

Stone with Woodford C of E Primary School Equality Policy

Reviewed December 2019

Philosophy <i>We believe that:</i>	Principles <i>Therefore we intend to:</i>	Procedures <i>This will be achieved by:</i>	Performance <i>We will evaluate by:</i>
<p>As a Governing Body we should be committed to the development of Equality for all members of the school community</p> <p>It is the responsibility of the governors and the SLT to identify Equality development needs</p>	<ul style="list-style-type: none"> • Develop an ethos which respects all members of the community regardless of gender, creed, colour, sexual orientation, disability or other minority belief. • Challenge stereotypes which conflict with the schools Equality policy • Identify and address gaps in access to Equality 	<ul style="list-style-type: none"> • Making available information and education, which promotes awareness and appreciation of other cultures and life styles via RE, PSHE and assemblies • Logging and dealing with occurrences of racial harassment or any other form of discrimination in line with LA guidance • Implementing school policy in relation to bullying and violence • Ensuring that parents and visiting staff are aware of the school's commitment to Equality 	<ul style="list-style-type: none"> • Reviewing the content of the curriculum • Reviewing and monitoring incidents which contravene the Equality Scheme
<p>All members of the community should have access to training and information promoting awareness of Equality and giving equality of opportunity</p>	<ul style="list-style-type: none"> • Identify training needs • Make transparent the way in which training needs are identified and resources allocated • Make available information and resources • Set up processes to resolve conflict 	<ul style="list-style-type: none"> • Implementing the School policy on Professional Development and Performance Management • Ensuring that staff have access to all policies and legislation relating to all aspects of Equality • Identifying key members of staff to lead and monitor professional development • Providing positive role models for all members of the community • Ensuring that all members of the community know and understand the processes to deal with disputes 	<ul style="list-style-type: none"> • Monitoring professional development and assessing the impact on individuals
<p>There are differences amongst people and that this should be accepted, celebrated and that all members of the school community have a right to be valued for who they are</p>	<ul style="list-style-type: none"> • Ensure access for all members of the community to academic and social experiences • Ensure that our system of care and support reflects the Equality philosophy 	<ul style="list-style-type: none"> • Providing experiences which give all pupils Equality to achieve their academic, social and emotional potential • Providing curriculum materials and access combined with high expectations which offer opportunities for all pupils to achieve potential and explore their creativity • Complying with relevant legislation • Identifying and updating resources • Ensuring that resources seek to break down barriers and challenge intolerance 	<ul style="list-style-type: none"> • Keeping curriculum, social, emotional and behavioural records and monitoring success • Monitoring the quality and availability of training • Monitoring resources