

Luxulyan C P Academy

Policy Co-ordinator – Claire Ewart

Equality and Diversity Policy

Date: January 2017

Review Date: January 2019

At Luxulyan C P Academy, we are committed to safeguarding children. The health, safety and emotional well-being of every child are our paramount concern. Our aim is that the children will thrive during their time with us in a safe and happy environment.

At Luxulyan C P Academy we recognise that children in our care have a right to be treated equally and given equal access to all opportunities, regardless of:

Race/ethnicity
Social circumstances
Gender
Culture
Religion
Home language
Special Educational Needs
Disability
Ability

Children from different racial origins may or may not have English as a second language.

We make every effort to:

- set up effective communication channels through which information between school and home may be exchanged
- ensure that there is not racism from any member of staff or child within the setting, and that the child is treated fairly and equally
- welcome children of different nationalities, using them to 'educate' us, and celebrating their bilingualism, and encouraging them to be proud of their origins and culture
- be aware of any fears, insecurities or difficulties that such children may be experiencing, without necessarily having the facility to vocalise them.

Children entering school may come with a faith which is not Christian. We make every effort to:

- acquire information and knowledge about other religions
- support every child in their beliefs, recognising them as valid
- provide every child with the required support and stimulus, whilst making any allowances necessary as required by their faith.

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Children may come to school with, or may develop expectations of themselves according to their sex and to received stereotyped images. We make every effort to:

- promote a positive image of people within our society through the PSHE curriculum regardless of their gender, ethnicity, special needs or physical disabilities
- ensure that girls and boys are treated equally and fairly
- ensure that the resources are equally available to both sexes, and that the notion of 'boys subjects' and 'girls subjects' is not present and is discouraged
- ensure that problems that arise of a gender nature are dealt with appropriately and sensitively, with due respect to the importance that the problem may have assumed for the child.

Children may come into school from different regions and social backgrounds, different economic and domestic conditions, and differing levels of support and back-up at home. Whilst it is not a precondition that these factors will effect a child's attainment, we should ensure that we are aware of any disadvantage a child may be suffering.

We should ensure that:

- there is no discrimination with regard to children who are less well materially equipped
 - resources avoid stereotypes and gender bias
 - resources are not unequally apportioned: rather that ALL children should be resourced and supported equally, whatever their background.
 - School buildings are regularly inspected for access and approved
- 5 Children may come into school with Individual Educational Needs and will be supported by a well planned curriculum and supportive adults. (See SEND policy).

All forms of discrimination by anyone within the school's responsibility will be treated seriously as such behaviour is deemed unacceptable.