



LENDY PARK SCHOOL

The Way, The Truth And The Life.

Tel: +2638688003435 Cell: +263 779940833 www.lendypark.com head@lendypark.com

Maximising The Potential Of Each Child Through Christian Education

INCLUSION DIVERSITY AND EQUAL OPPORTUNITIES POLICY

BROAD DEFINITION OF EQUALITY AND DIVERSITY

Equality and diversity, sometimes called multiculturalism, can be defined as accepting and promoting people's differences. For example, when promoting equality, the fundamental goal is to raise awareness and ensure that all people are treated fairly and equally. This should be regardless of age, gender, religion, disability or race.

Promoting diversity and equality in education is critical for pupils and school staff. The aim is to create an inclusive classroom environment and a safe place without prejudice, where students have the opportunity to thrive.

If pupils are taught to respect diversity, they gain critical knowledge and understanding that helps them to develop relationships, tackle prejudice, and make positive decisions throughout their lives.

KEY PRINCIPLES

1. All pupils are equal regardless of their religious beliefs, sexual orientation, race, gender, and gender identity. Although this is an important principle, Schools should teach their pupils that not everyone in the school is treated the same. However, there are instances where people require extra help so that they are provided with the same opportunities and outcomes as others.
2. Differences should be respected, recognised, and valued because diversity is a strength. All differences should be considered, and schools need to work hard to eliminate the disadvantages and barriers some people face. For example, differences may include ethnicity, gender, faith, disability, or sexual orientation.
3. Positive relationships and attitudes should be fostered and nurtured throughout the School.
4. Schools should encourage a shared sense of belonging and inclusion.
5. Actively observe and promote equalities practised for staff.
6. Have the highest expectations for all pupils.
7. Everyone in the school should work hard to raise standards for all pupils, especially those most vulnerable.
8. Challenge stereotyping and prejudice.



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OBJECTIVES.

1. Develop an ethos that values and respects all people.
2. Actively promote the equality of opportunity.
3. Prepare all pupils for life in a diverse society.
4. Foster good relations amongst both the school community and the broader communities
5. Using appropriate measures, eliminate unfair discrimination, harassment, and other oppressive behaviour.
6. Deliver diversity and equality through ATS policies, practices, and procedures.
7. Use all available resources to eliminate barriers that could discourage or limit activities and provision.
8. Take positive action to offer support and encouragement to groups and individuals whose progress could be limited by cultural expectations and stereotypes.
9. Monitor the implementation of equality and diversity throughout all member schools.
10. Set targets for improvement and evaluate the impact of equality and diversity action on achieving the organisation's goals.

THE IMPORTANCE OF EQUALITY AND DIVERSITY

When an equitable education system is provided within schools, an environment that helps all students develop core knowledge and skills is supported. This development allows schools to become more productive institutions of society.

If all students are given an equitable start, teachers and school staff can lead the way for better social and economic outcomes for pupils, regions, and society. If all pupils are given all that they need to thrive, a level of mutual respect can be formed between teaching staff and pupils. This leads to productive classrooms, staff feeling good about their lessons, and pupils being actively engaged in learning.

ATS and Lendy Park School believes that as a teacher, some of their responsibilities when promoting equality and diversity include:

1. Ensuring that pupils clearly understand the level of conduct expected in their interactions and dealing with others.
2. Find opportunities for students to work collaboratively in diverse groups within the teaching schedule.
3. Pay close attention to the needs of students in diverse groups as part of the curriculum.
4. Find respectful and creative ways to use the diversity of all students to improve the overall learning experience for everyone.



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PROMOTING EQUALITY AND DIVERSITY IN SCHOOLS

ATS and Lendy Park School believe that all schools need to promote equality and diversity. Suggested ways of achieving this may include:

1. Challenging all negative attitudes amongst pupils.
2. Avoiding stereotypes in curricular resources.
3. Setting clear rules and expectations regarding how people treat each other.
4. Treating all staff and pupils and equally and fairly.
5. Creating an all-inclusive environment for pupils and staff.
6. Using resources that involve multicultural themes.
7. Promoting multiculturalism in lessons where possible.
8. Reflect and promote diversity in the classroom through appropriate lessons.
9. Ensuring that all pupils have equal access to opportunities and participation.
10. Using assessment methods that will cater to all pupils.
11. Using a variety of suitable teaching approaches.
12. Ensuring that procedures and policies are non-discriminatory.
13. Classroom materials should never discriminate against anyone; instead, they should be accessible, even adapting to audio, large print, or video.

Lesson Planning

1. Incorporate a range of learning styles into planning.
2. Ensure that the diversity of students is reflected in lesson plans.
3. Ensure that the learning environment is set up to be accessible to all students.
4. Ensure that language in learning materials used is non-racist/sexist/discriminatory.
5. Review resources/lesson plans regularly.

Policies and Procedures

1. Ensure that all staff and students are treated equally.
2. Ensure that teaching staff represents minority groups where possible.
3. Check that school policies and procedures do not discriminate against anybody.
4. Actively challenge negative attitudes.

Lesson Delivery

1. Provide immediate support for all pupils in need of assistance.
2. Promote and create an all-inclusive environment for pupils and staff.
3. Utilise a range of assessment methods.
4. Provide a range of teaching methods.
5. Promote multiculturalism in lessons.



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Resources

1. Adapted teaching resources into audio or large print wherever necessary.
2. Ensure that resources use multicultural themes.
3. Avoid using stereotypes in classrooms, particularly with resources and examples.
4. Ensuring that pupils have equal access to opportunities and participation.

IDENTIFYING AREAS OF INCLUSION, DIVERSITY, AND EQUALITY

The following characteristics should be considered when promoting diversity and equality in the classroom:

1. Age.
2. Disability.
3. Race.
4. Religion or belief.
5. Sex.

RECORDING AND REPORTING INCIDENTS OF DISCRIMINATION AND HARASSMENT

All discriminatory treatment, bullying, and harassment incidents should be reported to the Deputy Headmaster/mistress and recorded in the event log as soon as possible. All bullying-related incidents (confirmed or otherwise) should be addressed in accordance with the School Bullying Policy.

TYPES OF UNACCEPTABLE DISCRIMINATION

1. **Direct discrimination:** This usually occurs when someone is treated less favourably than another person because of a protected characteristic. It usually involves age, disability, marriage, civil partnership, maternity, pregnancy, race, sex, sexual orientation, religion, and belief.
2. **Discrimination by association** is usually direct discrimination against someone because they are associated with someone who possesses a protected characteristic.
3. **Perception discrimination:** This is direct discrimination against individuals because others think they have a particular protected characteristic. It usually applies even if the person does not actually have that characteristic.
4. **Indirect Discrimination:** This usually occurs when a provision, condition, practice or policy, or applies to everyone but mainly is a disadvantage for people who possess a protected characteristic. It usually cannot be shown to be a proportionate means of achieving a legitimate aim.
5. **Discrimination from disability:** This occurs when someone treats a disabled person unfavourably. It usually occurs because of something connected with their disability, and they cannot justify such treatment—discrimination arising from disability is generally different from direct or indirect discrimination.



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6. **Harassment:** This usually occurs when a person is subject to unwanted conduct. It is normally related to a relevant protected characteristic, which has the purpose or effect of violating an individual's dignity. It can also be intimidating, hostile, degrading, humiliating, or offensive.
7. **Victimisation:** This usually occurs when an individual is subject to mistreatment because they have made an allegation of, given evidence about, or been witness to the treatment of any person. It can include those who may have been subject to any above.

ROLES AND RESPONSIBILITIES

Overall responsibility for all equality and diversity matters rests with the Head. They are to:

1. Create an environment where all school members are expected to treat one another with mutual respect, dignity, and tolerance.
2. Ensure that the School follows all equality legislation.
3. Ensure all practices, policies, and procedures associated with equality and diversity are followed. This includes curriculum, admissions, selection, and recruitment.
4. To make reasonable and effective adjustments to meet the individual needs of staff, young people, and others who may have business with the School.
5. Ensure that the School's policy is adhered to by all staff. In addition, they should receive appropriate equality and diversity training according to their responsibilities and roles.
6. Ensure the prevention of discrimination, harassment, and victimisation.
7. Be responsible for recording, managing, and analysing incidents of discrimination, harassment, and victimisation according to the School's policies, procedures, and guidance.

ALL STAFF AT A SCHOOL

All staff should:

1. Avoid behaving in a manner that may arise to claims of discrimination, harassment, or victimisation, and treat young people, colleagues, and visitors with dignity and respect.
2. Support and participate in any measures introduced to promote equality and diversity.
3. Actively challenge discrimination and disadvantage in accordance with their responsibilities.
4. Report any issues associated with equality and diversity in accordance with this policy. It is essential to appreciate that staff members are personally responsible for their behaviour. Acts of discrimination, harassment, or victimisation during their employment are unacceptable. Any attempt by staff or children to cause or induce another person to discriminate, instruct, victimise or harass a third person will amount to unlawful discrimination. Any school member caught doing so will be subject to disciplinary action.