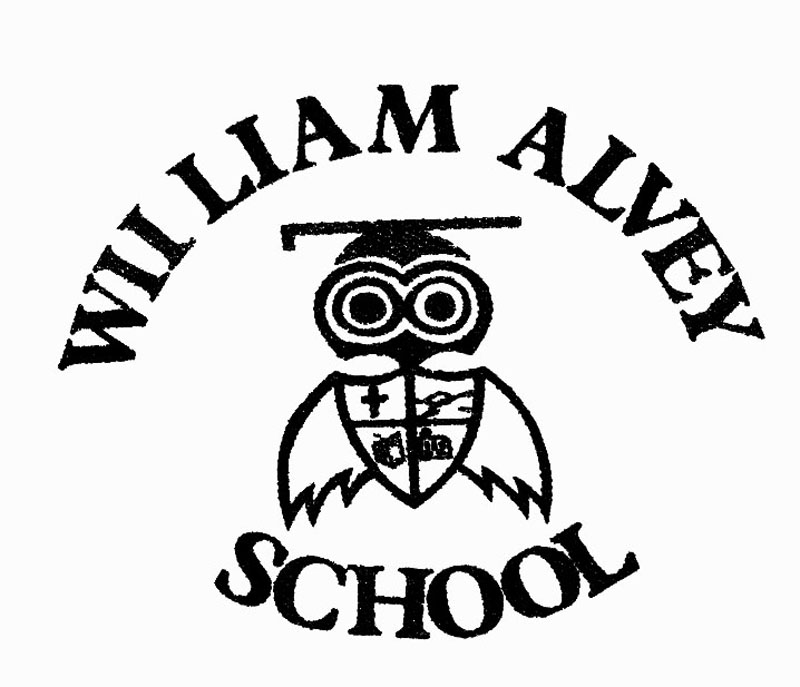
**William Alvey Primary School**

**Equality and Inclusion Policy C of E**



1. **Introduction**

We are a busy but friendly school, with lots going on. We are also a Church school and are very keen to ensure that the children understand what being a Christian means, in this way we hope the children can make an informed choice about the way they lead their lives. At our heart we have the belief that all children are revered and respected as a member of our community where all are known and loved by God, we believe all pupils are individually unique and that every child in our care should fulfil their potential in all aspects of their person hood: physically, academically, socially, morally and spiritually. Our aim is that all may flourish and have an abundant life. At William Alvey we feel we have a duty to try to remove any factor that might represent a hindrance to a child’s fulfilment. We want all pupils to willingly engage in learning in a safe and welcoming environment.

We know that modern life and the development of technology  brings many new opportunities for our children to develop their talents in and out of school. We also know that this can sometimes mean the Church is being pushed out of our children's lives. At the William Alvey we do our best to promote a Christian ethos but also try and link it to modern day living.

1. **School Aims**

We will provide pupils with a safe, secure and happy school life in which each individual is valued and is provided with an equal opportunity to achieve success.

We will offer a caring, disciplined and tolerant Christian community.

We will provide children with a broad, exciting and challenging curriculum that is relevant to their community and the world at large.

We will strive to achieve high standards in all that we do and will recognise the contribution of each individual by encouraging strength and supporting weakness.

We will ensure that, by the end of Year 6, pupils leave the William Alvey School with:

 A standard of skill and knowledge in English, mathematics, science/technology, the arts and humanities which is commensurate with each child's potential.

1. **Values**

We have 7 core Christian values. This year they have formed part of our themes for Collective Worship.

* Hope
* Reverence
* Forgiveness
* Respect
* Endurance
* Thankfulness
* Fellowship

1. **School statement on equality**

Every person in our school community has been made in the image of God and is loved unconditionally by God. Everyone is equal and we treat each other with dignity and respect. Our school is a place where everyone should be able to flourish in a loving and hospitable community. Each person in all their unique difference should be able to thrive, irrespective of physical appearance, gender, race, religion, ethnicity, socioeconomic background, academic ability, disability, sexual orientation or gender identity.

We are committed to promoting the understanding of the principles and practices of equality – treating all members of our school community as individuals, according to their needs, with an awareness of our diverse society and appreciating the value of difference. We actively seek to challenge discrimination and we promote an anti-bullying stance which makes clear the unacceptability of racist, disablist and

homophobic, biphobic and transphobic bullying and language.

1. **Legal framework**

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, gender identity, race, religion, sex and sexual orientation. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

1. **Guiding principles**

Our approach to equality is based on the following key principles:

At our heart we have the belief that all children are revered and respected as a member of our community where all are known and loved by God, we believe all pupils are individually unique and that every child in our care should fulfil their potential in all aspects of their person hood: physically, academically, socially, morally and spiritually. Our aim is that all may flourish and have an abundant life. At William Alvey we feel we have a duty to try to remove any factor that might represent a hindrance to a child’s fulfilment. We want all pupils to willingly engage in learning in a safe and welcoming environment.

1. **Links to other polices and documentation**

We ensure that the principles listed above apply to all of our policies and practice including those that are concerned with:

* Pupils’ progress, attainment and achievement
* Pupils’ personal development and wellbeing
* Teaching styles and strategies
* SMSC and PSHE
* Admissions and attendance
* Staff recruitment, retention and professional development
* Care, guidance and support
* Special educational needs
* Behaviour, discipline and exclusions
* Bullying and addressing prejudice related bullying
* Working in partnership with parents, carers and guardians
* Working with the wider community
* We also ensure that information about our responsibilities under the Equality Act are included in our school development plan, self-evaluation review, the school prospectus, school web site and newsletters.

1. **Our actions**
   1. **To eliminate discrimination, harassment and victimisation**

We meet our legal duty and live out our guiding principles listed above by opposing prejudice and prejudice related bullying, taking account of equality with regards to

the way the school provides facilities and services, taking account of equality with regards to attendance policies, actively promoting equality and diversity and creating an environment of dignity and respect.

* 1. **To advance equality of opportunity between different groups**

We meet our legal duty and live out our guiding principles listed above by an awareness of the potential impact of any negative, prejudicial language or behaviour on particular pupils and groups of pupils.

* 1. **To foster good relations**

We meet our legal duty and live out our guiding principles listed above by: preparing pupils to live well together, respect diversity and equality, challenge discrimination and prejudice and listen to and treat others with dignity and respect.

* 1. **Other ways we address equality issues**
* Standing items on Governors agenda
* On-going review of school policies
* Pupil, staff and parental questionnaires
* Collective worship
* Curriculum (PSHE )
  1. **Disseminating the policy**

We ensure that this policy is known to all staff and governors, parents and carers and, as appropriate, to all pupils. This policy is available on our school website.

1. **Roles and responsibilities**

The roles and responsibilities of each member of the school community to uphold the principles and actions of this policy.

* 1. **The Role of Governors**

The governing body supports the Head Teacher in all attempts to eliminate inequality from the school. This policy statement makes it very clear that the governing body does not allow inequality of any sort to take place in the school, and that any incidents of inequality that do occur are taken very seriously and dealt with appropriately.

The governing body responds within ten days to any request from a parent to investigate incidents of inequality. In all cases, the governing body notifies the Head Teacher and asks him/her to conduct an investigation into the case and to report back to a representative of the governing body.

* 1. **The Role of the Head Teacher**

It is the responsibility of the Head Teacher to implement the school equality policy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of inequality. The Head Teacher reports to the governing body about the effectiveness of the equality and inclusion policy on request.

The Head Teacher ensures that all children know that inequality is wrong, and that it is unacceptable behaviour in the William Alvey School. The Head Teacher draws the attention of children to this fact at suitable moments.

The Head Teacher ensures that all staff receive sufficient training/support to be equipped to deal with all incidents of inequality.

The Head Teacher sets the school climate of mutual support and praise for success, so making inequality less likely. When children feel they are important and belong to a friendly and welcoming school, inequality and bullying is far less likely to be part of their behaviour.

* 1. **The Role of the Teacher**

Teachers in our school take all forms of inequality seriously and intervene to prevent incidents from taking place. Records of all significant incidents that happen in the year group are recorded in the pastoral care book and this is passed up with the year group to alert future teachers of any historical issues. All allegations of inequality and bullying are brought to the attention of the Head Teacher and investigated and recorded in the ‘Bullying and Racism Log’.

All staff are trained in identifying and preventing incidents of inequality. If staff witness an act of inequality or bullying, they do all they can to support the child who is being bullied. If a child is being bullied over a period of time then, after consultation with the Head Teacher, the teacher informs the child’s parents.

If teachers become aware of any bullying taking place between members of a class they should deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and punishment for the child who has carried out the bullying. We spend time talking to the child who has bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future. If a child is repeatedly involved in bullying other children, staff should inform the Year Group Leader and subsequently the Head Teacher who, in turn, would invite the child’s parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the Head Teacher may contact external support agencies.

Teachers attend regular training, which enables them to become better equipped to deal with incidents of bullying and behaviour management. Teachers support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

* 1. **The Role of Pupils**

Pupils who have been bullied will be supported by:

* being offered an immediate opportunity to discuss the experience with a member of staff of their choice
* reassuring the pupil
* offering continuous support where necessary
* working to restore self-esteem and confidence.

Pupils who have bullied will be helped by:

* discussing what happened
* discovering why the pupil became involved
* establishing the wrong doing and need to change
* informing parents or guardians to help change the attitude of the pupil.

Pupils who witness bullying: ‘bystanders’

* A bystander is ‘a person who does not become actively involved in a situation where someone else
* requires help’.
* The names of bystanders will be recorded alongside both the names of the perpetrator and the victim.
* Bystanders will be asked to undergo a short programme of education to ensure they consider other possible courses of action should a similar incident occur in the future.

The following disciplinary steps can be taken:

* official warnings to cease offending
* loss of break times/privileges
* parents (offer of external support)
* exclusion from certain areas of school premises
* minor fixed-term exclusion
* major fixed-term exclusion
* permanent exclusion.

Within the curriculum the school will raise the awareness of the nature of bullying and inequality and the role of the bystander through inclusion in PSHE, assemblies and other subject areas, as appropriate, in an attempt to eradicate such behaviour.

* 1. **The Role of Parents**

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child’s class teacher immediately.

Parents have a responsibility to support the school’s anti-bullying policy and equality and inclusion policy and to actively encourage their child to be a positive member of the school.

1. **Staff development and training**

We ensure that all staff, including support staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

1. **Breaches of the policy**

Breaches of this policy will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the Head Teacher and governing body.

1. **Monitoring and evaluation**

This policy is reviewed as part of the non-curriculum review cycle.