity is recognised as having a positive role to play within the school.

- The school enables children and staff to celebrate festivals and other events relevant to their particular faith and actively encourages all children to understand these.
- Clear procedures are in place to ensure that staff deal with all forms of bullying and harassment promptly, firmly and consistently. Actions taken are in line with relevant LA policies and guidance such as those for anti-bullying and racist incidents.
- All forms of harassment are recorded, monitored and dealt with in line with the behaviour policy.
- Children, staff and parents are aware of the procedures for dealing with intolerant behaviour and that such behaviour is always unacceptable.

Admissions and attendance

- The admissions process is monitored to ensure that it is administered fairly and consistently to all children, so that children from particular groups are not disadvantaged.
- Comprehensive information about pupils ethnicity, first language(s), religion, physical needs, diet etc is included in all admission forms.
- The school and families are aware of their rights and responsibilities in relation to pupil attendance, and appropriate personnel always follow up continued absence or lateness.
- Attendance is monitored by gender, ethnicity, special educational need and background and action is taken in order to reduce any disparities between different groups of pupils.
- We are a 'school of sanctuary' and therefore are committed to being a safe and welcoming place for all, especially those seeking sanctuary. For more information see: <https://schools.cityofsanctuary.org/>

Curriculum

- Curriculum planning takes account of the ethnicity, backgrounds and needs of all children.
- The curriculum builds on children's starting points and is differentiated appropriately to ensure the inclusion of
 - Boys and girls
 - Children learning English as an additional language
 - Children who are gifted and talented
 - Children with special educational needs
 - Children who are looked after by the LA
 - Children who are at risk of disaffection and exclusion
- Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social and cultural development of all children.
- The content of the curriculum reflects and values diversity. It encourages children to explore bias and to challenge prejudice and stereotypes.
- Extra curricular activities and special events cater for the interests and capabilities of all children and take account of parental concerns related to religion and culture.

Teaching and Learning

- All staff ensure that the classroom is an inclusive environment in which children feel all their contributions are valued.
- All children have access to the mainstream curriculum
- Pupil grouping is planned and varied. Allocations to teaching groups are kept under continual review and are analysed by ethnicity, EAL, gender and background.

Assessment and Achievement and Progress

- All children have the opportunity to achieve to their highest standards
- Baseline assessment is used appropriately for all children
- The school ensures that assessment is free of gender, cultural, and social bias and those assessment methods are valid.
- Staff have very high expectations of all children and they continually challenge them to extend their learning and achieve higher standards.
- The school recognises and values all forms of achievement.
- All children have full opportunities to demonstrate what they know, understand and can do and therefore, to benefit from assessment, which summarises what they have learnt. Information from assessment is used to inform future learning.
- Staff use a range of methods and strategies to assess children's progress.
- The monitoring of children's performance by gender, ethnicity and background enables the identification of groups of pupils where there are patterns of underachievement. The school ensures that action is taken to counter this.

Behaviour, Discipline and exclusions

- The school expects high standards of behaviour from all children and adults.
- There are strategies to re-integrate excluded children which address the needs of all children
- Exclusions are monitored by gender, ethnicity, SEN, and background. Action is taken in order to reduce any disparities between different groups of pupils.
- The schools procedures for disciplining children and managing behaviour are fair and applied equally to all.
- All staff operate consistent systems of rewards and discipline.
- Children, staff and parents are aware of procedures for dealing with harassment. They know that any language or behaviour, which is racist, sexist, homophobic, or potentially damaging to any group is always unacceptable.

Personal Development and pastoral care.

- Pastoral support takes account of cultural, religious, and ethnic differences, and the experiences and needs of refugee and asylum seeker children.
- The school uses a range of strategies for children learning English as an additional language. Use of home language is encouraged.
- The school takes account of the needs of traveller's children.
- Providers of all services to the school are required to demonstrate their commitment to equal opportunities.
- Appropriate support is given to victims of harassment and intolerant behaviour, using the support of external agencies where appropriate. The perpetrators are

dealt in accordance with school policies and provided with relevant support to consider and modify their behaviour.

Partnerships with parents and the community

- Progress reports to parents are accessible to ensure that all parents have the opportunity to participate in dialogue with the school.
- All parents are encouraged to participate at all levels in the full life of the school.
- The school works in partnership with parents and the community to develop positive attitudes to diversity and to address specific incidents.
- The school takes steps to encourage the involvement and participation of under represented groups of parents and sections of the community.
- Information material for parents is easily accessible in user-friendly language and can be made available in languages and formats other than English.
- Meetings for parents are made accessible for all. Parental involvement is monitored to ensure the participation of all groups.
- Informal events are designed to include the whole community and at times may target minority or marginalized groups.

Staffing recruitment and professional development

- The school adheres to recruitment and selection procedures, which are fair equal, and in line with statutory duties and LA guidelines.
- Steps are taken to encourage people from under represented groups to apply for positions at all levels in the school.
- Steps are taken to ensure that everyone associated with the school is informed of the contents of this policy. New staff are made familiar as part of their induction process.
- The skills of all staff, including support and part time staff are recognised and valued. All staff are given status and support and are encouraged to share their knowledge.
- Regular development activities are available for all staff members to support their practice.
- Staff and visitors provide a wide range of role models and reflect the diversity of the local and wider community.

Responsibilities

- The governing body and the Headteacher will ensure that the school complies with the relevant equalities legislation
- The governing body and the Headteacher will ensure that the policy and related procedures and strategies are implemented.
- The Headteacher will ensure that all staff are aware of their responsibilities under the policy.

Monitoring and Review

- This policy will be regularly monitored and reviewed to ensure that it does not disadvantage any particular section of the community.
- The effectiveness of the policy will be evaluated in the autumn term of each school year by the Headteacher and then referred to the governing body

Reviewed: June 2019

Next review date: June 2022