



## LPW Independent School

### Equality and Diversity Policy

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#### **RATIONALE**

At LPW Independent School, equality is a key principle for treating all people fairly and equally and no less favourably, specific to their needs, irrespective of their gender, ethnicity, disability, religious beliefs, sexual orientation or age.

LPW Independent School is committed to ensuring equality of opportunity to all members of our community. This commitment recognises that it is not enough to treat everyone the same: we aim to understand and address any barriers to achievement which could lead to unequal outcomes for different groups of pupils. We celebrate and value the diversity of our community.

#### **PROMOTING EQUALITY THROUGH THE CURRICULUM**

##### **Learning, Teaching and Assessment**

We provide all our pupils with the opportunity to succeed, aiming for the highest level they can achieve. We will:

- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect a range of cultural backgrounds, without stereotyping;
- Promote attitudes and values that will challenge discriminatory behaviour;
- Provide opportunities for pupils to appreciate their own culture and religions and celebrate the diversity of other cultures;
- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions;



- Develop pupils' advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality;
- Ensure that the curriculum covers issues of equalities, diversity, religion, human rights and inclusion;
- Seek to involve all parents/carers in supporting their child's education;
- Provide a range of educational visits and extra-curricular activities that are accessible to all pupil groups;
- Take account of the performance of all pupil groups when planning for future learning and setting challenging targets;
- Provide opportunities for Gifted & Talented pupils and for those with EHP Plans and English as an Additional Language.
- Promote the British value of democracy, tolerance and diversity
- We aim to make it accessible for all to appeal to assessment decisions and to make complaints in an equal way and this is reflected in our approach to handling complaints and assessment appeals – see separate policy documents.

### **Religious Observance**

We respect the religious beliefs and practice of all staff, pupils and carers/parents, and comply with reasonable requests relating to religious observance and practice.

### **Staffing and Staff Development**

We recognise the need for positive role models and distribution of responsibility among staff. We undertake to encourage the career development and aspirations of all individuals.

We provide staff with training and development to increase awareness of the needs of different groups of pupils.

### **Staff Recruitment and Professional Development**

- All posts are advertised formally and open to the widest pool of applicants.
- All staff have access to opportunities for professional development.
- Equalities policies and practices are covered in all staff inductions;
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact.

### **Monitoring and Review**

Our School Evaluation and Improvement Development Plan recognise the need to promote equality in the school community. The appropriate staff members will work with the Staff Governance Committee to ensure that equality of opportunity is monitored and reviewed.

### **Monitoring Pupil Performance**

As part of the process of tracking pupils' progress, we regularly monitor the performance of different groups, to ensure that all are making the best possible progress. We use this information to adjust future teaching and learning plans.



Resources are available to support groups of pupils where the information suggests that progress is not as good as it should be. The School Governance Committee receives regular updates on pupil performance information.

School performance information is compared to national data and Local Authority data, to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances.

### Monitoring Other Indicators

To inform our planning and interventions, we also monitor data on:

- Admissions
- Exclusions and truancy
- Pupils taken off roll
- Poor behaviour
- Use of internal isolation
- Incidents of racism, disability, homophobic, sexist incidents and all forms of bullying, including derogatory language
- Parental/carer involvement
- Attendance
- Parent views
- Pupil views

### **RESPONSIBILITY FOR THE POLICY**

In our school, all members of the school community have a responsibility towards supporting the equality agenda. Responsibilities are laid out as follows:

**The Headteacher and Director Team** are responsible for ensuring that:

- The school complies with all equalities legislation relevant to the school community;
- The school's Equalities policy is maintained and updated regularly;
- Procedures and strategies relating to the policy are implemented;
- The activities related to equality and evaluating impact are co-ordinated;
- The whole school community is aware of, and complies with, the Equality Policy;
- Staff are aware of their responsibilities and are given relevant training and support;
- Appropriate action is taken in response to racist or discriminatory incidents.

**All Staff** are responsible for:

- Dealing with incidents of discrimination and challenging bias and stereotyping;
- Not discriminating on grounds of race, disability, or other equality issues;



**Relevant Legislation:**

- The Equality Act (2006) amended the requirements of the Equal Pay Act (1970) and the Sex Discrimination Act
- The Disability Discrimination Act (2005)
- The Race Relations Act (1976)
- The Race Relations Amendment Act (2000)
- The Human Rights Act (2000)
- The Children's Act (2004)
- The European Directives
- The Employment Equality (Sexual Orientation) Regulations 2003 and the Employment Equality (Religion or Belief) Regulations 2003
- The Respective Codes of Practice associated with the legislation.

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