



Wellsprings School Vision statement



Guidance

We respect the religious beliefs and practices of all staff, pupils and parents/carers, and comply with reasonable requests relating to religious observance and practice.

Principles:

1. All Learners are of equal values.

We see all learners and potential learners as of equal value:

- Whether or not they are disabled
- Whatever their ethnicity, culture, religious affiliation, national origin or status
- Whichever their gender.

2. We recognise and respect diversity.

Treating people equally does not necessarily involve treating them all the same. Procedures and activities must not discriminate, but are differentiated, as appropriate, to take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- Disability, so that reasonable adjustments are made
- Ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- Gender, so that the different needs and experiences of girls and boys, women and men are recognised.

3. We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.

We intend that our procedures and activities should promote:

- Positive attitudes towards disabled people, good relations between disabled and non-disabled people, an absence of harassment of disabled people.

- Positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents.
- Mutual respect and good relations between boys and girls, women and men, and an absence of sexual harassment.

4. **Staff recruitment, retention and development.**

Policies and procedures should benefit all employees and potential employees:

- Whether they are disabled.
- Whatever their ethnicity, culture, religious affiliation, national origin or national status.
- Whichever their gender.
- Whatever their sexual orientation.
- Whatever their age.

Purpose

- To ensure that everyone who belongs to, or comes into contact with, our school community is valued and respected;
- To promote equality of opportunity and eliminate unlawful discrimination and harassment.
- Challenging and eradicating discrimination, for example, by acting quickly to deal with all bullying, but particularly that which is aimed at groups as well as individuals, such as racist bullying.
- To explore the school's link with the wider, national and global community.
- To ensure that there is equality of opportunity for all members of the school community, existing or potential, and any barriers to learning and participation are reduced or removed.
- To ensure that the school promotes equality of opportunity in principle and eliminates direct or indirect discrimination in all its functions as an employer, service provider and community resource.
- To ensure that everyone is treated with respect and that any form of prejudice is challenged and eliminated.
- To ensure that the school makes a constructive contribution to the local, national and global community.
- To address all equality and anti-discrimination issues in one document.
- Giving high profile to rights and responsibilities by promoting human rights, justice and fairness throughout the curriculum and wider school community.

Roles and Responsibilities

Headteacher

The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

All Staff

All staff are expected to:

- Promote an inclusive and collaborative ethos in their classroom;
- Ensure every child has access to a curriculum that is accessible to them;
- Teaching and non-teaching staff work closely together to ensure that all learning tasks are made meaningful and relevant to every learner.
- To ensure that curriculum content and resources represent and celebrate diversity.
- Children's attainment and progress are carefully monitored to ensure that no identifiable group is underachieving. Attention is given to the progress of identifiable groups of children currently in school, as well as to trends over a number of years.
- Children's personal social and emotional development is carefully monitored to ensure that children's confidence and self-esteem thrive and that every child feels welcomed and sufficiently supported.
- Deal appropriately with any prejudice-related incidents that may occur;

- Identify and challenge bias and stereotyping in the curriculum;
- Support pupils in their class for whom English is an additional language
- Keep up to date with equalities legislation relevant to their work.

Governors

The governing body is responsible for ensuring that the school complies with legislation, and that a policy and its related procedures are created and reviewed regularly.

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| Date of Review | May 2014 |
| By Whom | ML |
| Date of review | May 2016 |
| Date of review | May 2018 |
| Date of review | May 2020 |
| Date of review | May 2022 |
| Date of next review | May 2024 |