



Eastbrook School

Equalities and Diversity Statement

This declaration of principle should be used in conjunction with the following school policies, which provide specific coverage of key issues and clarify how Eastbrook School intends to address these areas of potential inequality and discrimination.

- Race Equality Policy
- Inclusive Education Policy (including Special Educational Needs)
- Anti – Bullying Policy
- Disability Equalities Scheme

Eastbrook School has adopted a whole school approach to promoting equality and eliminating discrimination. It is the right of every person in the school to experience equality and the responsibility of every person to ensure that this happens.

The school community values difference and celebrates diversity. This means that we look to the strengths of all our students and their families and welcome the experience they bring to our learning community. We will not accept any acts of overt discrimination and seek to uncover and eliminate institutionalised and covert discrimination.

1. The planning and delivery of the whole school curriculum will take account of the diverse community at Eastbrook School. The monitoring and review processes will evaluate the success of action taken.
2. Assessment procedures and outcomes are regularly monitored and reviewed to ensure equality of access to the process of assessment, access to the curriculum, to inform teaching and learning styles and to ensure the most appropriate allocation to teaching groups for progress.
3. All staff are provided with data and student information to inform the development of effective teaching and learning methodology.
4. Resources are chosen which reflect the culturally diverse nature of the global community and the needs of our school community. They will promote the understanding of cultural diversity, challenge to all discrimination and racial harmony.
5. Admission, careers, subject options, disciplinary and exclusion procedures and processes are fair and equitable to students from all ethnic groups and to those with additional need. They are monitored to ensure that this takes place. Strategies are in place to reintegrate and include previously excluded students, those returning following a long period of absence and those entering British education for the first time.
6. Students and staff are provided with opportunities to fulfil their religious obligations. Provisions are made to meet the dietary and cultural requirements of students and staff.
7. Student attainment and progress is increasingly monitored in individual subjects and across the curriculum by ethnic group and subdivided by gender, language, FSM and additional needs. Disparities in the attainment

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and progress of particular groups of students are identified and appropriately addressed. The processes of identifying the Gifted and Talented students recognises a wide range of talents and abilities.

8. The achievement and progress of all students is celebrated and valued by the school.
9. Extra-curricular activities are accessible to all students
10. Appropriate support and guidance will be offered to every student according to need, taking into account specific, cultural and linguistic needs.
11. The school will respond immediately and supportively to reported incidents of discrimination by students and staff involved in off-site provision, including work experience and college placements. Work place partners will be made aware of the school's Equality Policy, DES and The Race Equality Policy.
12. Every effort will be made to ensure that parents are regularly informed of their child's progress in the language most appropriate to the parent. We also support parents and families in communicating with the school in their language of preference. All parents and carers are encouraged to play an active role in the life of the school.
13. The Governing Body is representative of the school community and they have overall responsibility for this policy.
14. School recruitment and selection procedures are consistent with the statutory Race Relations Code of Practice, the Disability Discrimination Act and in line with the Equal Opportunities guidelines provided by the LA.
15. Staff development is monitored to ensure that all individuals benefit appropriately and equally and that any imbalance, between ethnic groups or by gender or disability, is investigated.
16. Regular and systematic awareness training on equality issues is provided for all staff and Governors.