

S21: EQUALITY INFORMATION & OBJECTIVES - Statutory Policy

EQUALITIES, DIVERSITY & INCLUSION POLICY

Principles

The School's Mission Statement makes clear its commitment to making the school a fully accessible and inclusive organisation which welcomes and respects the diversity of its students, staff, community and visitors to the school.

MISSION STATEMENT



Our Prospectus states:

St George's is a school which believes everyone has the right to feel included and comfortable. This means every individual is important and we will do everything we can to help.

We do this by recognising that everyone is different, but everyone is of equal value.

At St George's we will all try to support each other and we demand respect for all. Almost everyone will need some help or some changes made for them to make sure they can give of their best. Sometimes this will be extra help with reading or writing or with practical lessons (like PE or Food Technology), sometimes it will mean special arrangements for eating (students with diabetes often need to "top up" outside Break or lunch times). Sometimes, we can help with the physical environment (for example we have special tape on staircases to make them more visible).

Our Admissions Forms ask families to let us know if a student, or his/her family, has any disability or needs any additional assistance to make St George's a place in which they feel welcomed and supported. Please let us know by using the forms or contacting the school directly.

Definitions & Guidance:

Inclusion is:

Giving everyone opportunities of equal value and worth.

Equality is:

- about creating a fair and just society
- about removing or reducing all forms of unfair discrimination, overt and covert
- about breaking down barriers for individuals and in particular groups

Diversity is:

- about including everyone
- valuing differences
- harnessing differences in individuals so that we all benefit, enabling differing perspectives and views, skills and characters to enrich and enhance the school community
- having a better understanding of the diverse needs of our community

Direct discrimination is:

When a person is intentionally treated less favourably than others in comparable circumstances because of a special characteristic such as sex, race or disability.

Direct discrimination is unlawful.

Indirect Discrimination is:

When a provision or practice is applied equally to all but unintentionally has a different impact on people so that a person or group are at a disadvantage as a result.

Indirect discrimination is unlawful.

Victimisation is:

When a person is treated less favourably because they have taken action in respect of discrimination, e.g. making a complaint.
Victimisation is unlawful.

Harassment is:

When a person's dignity is violated or behaviour creates an intimidating, hostile, degrading, humiliating or offensive environment for them, on the grounds of a relevant equalities characteristic, e.g. sex, race.

Harassment is unlawful.

Aim

The aim of this policy is to provide an overall framework for the school's action to:

- Promote equality and eliminate discrimination for students, staff and others using school facilities.
- Make it clear that equality and diversity are underpin all of the school's policies and practices.
- Promote community cohesion by developing attitudes and providing experiences which enrich students' understanding of community and diversity.

Aspects which this Policy seeks to address are:

1. Race
2. Gender
3. Disability
4. Religion/belief
5. Sexual orientation
6. Age

Commitment to Equalities & Diversity

St George's School is fully committed to discharging all of its equalities duties for all students, employees and visitors to the school site. It contributes to an overall commitment by the school to improve standards and to build a school community with a positive Christian ethos which reflects the wider community.

The school will ensure that this policy and accompanying documentation are accessible by publishing them electronically in appropriate formats and making them available on request in large print, Braille etc.

The school will ensure that procedures are in place to consider complaints or concerns. Procedures at the School and Local Authority are in place for dealing with allegations of harassment or discrimination and for recording and reporting racist incidents.

The Equality & Human Rights Commission (EHRC) is the enforcement body for equalities legislation. The school wishes to comply with all its duties however if found wanting would endeavour to put right within 3 months.

Implementation

Equalities expectations and actions are embedded in existing school policies and practice for example in staff recruitment, CPD, Admissions, Discipline, Curriculum, Racist Incidents, Sporting and Cultural activities, Parental Surveys, Student Voice etc.

The school will monitor outcomes against equality and diversity criteria (e.g. in participation, rewards, exclusions, positions or responsibility, appointments, standards).

As part of the drawing up of this policy, staff, students and parents have been invited to contribute.

Desired outcomes

1. Every member of our Christian school community feels a sense of belonging and self worth.
2. The diversity of people's different backgrounds and circumstances are acknowledged, appreciated and valued.
3. An inclusive school which promotes positive life opportunities for all members of the school community, regardless of their background and circumstances.
4. We will develop strong and positive relationships between people from different backgrounds within the school, its local community and national and global communities.
5. The promotion of high standards of behaviour in the school and a sense of personal responsibility to contribute to community cohesion, respect for others and good citizenship.
6. Commitment to the early identification of students' additional needs and to working in partnership with parents, schools and support services to set targets and provide appropriate support/intervention.
7. School publications, meetings and events will recognise achievements underpinned by the principles of equalities, diversity and inclusion.
8. Students will have opportunities to study issues relating to intolerance and prejudice (including ageism, sexism and homophobia, religious prejudice, racism and racial discrimination).

9. Accurate information about the academic progress of all students will be kept and complemented by information about their gender, ethnic origin, disability, first language and religious affiliation and relevant information about their families also.

Members of the school community, irrespective of their ethnicity, age, sexuality, religion, belief, disability or gender:

- Will contribute to the creation and maintenance of a positive Christian ethos.
- Will be expected to work together in a constructive and positive manner.
- Will have access to facilities and resources provided by the school.
- Will have opportunities to work and socialise with different members of the school community.
- Will, if necessary, receive support to ensure that their needs are met within the limits of the resources available.
- Will be involved in decisions being made about them.
- Will have all forms of harassment dealt with appropriately and be encouraged to challenge prejudices.
- Will have opportunities to learn how people have challenged, or can challenge, discrimination and stereotypes based on ethnicity, age, sexuality, religion, belief, disability or gender.
- Will have access to a broad, balanced and relevant learning and training opportunity and range of activities.
- Will be encouraged to celebrate the diversity of the community.
- Will be discouraged from using ageist, sexist, racist, homophobic and demeaning language relating to others' religion or beliefs, will be held accountable for their individual and collective responsibility and be supported when they challenge such language.
- Will support victims of discriminatory behaviour, abuse and harassment.

