



WEST KIRBY SCHOOL AND COLLEGE

Equality and Diversity Policy Statement For Pupils

Date written: February 2019

Author: Principal

Policy for Equality and Diversity for pupils.

Introduction

West Kirby School and College (WKS) is a multi-cultural, multi-racial community of nearly two hundred people, both adults and pupils. We believe that everyone in the school is of equal value and should have equal opportunities in school and the community and in life.

Many people in our society are discriminated against and treated as if they are worth less than others because of their race, religion or language; because of their gender / gender assignment or sexuality; because of their class or because of a disability or age. This will **not** be tolerated to happen in our settings.

People are individuals and therefore different. They have different needs and different contributions to make to the life of our school and of the community. All adults for their part strive to give unconditional trust and ask of pupils that they endeavour to be honest and give respect to other people and their property. There may be times when the relationship between staff and a pupil breaks down. In such cases the school will give all the support it can to the pupil concerned and his or her parents/carers even though redress to exclusion may be necessary.

Equal Opportunities is not about treating everybody the same. It is about meeting people's individual needs and appreciating their individual strengths and gifts. We are all different and should all be equally valued. Everything that follows in this statement is to help everyone involved make WKS a truly equal and inclusive provision.

Aims

1. Our main aim is to offer an education appropriate to each individual pupil's needs regardless of their race, colour, ethnic or national origins, gender, sexual orientation, gender re-assignment, disability or religious beliefs.
2. With regard to the statutory Code of Practice on the duty to promote Race Equality, we aim to tackle racial discrimination and to promote equality of opportunity and good race relations across all areas of school activity.
3. With regard to the revised SEN Code of Practice, the Index for Inclusion and the Social Inclusion initiatives, we aim to ensure equal access to educational opportunities for all our pupils, and the opportunity to reach levels of attainment appropriate to their ability.
4. We aim to ensure that everyone at the school (staff, pupils, parents, contractors and visitors) is afforded the basic rights of freedom and access to opportunity, including freedom from all forms of harassment or bullying.

5. We aim to ensure that active encouragement is given to all in order to enable them to fully develop talents and personal skills for co-operative interaction and academic excellence. No one person has the right to deny of another person his or her educational opportunity.

Objectives

1. To regard all our pupils as being of equal value and to ensure that the needs of all pupils are identified and met, and that they are able to achieve their full potential, helping to raise standards across the school.
2. Take direct action (including providing resources and mentoring/counselling support) to remove inequalities between all groups in their levels of achievement and progress; their experience of disciplinary measures (such as exclusions); admissions; or assessment. This will be reflected in IEPs, with particular emphasis on action plans promoting social inclusion and raising the levels of attainment of all pupils.
3. To **challenge in a positive way** any form of prejudice, racism or sexism, whether overt or covert, which contradicts the school's equal opportunities and racial equality policies and codes of conduct. This means adopting a consistent and unambiguous stand, from which we strive to overcome prejudice and ensure equality of opportunity for all, thus protecting the rights and liberties of every individual.
4. To foster self-esteem and respect for each person as an individual and to create a positive and inclusive atmosphere where there is a shared commitment to respect diversity and difference, challenge and prevent racism and discrimination, and encourage good relations between people of different racial groups.
5. To prepare pupils to be good citizens, living and working in a multi-ethnic society and to take up the responsibility of participation, and to treat all others as we would wish to be treated. The Citizenship Education programme and the agendas of School Councils will play key roles in achieving this objective.

Guidelines

Any policy related to equality and diversity must reflect in its mission, aims and objectives, and practice. In so doing this policy looks to promote and protect:

- Human dignity (so pupils develop a sense of worth of self and others, irrespective of social, cultural, ethnic, linguistic or faith background).
- Justice and fairness (so pupils value genuinely democratic processes and principles and are willing to take action on this).
- Commitment to equality (so pupils recognise the principle of equality as the underpinning of relationships between individuals, groups and societies).

- Appreciation of diversity (so pupils develop an open-minded approach to other cultures and social groups and are willing to learn from them).

From this the following key guidelines emerge:

1. All pupils should be encouraged to value their own cultural heritage and the culture and lifestyles of others, and to show respect for self and others while at the same time finding common ground to talk to one another and valuing living together in a community.
2. Every member of staff on behalf of the pupils needs to accept responsibility for establishing a reasonable climate for debate and extending opportunities for controversial discussion. They must address widely held misconceptions to avoid the risk of pupils with limited experience arriving at consensus views of doubtful validity.
3. The provision of genuine equality of opportunity must be inherent in the education the school offers. The primary, secondary and 16+ curriculum opportunities must be open to all in their respective key stages/class groups. The school must challenge any gender stereotyping, which leads to constraints on the development of pupils' abilities and aspirations and should include the opportunity to study multicultural issues as an intrinsic part of all programmes and teaching.
4. The school should clearly demonstrate the unacceptability of attitudes, incidents, taunts or remarks that give offence, intimidate, devalue another's view or opinion, or undermine another's self-esteem. More specifically this means the following codes of practice for directors, governors and staff, pupils, parents and carers, visitors and contract staff.

Pupils need to aware that:

1. All pupils are valued for themselves and can expect to have their culture and language treated positively and with respect.
2. Pupils will be given the opportunity in the classroom to discuss and to identify and understand racism, sexism and other forms of prejudice.
3. Pupils will be able to contribute to the development of equal opportunities and other school policies through the School Council.
4. If pupils feel they have been abused racially or bullied they should report the matter immediately to their teacher, key worker or other appropriate adult. All pupils can expect to be listened to and have their complaints investigated. If a pupil feels their complaint has not been properly dealt with they may take the matter to the PRINCIPAL.

5. Pupils who have suffered racist or sexist behaviour, abuse, bullying or intimidation will be supported by the school and in particular their teacher or key worker. Anyone who has committed such offences will be dealt with appropriately - in the case of pupils this may include exclusion from the school. 6. All pupils should treat each other and staff with respect.

Implementation

To support and promote equality and diversity the school will:

1. Detailed procedures are in place to make sure that everything in this policy statement happens.
2. The school will operate the policy in respect of all staff appointments and promotions and will monitor gender and ethnicity balance.
3. All subject teaching and pastoral programmes of study will take into account the objectives and guidelines of this policy.
4. Information will be collected about pupils' performance and progress in all areas of school activity, to analyse trends that could have an adverse impact on pupils' attainment:
 - Admissions and transfer procedures
 - Assessment, and subsequent groupings by ability / attainment levels
 - Curriculum, teaching and learning (inc. language and cultural needs)
 - Pupil behaviour, discipline, punishment and reward
 - Exclusions (fixed term and permanent)
 - Racism, racial harassment and bullying
 - Staff recruitment and career development
 - Membership of the governing body
 - Parental involvement
 - Working with the community
 - Support, advice and guidance given by teachers/tutors/year heads/ learning mentors/counsellors (as appropriate).
5. All staff will be familiar with this policy and in particular the Appendices (see below)
6. All contraventions of this policy will be treated as disciplinary matters.

Evaluation (Monitoring and Assessment)

1. This policy is to be monitored by the Senior Management Team to ensure its effectiveness through the school's self-review processes.
2. Evidence will be sought to confirm that the policy is promoted effectively to all stakeholders, ensuring that staff, pupils and parents understand and meet their responsibilities.
3. The effectiveness of the policy will be confirmed by its impact upon the raising of all pupils' levels of attainment, self-awareness, levels of anxiety and tolerance together with an increased inclusive atmosphere for all stakeholders and towards particular goals such as strengthening the gender balance at senior level.
4. This policy statement will continue to be discussed with pupils to ensure its relevance and impact.
5. The revision of the policy will be ongoing, ensuring the involvement and commitment of the whole school community. The statement will be reviewed annually.

Equality and Diversity Policy for pupils (2019):

Signed by:

Principal:

date:

On behalf of Governors:

date:

Last reviewed / amended: February 2019

Review date: January 2020

Appendix 1:

Protected Characteristics:

In supporting children and young people schools are required by Ofsted to have due regard to the need to:

- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010
- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

This is simply good practice that should be evident within all school settings.

In law the **Equality Act** 2010 protects specific characteristics, these are:

- age,
- disability,
- gender reassignment,
- marriage and civil partnership,
- pregnancy and maternity,
- race,
- religion or belief,
- sex,
- sexual orientation.

Appendix 2:

Working in our setting:

Children with SEN are four times more likely to be subject to abuse. We can never be too vigilant in ensuring the safety and welfare of our young people. Their specific areas of need means that in most cases they will have a protected characteristic in law associated with a disability and therefore we are rightfully duty bound to ensure our plans and programmes help support and address the numerous barriers they may face in life.

Within our own setting we deal with young people that have significant issues associated with social communication and self-perception / awareness. This for many of our young people means that we are responsible for ensuring their voice is heard and responded to fully.

Working with issues of sexual orientation and gender identity:

Many of our young people can be confused and worried in aspects of their personal development and in particular with regard to their sexual orientation or gender identity.

It is essential that all staff have a working knowledge of LGBTQ, alongside all other protected characteristics. Children and young people with SEN are already known to be more likely to be subject to abusive behaviours. This can be magnified further when coming to terms with their own personal circumstances related to gender and sexuality. They are manifestly more vulnerable.

In our own setting therefore it is key that you are aware of the key contacts associated with supporting LGBT individuals.

The questions below are identified to ensure that you undertake safe and appropriate practice in our setting:

1. When a young person has identified their wish to discuss their sexual orientation or gender you should.....
 - a. DON'T make assumptions
 - b. Be POSITIVE and be prepared to LISTEN

2. If you are intending to discuss these matters with parents or carers you should....
 - a. Ensure you have the permission of the young person first
 - b. Be able to signpost parents to support / advice

3. If a young person wishes to continue to develop their awareness and understanding of these matters you should...
 - a. Be able to provide help and support through materials that are accessible
 - b. Be aware of local support groups
 - c. Be able to support and advise young people on how they can stay safe