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|--------------------------------|---|--------------------|------------|
| <b>Policy</b>                  | Equality and Diversity  |                    |            |
| <b>Reviewer</b>                | George Lumley   |                    |            |
| <b>Reviewed</b>                | December 2019   | <b>Next review</b> | April 2021 |
| <b>Changes</b>                 | New policy to reflect Rights Respecting Schools agenda                                      |                    |            |
| <b>Relevant CYPES policies</b> | <a href="#">Equality and Diversity</a><br><a href="#">Transgender policy for admissions</a> |                    |            |

## VCP Policy

### 1. Overview

Victoria College Preparatory School (VCP) is committed to the principle of equal opportunity in line with the Discrimination (Jersey) Law 2013 and the Equality Act (2010) for all stakeholders including pupils, parents and staff irrespective of age, disability, gender identity, race and nationality, religion or belief, pregnancy, marriage or sexual orientation. We believe that equal opportunity is at the heart of good educational practice.

All pupils are of equal value and deserve equal access to every aspect of school life. We believe in supporting the development of personal and cultural identities of all pupils, are preparing our pupils for full participation in society.

We are committed to and fully support the UN Convention on the Rights of the Child and are an accredited UN Rights Respecting School.

### **UNCRC Article 2 – You have the right not to be discriminated against**

### **UNCRC Article 3 – Everyone who works with children should do what is best for each child**

### **UNCRC Article 29 – Your education should help you use and develop your talents and abilities.**

Our school core values of Respectful, Resourceful, Resilient, Aspirational, help to promote equal opportunities for all pupils, staff, parents and the wider community.

## 2. Aims and Objectives

- To ensure that all learners have equal access to a rich, broad, balanced and relevant curriculum.
- To advance equality of opportunity by ensuring that teaching, learning and the curriculum promote equality, celebrate diversity and promote community cohesion by fostering good relations.
- To eliminate any discrimination, harassment and victimisation. To ensure that no-one is unfairly or illegally disadvantaged as a consequence of their age, disability, gender, gender identity, sexual orientation, colour, race, ethnic or national origin, disability or religious beliefs.
- To recognise and celebrate diversity within our community and wider society. We aim to enhance a wider sense of community locally and globally.
- To develop a positive attitude to equal opportunity by all staff, children, parents and all who participate in the life of the school.
- It is the right of every child irrespective of age, race or nationality, religion or belief, disability, gender, sexual orientation, gender identity, special needs or ability to achieve their full potential.

## 3. Strategies and action

- The school will make all reasonable adjustments to promote equal opportunity and equal treatment of all members of the school community.
- We are committed to the Rights Respecting Agenda and actively seek ways to integrate this into all aspects of our school.
- SMSC is given a high profile in the school and is an integral part of our curriculum and School Improvement Plan.
- We are committed to meeting the individual needs of each child and will be responsive to changing needs and requirements.
- The school actively promotes mutual respect through embedding our core value of Respect into our policies, procedures and ethos of the school.
- Where pupils fall short of our expectations, our Positive Behaviour Policy will be followed. Incidents of a discriminatory nature will be discussed with either the Headteacher or the Deputy Headteacher and the parents. This will be recorded in SIMS and appropriate next steps will be identified.
- Pupils are taught to be confident, strong and self-affirming in their own identity; to value and respect all children and adults; to learn from other cultures and their own; to be able to discuss, celebrate and challenge traditions and beliefs.
- The Jersey Curriculum requires breadth, balance, relevance and differentiation which will enable each pupil to participate actively in their learning.
- The diversity within our school and the wider community will be viewed positively by all.
- Diversity will be recognised as a positive, rich resource for teaching, learning and the curriculum.
- The positive achievements of all pupils will be celebrated and recognised.
- Curriculum planning takes into account opportunities to learn about and learn from a range of cultures.
- We actively seek opportunities for pupils to take responsibility in school and to have a voice. Pupils are encouraged to be involved in the School Council, Eco Club, and roles of responsibility in year 6.

- Assembly times regularly explore content that furthers knowledge and understanding of a range of religious and cultural beliefs as well as looking at current local and global issues.
- PSHE lessons are taught in every class across the school, following the SEAL (Social and Emotional Aspects of Learning) approach to teaching about equality and diversity.
- Regular achievement and progress data of all pupils is scrutinised and triangulated with a range of other welfare data. Every pupils' data is monitored to ensure that all our pupils are making the best possible progress and that no specific group of pupils is underachieving. These groups include the progress and attainment of groups such as: children with EAL, those eligible for Jersey Premium and children with identified Special Educational Needs.
- Bursaries are available and are regularly advertised to families and the wider public.

#### **4. Staff**

- All staff are expected to actively comply and promote equal opportunities, access and rights.
- It is the responsibility of all staff to foster and facilitate a welcoming environment in our school which fosters equal opportunity and celebration of diversity.
- Staff will endeavour to establish an atmosphere within school which effectively challenges and reduces prejudice and raises self-esteem so that children can develop independence, freedom of choice, and knowledge of their human rights.
- Staff must recognise and challenge discrimination as and when it occurs.
- In all staff appointments, the most suitable candidate will be appointed on professional criteria and recruitment carried out in a manner consistent with equal opportunity practice, following the guidelines and training provided by the Government of Jersey. The lead member of any interview panel will have completed recruitment training.

#### **5. Roles and responsibilities**

The Head Teacher has overall responsibility for ensuring compliance with equality guidance and the effective operation of this policy.