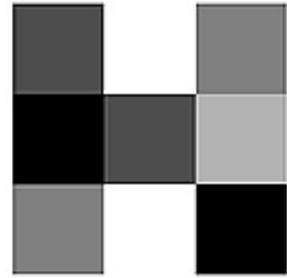


Holly Lodge Primary School



Equality and Diversity Policy

Introduction

This policy sets out the school's approach to promoting equality and diversity, as defined within the Equality Act (2010). It covers sex, race, disability, religion or belief, sexual orientation, pupils who are pregnant, undergoing or who have undergone gender reassignment and the school statutory to produce a Single Equality Scheme from April 2011.

Equality and Diversity

Our commitment to equality and diversity is reflected in our values, in particular as expressed in the value of respect.

Respect

- We show respect for each other and all within our community
- We provide mutual support for each other, especially during difficult times.
- We approach all situations with honesty, integrity and empathy.
- We display courtesy and understanding to all members of our community.

Teamwork

- We are all responsible for contributing towards the schools collective strength.
- We show cooperation, patience and fairness in all that we do.
- We use opportunities to empower other members in our community and give them a sense of belonging.
- We establish a culture of trust and openness in all communications.
- We focus on the identification and solution to a problem rather than a person to blame.

Responsibility

- We are committed to building the self-esteem of all around us.
- We are responsible for managing our emotions and behaviours so that they impact positively on those around us.
- We are responsible for getting the right job done at the right time.
- We treat all communications with confidentiality.

The School Context

The School is situated in the village of Ash vale and was built in the 1970s. The School has a largely homogenous catchment area with the vast majority of families living in owner-occupied houses. A few of our families live in rented accommodation and a few are on income support (approx 4%). 26% of our families have been in higher education and we have a deprivation indicator of 0.11.

Baseline assessment has shown that our intake is largely in line with the Surrey average. Teachers' visits to playschool/nurseries have shown that most of the children have attended playschool or nursery school prior to entry. In recent years the number of ethnic minority children has grown from (from 7% to 17%) as well as the number of army families in school from 2% to 10%. We have a large number of settled travellers but this does not appear on our collection data.

Over the last three years, the percentage of SEN children has risen from a third of the national average to equivalent to the national average.

The school has recently built a four-classroom unit to house the Upper Key Stage 2 classes. This has enhanced our provision.

Holly Lodge Primary School is a two-form entry community primary school focused on providing an effective education for every child in its care. We see the school as a community of learners who work towards building together for the future. The emphasis is on building strong foundations from which children can grow, develop and flourish.

Whilst we are not a church school, we have strong links with St Mary's Church in Ash Vale. The vicar visits regularly, taking monthly assemblies. He is also a governor of the school. His involvement has added much to support the very positive ethos within the school.

The school is part of the West Surrey Foundation which comprises 10 schools in the local area. We share a range of resources.

The school values its links with the community and works hard to maintain and develop them.

We have a range of voluntary helpers, including parents and senior citizens, who come in to help the children in a variety of ways

Promoting Equality and Diversity

The overall objective of this Equality and Diversity policy is to provide a framework for our school to pursue its equality duties to eliminate unlawful discrimination and harassment, promote equality and diversity of opportunity, and promote good relations and positive attitudes between people of diverse backgrounds in all its activities.

Our school is committed to ensuring that no pupils, staff, parents, guardians or carers or any other person through their contact with the school receives less favourable treatment on any grounds which cannot be shown to be justified. Holly Lodge Primary School is committed to ensuring this in terms of all protected characteristics identified within the Equality Act (2010) i.e., sex, race, disability, religion or belief, sexual orientation, pupils who are pregnant, undergoing or who have undergone gender reassignment. (*N/B Age is a protected characteristic within the Equality Act (2010), but not in relation to pupils of any age in a school – schools may organise their curriculum or classes in any way they choose without fear of a claim of discrimination on the grounds of age*). In addition as part of good practice Holly Lodge school also includes other characteristics i.e., ethnic or national origin, language, marital or civil partnership status, age, responsibility for children or other dependants, trade union or political activities, social class and where the person lives.

A Cohesive Community

Holly Lodge School is committed to continuing work on community cohesion alongside other schools in the West Surrey Foundation.

Holly Lodge School is committed to:

- promoting understanding and engagement between communities,
- encouraging all children and families to feel part of the wider community,
- understanding and responding to the needs and hopes of all our communities,
- tackling discrimination,
- increasing life opportunities for all,
- ensuring learning, teaching and the curriculum explores and addresses issues of diversity.

Roles and Responsibilities

School governors are responsible for:

- making sure the school complies with current equality legislation,
- making sure this policy and its procedures are followed.

The Headteacher is responsible for:

- making sure the policy is readily available and that the governors, staff, pupils and their parents and carers know about it,
- making sure its procedures are followed,
- producing regular information for staff and governors about the policy and how it is working, and providing training for them on the policy, if necessary,
- making sure that all staff know their responsibilities and receive training and support in carrying these out,
- taking appropriate action in cases of harassment and discrimination.

All school staff are responsible for:

- modelling good practice, dealing with discriminatory incidents and being able to recognise and tackle bias and stereotyping,
- promoting equality and diversity, and avoiding discrimination against anyone,
- keeping up to date with the law on discrimination and taking training and learning opportunities.

Pupils are responsible for:

- keeping equality and diversity issues on the School Council agenda, through a shared input with staff on developing policies relating to this area. This may include the anti-bullying policy and specifically racist, homophobic and cyber bullying, and developing school/class rules which challenge discriminatory behaviours.

Parents/Carers are responsible for:

- maintaining awareness of equality and diversity issues through the class representative meetings through a shared, through a shared input with staff on developing policies relating to this area. This may include the anti-bullying policy and specifically racist, homophobic and cyber bullying, and ensuring the above is explicit within our Home School Policy

Visitors and contractors are responsible for:

- Knowing and following our equality and diversity policy.

Responsibility for overseeing equality practices within the school lies with a named member of staff and governor.

Responsibilities include:

- Coordinating and monitoring work on equality issues,
- Dealing with and monitoring reports of harassment (including racist and homophobic incidents),
- Monitoring the progress and attainment of potentially vulnerable groups of pupils (e.g. children and young people in care, children from minority ethnic/language or Traveller communities, disabled pupils etc.),
- Monitoring exclusions.

Persons currently responsible for overseeing the school's equality and diversity practice are:

Mrs Norman (Headteacher)
Mrs Philippa Galloway (Chair of Governors)

Monitoring, Reviewing and Assessing Impact

This Equality Policy is supported by a Single Equality Scheme attached as an appendix. The scheme will be linked to the individual school development/improvement plan and will include targets determined by the governing body for promoting equality and diversity. The scheme will be regularly monitored and reviewed by staff and governors to ensure that it is effective in eliminating

discrimination, promoting access and participation, equality and diversity, and good relations between different groups, and that it does not disadvantage particular sections of the community. Any pattern of inequality found as a result of impact assessment will be used to inform future planning and decision-making. The Headteacher will provide monitoring reports for review by the Governing Body as part of the termly Head's report. This will refer to the school population, key initiatives and progress against targets and future plans.

See also

Equality and Diversity Scheme (attached as an appendix)

Accessibility policy

Behaviour (including bullying) policy

Child Protection policy

E-Safety policy

Ending Bullying and Harassment policy

Religious Education policy (including Collective Worship statement)

The provisions of this policy supersede previous policies covering Race Equality, Equal Opportunities the Disability Equality Scheme (still on file) and the Fairness and Dignity at Work Policy.

This policy was reviewed in February 2014 and approved by the school governors at a meeting on 19th March 2014.

It is due to be reviewed in January 2017.

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