SUMMERFIELD EDUCATION CENTRE

EQUALITY AND DIVERSITY POLICY

We will ensure that our service is fully inclusive in meeting the needs of all children, particularly those that arise from their ethnic heritage, social and economic background, gender, ability or disability. Our setting is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families. We aim to:

- Provide a secure and accessible environment in which all our children can flourish and in which all contributions are considered and valued
- Include and value the contribution of all families to our understanding of equality and diversity
- Provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and disabled people
- Improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity
- Challenge and eliminate discriminatory actions
- Make inclusion a thread that runs through all of the activities at the setting

Admissions

- The Pupil Referral Unit is available as 6th Day provision following a permanent exclusion to every family in the community.
- On admission to the School families are made are made aware of where to locate our Equality and Diversity Policy.

- We do not discriminate against a child with a disability or refuse a child entry to our Pupil Referral Unit for reason relating to disability.
- We develop an action plan to ensure that people with impairments can participate successfully in the services and curriculum offered by the school.
- We do not discriminate against a child or their family, or prevent entry to our setting, on the basis of a protected characteristic as defined by the Equalities Act 2010. These are: disability, race, gender reassignment, religion or belief, sex, sexual orientation, age, pregnancy and maternity, and marriage and civil partnership.
- We take action against any discriminatory behaviour by staff or parents/carers whether by:
    - direct discrimination – someone is treated less favourably because of a protected characteristic e.g. preventing families of some racial groups from using the service;
    - indirect discrimination – someone is affected unfavourably by a general policy e.g. children must only speak English in the setting;
    - association – discriminating against someone who is associated with a person with a protected characteristic e.g. behaving unfavourably to someone who is married to a person from a different cultural background; or
    - perception – discrimination on the basis that it is thought someone has a protected characteristic e.g. assuming someone is gay because of their mannerism or how they speak

- Displaying of openly discriminatory and possibly offensive materials, name calling, or threatening behaviour are unacceptable on or around the premises and will be dealt with in the strongest manner.

Employment

- Posts are advertised and all applicants are judged against explicit and fair criteria.
- Applicants are welcome from all backgrounds and posts are open to all.
- The applicant who best meets the criteria is offered the post, subject to references and checks by the Disclosure and Barring Service. This ensures fairness in the selection process.
- All job descriptions include a commitment to promoting equality and recognising and respecting diversity as part of their specifications.

Training

- We seek out training opportunities for staff and volunteers to enable them to develop anti-discriminatory and inclusive practices which allow all children to flourish.
- We ensure that we have staff that trained are in first aid and confident in administering relevant medicines.
- We review our practices to ensure that we are fully implementing our policy for promoting equality, valuing diversity and inclusion.

The Curriculum

The curriculum offered in the setting encourages pupils to develop positive attitudes about themselves as well as to people who are different from themselves. It encourages pupils to empathise with others and to begin to develop the skills of critical thinking.

Our environment is as accessible as possible for all visitors and service users. If access to the setting is found to treat disabled children or adults less favourably then we make reasonable adjustments to accommodate the needs of disabled children and adults. We do this by:

- making pupils feel valued and good about themselves
- ensuring that pupils have equality of access to learning
- undertaking a Health & Safety audit to establish if the setting is safe and accessible to all pupils.
- making adjustments to the environment and resources to accommodate a wide range of learning, physical and sensory impairments
- making appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities, e.g. recognising the different learning styles of girls and boys
- positively reflecting the widest possible range of communities in the choice of resources
- avoiding stereotypes or derogatory images in the selection of books or other visual materials
- creating an environment of mutual respect and tolerance
- differentiating the curriculum to meet pupil's special educational needs
- helping pupils to understand that discriminatory behaviour and remarks are hurtful and unacceptable
- ensuring that the curriculum offered is inclusive of pupils with special educational needs and pupils with disabilities
- ensuring that pupils learning English as an additional language will have full access to the curriculum and are supported in their learning.

Visits

Our aim is to show respectful awareness of different religions in the lives of the pupils and families in the Pupil Referral Unit, in our society as a whole and to welcome the diversity of backgrounds from which they come.

In order to do this, we will aim to visit different religious establishments which are frequented in our area and/or by the families involved in the Pupil Referral Unit.

- Without indoctrination in any specific faith, pupils will be made aware of the different religious beliefs which are held by their own families or others and will be introduced, where appropriate, to the stories and festivals included.

Valuing diversity in families

- We welcome the diversity of family lifestyles and work with all families
- We encourage pupils to contribute stories of their everyday life to the setting
- We encourage parents/carers to take part in the life of the setting and to contribute fully
- For families who speak languages in addition to English, we will develop means to ensure their full inclusion
- We offer a flexible payment system for families of differing means.

Food

- We work in partnership with parents/carers to ensure that the medical, religious, cultural and dietary needs of pupils are met
- We help pupils to learn about a range of food, and of cultural approaches to mealtimes and eating, and to respect the differences among them

Meetings

- Meetings are arranged if any parent/carer is concerned about any equality and diversity issues raised in the school.
- Information about meetings is communicated in a variety of ways – written, verbal, text messaging and in translation if required – to ensure that all parents have information about and access to meetings

Monitoring and reviewing

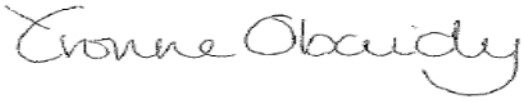
- To ensure our policies and procedures remain effective we will monitor and review them annually to ensure our strategies meet the overall aims to promote equality, inclusion and valuing diversity
- We provide a complaints procedure and a complaints summary record for parents/carers to see

Legal framework

- The Equality Act 2010
- Children Act 1989, 2004
- Special Educational Needs and Disability Act 2001

Date of Policy – 1 May 2019

Date of next review: May 2020

Reviewed: September 2020

Ratified – Chair of Management Committee: