



Diversity Policy

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1. Background

Burghclere Primary School ('BPS') is a small rural primary school with approximately 120 pupils and with over 91% of pupils and staff with a white British ethnic background. The age range is from rising 5 to 11 years. Pupils come from a range of socio-economic backgrounds with a high proportion of affluent households as well as pockets of rural deprivation within our catchment area. As a small school we provide a secure and supportive environment and so attract a number of pupils with emotional and behavioural, physical, and learning difficulties. There is little linguistic or religious diversity. The school community is relatively stable with few pupils leaving during the course of the year and slightly more pupils transferring in from other schools due to the good reputation of the school.

It is important that our school takes a proactive and sensitive approach to the promotion of equal opportunities. This is the driver for this Diversity policy.

2. Aims

BPS believes that all members of our school community should participate and achieve to the best of their ability without being disadvantaged by race, colour, nationality, age, ethnic or national origins, income, religion, gender, sexual orientation or physical disability.

It is our responsibility as an educational community to foster attitudes that value diversity and which are free from prejudice.

It is also our responsibility to challenge behaviour that is abusive of others on any of these grounds.

We consistently strive to remove any forms of indirect discrimination that may form barriers to learning.

3. Our Commitment to Race Equality

The school complies with the specific duties of the Race Relations (Amendment) Act 2000.

BPS is committed to:

- Preparing pupils for life in a diverse society
- Respecting and valuing cultural and ethnic diversity in the wider community

- Developing pupils' sense of personal and cultural identity which is receptive and respectful towards other identities
- Acknowledging the existence of racism and being proactive in tackling and eliminating racial discrimination
- Making the school a place where everyone feels welcome and valued irrespective of race, colour, ethnic, religion, or national origin or citizenship.

This policy reflects the school's commitment to promote race equality.

4. Leadership and Management

All the policies of the school reflect a commitment to equal opportunities. The governing body and school management set a clear ethos that reflects our commitment to equality for all members of the school community and is based upon respect for all members of our school community. The school management will work to promote equality of opportunity, oppose all forms of oppressive behaviour, prejudice and discrimination and to value cultural, religious and ethnic diversity. Clear procedures are in place to deal with bullying, harassment and racist incidents. Monitoring and evaluation of policies enables specific actions to be taken to address equality issues.

Staff, governors and pupils contribute to the development and review of school policies.

It is the Headteacher's role to implement the schools diversity policy and they are supported by the Governing Body in doing so.

It is the Headteachers role to ensure that all staff are aware of the school policy on equal opportunities and that teachers apply these guidelines fairly in all situations.

Key posts, including the Head Teacher, support the inclusion of specific groups of pupils. *These are: Special Educational Needs Coordinator and Looked after Children Coordinator.*

5. Staffing: Recruitment and professional development

The school adheres to recruitment and selection procedures that are fair, equal and in line with statutory duties and Hampshire guidelines. The school seeks to ensure that people with disabilities are not discriminated against when applying for jobs at our school. We take all reasonable steps to ensure that the school environment gives access to people with disabilities. People from under-represented groups are encouraged to apply for positions within the school and all staff are made familiar with this policy as part of their induction programme. The

skills of all staff, teaching and support are valued equally for their contribution to the school community. We ensure that all promotion and training systems are fair to all, and provide opportunities for everyone to achieve.

6. Curriculum

Curriculum planning recognises that pupils encounter few examples of ethnic or cultural diversity in their everyday lives and endeavours are made to expose pupils to ideas and traditions different to their own. All pupils have access to the mainstream curriculum. The curriculum builds on pupils' starting points and differentiates to ensure the inclusion of:

- Boys and girls
- Pupils for whom English is an additional language
- Pupils from minority ethnic groups
- Pupils who are a working significantly above age related expectations
- Pupils with special educational needs
- Pupils who are looked after by the local authority or have previously been looked after
- Pupils who are at risk of disaffection or exclusion.
- Pupils with disability
- Children who are currently or have previously been Free School Meals
- Army Personnel
- Any other vulnerable groups

All subjects contribute to the spiritual, moral, social, and cultural development of pupils. Extra-curricular activities are designed to allow maximum participation of pupils and every effort is made to ensure that no pupil is excluded on grounds of financial hardship. Although inclusion is our main policy parents have the right to withdraw children from RE, collective worship and/or sex and relationship education in certain circumstances. (See RE, Collective Worship and Sex and Relationship policies.)

7. Teaching and learning

Teachers ensure that the classroom is an inclusive environment in which pupils show respect for each other and value the contributions of others. Teachers take positive steps to include individuals or groups and pupil grouping in the classroom is planned and varied. Teaching is responsive to pupils' different learning styles. When selecting classroom material, teachers pay due regard to the sensitivities of all members of the class and do not provide material that is racist or sexist in nature. Teachers include material that gives positive images of ethnic minorities and that challenges stereotypical images of minority groups.

8. Assessment, Pupil Achievement and Progress

All pupils have the opportunity to achieve high standards. The school's Assessment Policy supports and monitors the progress of individual pupils, as well as groups of pupils at risk of under achievement.

9. Behaviour Management

The school expects high standards of behaviour from all pupils and develops their understanding of our expectations through our **Golden Rules**.

There are strategies to support pupils at risk of exclusion or long-term absence, which is a rare event, and to reintegrate those returning to school.

All staff are aware of procedures for dealing with bullying, harassment or racism and know that language can be racist, sexist, or potentially damaging to any minority group. Support is given to victims of harassment or bullying.

10. Monitoring and Evaluation

This policy will be monitored regularly to ensure effective implementation and to ensure that no section of the community is disadvantaged. The progress of minority groups of pupils will be analysed at least annually. It is the responsibility of our governing body to monitor the effectiveness of the policy. The governing body does this by:

- Monitoring the progress of pupils of minority groups and comparing it to the progress made by other pupils in the school;
- Monitoring the staff appointment process, so that no-one applying for a post at this school is discriminated against;
- Requiring the Head teacher to report to governors on an annual basis on the effectiveness of this policy;
- Taking into serious consideration any complaints regarding equal opportunity issues from parents, staff or pupils;
- Monitoring the school behaviour and exclusions policy, so those pupils from minority groups are not unfairly treated.

Results of monitoring will be reported to governors and included in the annual report to parents.

11. Practical Implications Of This Policy

Given the points raised in the introduction the staff of the school will need to:

- be proactive in creating opportunities to promote diversity.
- challenge stereotyping, prejudice or racism wherever it occurs. Recording any serious incidents and drawing them to the attention of the Head teacher.
- to continue to be sensitive to the needs of pupils in minority groups.
- review the implementation of the policy in staff meetings.

12. Success Criteria

The school is able to demonstrate:

- parents do not have cause to complain on diversity matters
- the School Values continue to underpin the ethos and atmosphere of the school
- curriculum planning and its delivery demonstrate the inclusion of diversity issues

13. Implementation/Dissemination

- Publish policy on school website
- Publish to staff
- Note in school newsletter to say the policy is up dated and can be seen on the website or a hard copy can be obtained from the Head Teacher

Reviewed March 2022

Date of next review: October 2023