



URSULINE HIGH SCHOOL
Wimbledon

Equalities Diversity
Policy

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Equalities Policy

Ursuline High School recognises its statutory duties to promote community cohesion and equality in relation to gender (sex and reassignment), age, disability, religion or belief and sexual orientation. This is reflected in our Mission Statement to foster respect for all regardless of age, race, colour, creed, gender, ability.

The policy is compliant with the Equalities Act of 2010.

In fulfilling these obligations, we are guided by seven principles.

1. We see all pupils as of equal value, whether or not they are disabled, whatever their ethnicity, culture, religious affiliation, national origin or national status, whichever their gender.
2. Treating people equally does not necessarily involve treating them in the same way. Our Policies, 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 kind of barriers and disadvantages which people may face, in relation to disability (so that reasonable adjustments are made), ethnicity (so that different cultural backgrounds and experience of prejudice are recognized), sexual orientation and gender (so that the different needs and experiences of girls and boys, women and men are recognized).
3. We intend that our policies, procedures and activities should promote:
 - a) Positive attitudes towards **disabled people**, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
 - b) 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
 - c) Mutual respect and good relations between the **genders** and an absence of sexual harassment
4. Policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development whether or not they are disabled, whatever their ethnicity, culture, religious affiliation, national origin or national status, and whichever their gender.

5. In addition to avoiding or minimising possible negative impacts, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between disabled and non-disabled people, people of different ethnic, cultural and religious backgrounds, girls and boys, women and men.
6. People affected by a policy or activity should be consulted and involved in the design of new policies, and in the review of existing ones.
7. We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of disabled people as well as non-disabled, people of a wide range of ethnic, cultural and religious backgrounds, both women and men, girls and boys.

We recognise that the actions resulting from a policy are what make a difference. The seven principles listed above will inform the **School Development Plan**.

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the seven principles above.

We ensure that the seven principles apply also to the full range of our policies and practices, including those that are concerned with:

- Pupil progress, attainment and assessment
- Pupil personal development, welfare and well-being
- Teaching styles and strategies
- Admissions and attendance
- Staff recruitment, retention and professional development
- Care, guidance and support
- Behaviour, discipline and exclusions
- Working in partnership with parents
- Working with the wider community

Ursuline High School is opposed to all forms of prejudice including prejudices around disability and special educational needs, prejudices around racism, prejudices that are directed towards religious groups and communities, and prejudices reflecting sexism and homophobia.

Clear guidance is given to teaching and support staff on how prejudice-related incidents should be identified, assessed, recorded and dealt with.

Incidents involving racial prejudice and bullying are recorded and reported annually to the Local Authority.

Roles and Responsibilities.

The Governing Body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and strategies are implemented.

A member of the Governing Body has an oversight brief regarding the implementation of this policy.

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.

The Senior Leadership Team are responsible for day-to-day procedures which promote equality and community cohesion.

All staff are expected to:

- Promote an inclusive and collaborative ethos in their classroom
- Deal 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

We ensure that the content of this policy is known to all staff and Governors and, as appropriate, to all pupils and parents.

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

We ensure that all staff, including support staff, receive appropriate training and opportunities for professional development.

Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the Headteacher and Governing Body.

We collect and analyse data relating to the implementation of this policy, and make adjustments as appropriate. In particular we collect, analyse and use data relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, language, gender and disadvantage.