



Stranmillis Primary School

Equality, Inclusion and Diversity Policy

Date: November 2019

“We are all equally different”

1. CONTEXT

Stranmillis Primary is a Controlled Sector school – open to all and situated in a diverse neighbourhood. This diversity is reflected in the school population of approximately 470 pupils from over 300 families.

A wide variety of ethnic groups are presently represented in Stranmillis.

2. AIMS AND OBJECTIVES

Aims and Objectives

Aims

- To promote a caring, trusting and educational environment that builds self-esteem and reinforces the pupils’ feelings of safety, confidence and belief and respect for others.
- To encourage involvement of pupils and parents from other cultures by sharing their own skills, expertise and traditions.
- To promote a culture of inclusion and diversity where every member of our school community feels valued and welcome irrespective of race, religion, political views, gender or sexual orientation.

Objectives

To help pupils to: -

- Develop self-confidence, self-esteem and self-discipline
- Understand their own and others feelings and emotions
- Develop their motivation to learn, and their individual creative potential
- Listen to and interact positively with others
- Explore and understand how others live
- Develop positive attitudes towards an active and healthy lifestyle, relationships, personal growth and change
- Become aware of key issues which affect their physical, social and mental well-being and that of others
- Develop tolerance and mutual respect for others
- Understand some of their own and others’ cultural traditions
- Develop a sense of awe and wonder about the world around them
- Become aware of some of the issues and problems in society
- Contribute to creating a better world around them
- Become aware of the potential impact of developments upon the lives of others
- Appreciate the environment and their role in maintaining it and improving it
- Understand how actions can affect the environment

3. LEADERSHIP, MANAGEMENT AND GOVERNANCE

Stranmillis Primary School is committed to:

- being proactive in promoting good relationships and equality of opportunity across all aspects of school life and the wider community;
- encouraging, supporting and enabling all pupils and staff to reach their potential and make a positive contribution;
- working in partnership with families, the Education Board and the wider community to establish, promote and disseminate inclusive practice.

Responsibilities

The Governing Body

It is the Governing Body's responsibility to:

- ensure that the school complies with equality legislation;
- meet requirements to publish equality schemes;
- ensure that the school's policy and its procedures and strategies are carried out and monitored with appropriate impact assessments informing future plans;
- scrutinise the recording and reporting procedures at least annually;
- follow the Education Boards admissions policy, which is fair and equitable in its treatment of all groups;
- monitor attendance and take appropriate action where necessary;
- have equal opportunities in staff recruitment and professional development and membership of the Governing Body;
- provide information in appropriate, accessible formats;
- be involved in dealing with serious breaches of the policy;
- be pro-active in recruiting high-quality applicants from under-represented groups.

The Principal

It is the Principal's responsibility to:

- implement the policy and its strategies and procedures;
- ensure that all staff receive appropriate and relevant continuous professional development;
- actively challenge and take appropriate action in any cases of discriminatory practice;
- deal with any reported incidents of harassment or bullying in line with BELB guidance;
- ensure that all visitors and contractors are aware of, and comply with, the school's equality and diversity policy;
- produce a report on progress for governors annually.

All Staff

It is the responsibility of all staff to:

- be vigilant in all areas of the school for any type of harassment and bullying;
- deal effectively with all incidents from overt name-calling to the more subtle forms of victimisation caused by perceived differences;
- identify and challenge bias and stereotyping within the curriculum and in the school's culture;
- promote equality and good relations and not discriminate on grounds of race, gender, religion, age and sexual orientation;
- promote an inclusive curriculum and whole school ethos which reflects our diverse society;
- keep up to date with equality legislation, development and issues by attending relevant training and accessing information from appropriate sources.

4. Policy Planning and Review

'Diversity' activities are not prescriptive. Activities will vary from year to year.

For example –

Visit by African Drummers

Visit from 'Beyond Skin' company

Celebration of the Chinese Lantern Festival

Involvement in Queens University research programme on the promotion of Home languages

5. ASSESSMENT, RECORDING AND REPORTING

Teachers assess the children's work in diversity both by making informal judgements as they observe them during lessons and by doing formal assessments of their work, measured against the specific learning targets set out in the various Curriculum Guidelines. They have clear expectations of what the pupils know, understand and be able to do at the end of each level.

There will be opportunities to assess the extent to which pupils: -

- Know and understand the need to base opinions, views and decisions on relevant knowledge
- Use the various skills they are learning

Children can be involved in self assessment. Talking about and reflecting upon activities and situations in which they have been involved can teach them to use their own judgement. Through a process of personal learning planning pupils are involved in setting their own targets and making decisions about their next steps in learning.

All recording will contain only what is manageable and helpful to teachers, pupils and parents. This can be done through personal learning planning, self assessment and pupil profiles. The use of a digital camera and evaluations by the pupils will go a long way towards recording whole school events. Reporting on whole school events is carried out through our school newsletters, our website, display boards within the school and by local media.