

EQUALITY AND DIVERSITY POLICY

This policy has been written for	<ul style="list-style-type: none"> All staff at The Chelsea Group of Children 	
Copies of this policy may be obtained	<ul style="list-style-type: none"> The Chelsea Group of Children website http://chelseachildren.com/ As a hard copy or email attachment on request from the School office 	
This policy links with the following policies	<ul style="list-style-type: none"> Promoting Good Behaviour 	<ul style="list-style-type: none"> Staff guidebook
Participants and consultees	<ul style="list-style-type: none"> Head Teacher 	
Relevant statutory guidance, legislation and other sources of information	<ul style="list-style-type: none"> https://www.gov.uk/government/organisations/department-for-education/about/equality-and-diversity http://www.equalityhumanrights.com/private-and-public-sector-guidance/education-providers/secondary-education-resources/useful-information/understanding-equality http://www.equalityanddiversity.co.uk/equality-diversity-schools-resources.htm 	
The Lead Member of staff is	<ul style="list-style-type: none"> The Headteacher 	
Definitions and key terms used in this policy	<ul style="list-style-type: none"> CGC – Chelsea Group of Children 	
The Objectives of this policy	<ul style="list-style-type: none"> to prevent discrimination and promote equality through valuing diversity and providing equality of opportunities for all staff, students, volunteers, trainees, and contractors to ensure no job applicant, employee, student or worker is discriminated against either directly or indirectly on the grounds of age, disability, gender reassignment, marriage and civil partnership, pregnancy or maternity, race, religion or belief, sex or sexual orientation 	
Other participants and Stakeholders	<ul style="list-style-type: none"> Parents Students 	<ul style="list-style-type: none"> Staff
Monitoring and Evaluation	<ul style="list-style-type: none"> The Head Teacher and the Policy Administrator will ensure the policy is kept up to date and all members of staff are complying with the rules and guidelines 	

INTRODUCTION

The Chelsea Group of Children is an independent special needs school for children with moderate, complex needs. Our aim is to meet each student's unique developmental, behavioural, and emotional needs as well as develop his or her cognitive abilities through the development of a firm foundation of skills.

The Chelsea Group of Children is a community of children, parents, and staff, which has a rich diversity in terms of cultures, religions, beliefs, ethnicities and social backgrounds and the neighbourhood in which the school is situated broadly reflects such diversity.

We will endeavour to promote equality of opportunity and inclusion for all pupils within our school. The school will continue to promote shared values and encourage our pupils to actively engage with others to understand what they hold in common in addition to recognising and valuing each other's individual heritage and culture.

AIMS AND VALUES

The Chelsea Group of Children is a welcoming school where everyone is valued and where tolerance, honesty, co-operation and mutual respect for others are fostered. We are committed to the development of a holistic person within a supportive, secure and creative environment. A broad, balanced and appropriate curriculum provides equal opportunity for all pupils to maximise their potential regardless of age, gender, race, religion, belief or disability. We endeavour to promote positive relationships with parents, and members of the wider community.

At the Chelsea Group of Children, we aim to promote equality and tackle any form of discrimination and actively promote harmonious relationships in all areas of school life. We seek to remove any barriers to access, participation, progression, attainment and achievement.

We aim to:

- provide a secure environment in which all our children can flourish and achieve all five outcomes of 'Every Child Matters' (including be healthy, stay safe, enjoy and achieve, make a positive contribution, and enjoy economic well-being);
- provide a learning environment where all individuals see themselves as successful learners and feel a sense of belonging;
- prepare children for life in a diverse society in which they are able to see their place in the local, regional, national and international community
- include and value the contribution of all families to our understanding of equality and diversity
- provide positive non-stereotyped information about different groups of people regardless of their gender, ethnicity, disability, sexual orientation, religion or age
- plan systematically to improve our understanding and promotion of diversity
- actively challenge discrimination and disadvantage
- make inclusion a thread which runs through all our activities.

To achieve these aims we will:

- continue to develop, review, evaluate, and assess all relevant improvement plans, policies and procedures
- make available our policies to the wider school community
- collect and analyse data to ensure all groups are progressing well and no group is subject to disadvantage
- use all available information to set suitable learning challenges for all, respond to pupils' diverse needs and overcome any potential barriers to learning
- ensure that the wider school curriculum makes explicit and implicit provision to promote and celebrate diversity
- have high expectations of behaviour which demonstrates respect to others

PROCEDURES AND PRACTICES

Leadership and Management

The Chelsea Group of Children 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 local authorities (LA) and the wider community to establish, promote and disseminate inclusive practice and tackle discrimination
- ensuring that our Equality and Diversity Policy is followed

Responsibilities of The Board of Governors

It is the Board of Governors' responsibility to:

- scrutinize the recording and reporting procedures at least annually

The Head Teacher

It is the Head Teacher's responsibility to:

- ensure that the school complies with equality legislation
- make the policy available to the wider school community
- implement the policy and its strategies and procedures
- ensure that the school's policy and its procedures and strategies are carried out and monitored with appropriate assessments informing future plans
- ensure that all visitors and contractors are aware of, and comply with, the school's equality and diversity policy
- be aware of and deal with serious breaches of the policy
- provide equal opportunities in staff recruitment and professional development
- provide information in appropriate, accessible formats
- be pro-active in recruiting high-quality applicants from under-represented groups
- 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 government guidance
- monitor staff attendance and take appropriate action where necessary

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 relationships 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

Breaches of the Policy

All breaches of the policy will be rigorously followed up using the appropriate procedures and reported to leadership as required.

Monitoring and Quality Assurance

Each pupil's progress is monitored and reviewed in respect of gender, race, ability or additional needs, and looked-after status. Quality assurance procedures ensure the school meets its duty to positively promote diversity. (E.g. lesson plans record differentiation and texts are reviewed to ensure appropriateness and inclusivity). The data collected is used to inform further school planning, target-setting and decision-making.

The Head Teacher will observe every student and Teacher/TA in every subject on a rolling basis and use the CGC lesson observation form to record her findings. Each lesson seen will be recorded on the register of observation.