



Valuing diversity and promoting equality

Statement of intent

At **Manchester Sudanese Supplementary School** we take great care to treat each individual as a person in their own right, with equal rights and responsibilities to any other individual, whether they are an adult or a child. We are committed to providing equality of opportunity and anti-discriminatory practice for all children and families according to their individual needs. Discrimination on the grounds of gender, age, race, religion or belief, marriage or civil partnership, disability, sexual orientation, gender reassignment, pregnancy or maternity, ethnic or national origin, or political belief has no place within our school.

A commitment to implementing our inclusion and equality policy will form part of each employee's job description. Should anyone believe that this policy is not being upheld, it is their duty to report the matter to the attention of the **school headteacher** at the earliest opportunity. Appropriate steps will then be taken to investigate the matter and if such concerns are well-founded, disciplinary action will be invoked under the school's disciplinary policy.

The legal framework for this policy is based on:

- Special Education Needs and Disabilities Code of Practice 2015
- Children and Families Act 2014
- Equality Act 2010
- Childcare Act 2006
- Children Act 2004
- Care Standards Act 2002
- Special Educational Needs and Disability Act 2001.

The school and staff are committed to:

- Recruiting, selecting, training and promoting individuals on the basis of occupational skills requirements. In this respect, the school will ensure that no job applicant or employee will receive less favourable treatment because of age, sex, gender reassignment, disability, marriage or civil partnership, race, religion or belief, sexual orientation, pregnancy or maternity/paternity
- Providing a place, wherever possible, for children who may have learning difficulties and/or disabilities or are deemed disadvantaged according to their individual circumstances, and the school's ability to provide the necessary standard of support.
- Making reasonable adjustments for children with special educational needs and disabilities

- Striving to promote equal access to services and projects by taking practical steps (wherever possible and reasonable), such as ensuring access to people with additional needs and by producing materials in relevant languages and media for all children and their families
- Providing a secure environment in which all our children can learn and all contributions are valued
- Including and valuing the contribution of all families to our understanding of equality, inclusion and diversity
- Providing positive non-stereotypical information
- Continually improving our knowledge and understanding of issues of equality, inclusion and diversity
- Regularly reviewing, monitoring and evaluating the effectiveness of inclusive practices to ensure they promote and value diversity and difference and that the policy is effective and practices are non-discriminatory
- Making inclusion a thread which runs through the entirety of the school, for example, by encouraging positive role models through promoting non-stereotypical images and language and challenging all discriminatory behaviour.

Admissions/service provision

The school is accessible to all children and families in the local community and further afield through a comprehensive and inclusive admissions policy.

The school will strive to ensure that all services and projects are accessible and relevant to all groups and individuals in the community within targeted age groups.

Recruitment

Recruitment, promotion and other selection will be conducted on the basis of merit, against objective criteria that avoid discrimination. Shortlisting should be done by more than one person if possible.

All members of the selection group will be committed to the inclusive practice set out in this policy and will have received appropriate training in this regard.

Application forms will be sent out along with a copy of the equal opportunities monitoring form. Application forms will not include questions that potentially discriminate on the grounds specified in the statement of intent.

Vacancies should generally be advertised to a diverse section of the labour market. Advertisements should avoid stereotyping or using wording that may discourage particular groups from applying.

At interview, no questions will be posed which potentially discriminate on the grounds specified in the statement of intent. All candidates will be asked the same questions and members of the selection group will not introduce nor use any personal knowledge of candidates acquired outside the selection process. Candidates will be given the opportunity to receive feedback on the reasons why they were not successful.

Under the Equality Act 2010 you can only ask questions prior to offering someone employment in the following circumstances:

- You need to establish whether the applicant will be able to comply with a requirement to undergo an assessment (i.e. an interview or selection test)
 - You need to establish whether the applicant will be able to carry out a function that is intrinsic to the work concerned
 - You want to monitor diversity in the range of people applying for work
 - You want to take positive action towards a particular group – for example offering a guaranteed interview scheme
 - You require someone with a particular disability because of an occupational requirement for the job.
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- The national College for Teaching and Leadership provides further guidance specific to working with children:
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- Providers have a responsibility to ensure that practitioners have the health and physical capacity to teach and will not put children and young people at risk of harm. The activities that a practitioner must be able to perform are set out in the Education (Health Standards England) Regulations 2003. Providers are responsible for ensuring that only practitioners who have the capacity to teach remain on the staff team.
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- People with disabilities or chronic illnesses may have the capacity to teach, just as those without disabilities or medical conditions may be unsuitable to teach. Further information on training to teach with a disability is available from the DfE website.
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- Successful applicants offered a position may be asked to complete a fitness questionnaire prior to commencing the programme. Providers should not ask all-encompassing health questions, but should ensure that they only ask targeted and relevant health-related questions, which are necessary to ensure that a person is able to teach.

Staff

It is the policy of Manchester Sudanese Supplementary School not to discriminate in the treatment of individuals. All staff are expected to co-operate with the implementation, monitoring and improvement of this and other policies. All staff are expected to challenge language, actions, behaviours and attitudes which are oppressive or discriminatory on the grounds specified in this policy and recognise and celebrate other cultures and traditions. All staff are expected to participate in equality and inclusion training.

Staff will follow the 'Dealing with Discriminatory Behaviour' policy where applicable to report any discriminatory behaviours observed.

Training

The school recognises the importance of training as a key factor in the implementation of an effective inclusion and equality policy. All new staff receive induction training including specific reference to the inclusion and equality policy.

The school will strive towards the provision of inclusion, equality and diversity training for all staff on annual basis.

Information and meetings

- Information about the school, its activities and their children's development will be given in a variety of ways according to individual needs (written, verbal and translated), to ensure that all parents can access the information they need.
- Wherever possible, meetings will be arranged to give all families options to attend and contribute their ideas about the running of the school
- Our school adheres to ensure we follow our legal responsibilities under the Equality Act 2010.
- We will ensure that our service is fully inclusive in meeting the needs of all students. We recognise that students and their families come from diverse backgrounds. All families have needs and values that arise from their social and economic, ethnic and cultural or religious backgrounds. Children grow up in diverse family structures. Some children have close links with extended families of grandparents, aunts, uncles and cousins; while others may be more removed from close kin, or may live with other relatives or foster carers.

Some children have needs that arise from disability or impairment, or may have parents that are affected by disability or impairment. Some children come from families who experience social exclusion or severe hardship; some have to face discrimination and prejudice because of their ethnicity, the languages they speak, their religious or belief background, their gender or their impairment.

We understand that these factors affect the well-being of children and can impact on their learning and attainment. Our school is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families.

We aim to:

- provide a secure and accessible environment in which all of our children can flourish and in which all contributions are considered and valued;
- include and value the contribution of all families to our understanding of equality and diversity;
- provide positive non-stereotyping information about gender roles, diverse family structures, diverse ethnic and cultural groups and disabled people;
- improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity;
- challenge and eliminate discriminatory actions;

- make inclusion a thread that runs through all of the activities of the setting; and
- Foster good relations between all communities.

Monitoring and reviewing

- So that our policies and procedures remain effective, we monitor and review them annually to ensure our strategies meet the overall aims to promote equality, inclusion and to value diversity.
- We provide a complaints procedure and a complaints summary record for parents to see.

Legal framework

- The Equality Act (2010)
- Children Act (1989) & (2004)
- Special Educational Needs and Disability Act (2001)
- Other useful Pre-school Learning Alliance publications
- Guide to the Equality Act and Good Practice (2011)
- All Together Now (2009)
- Where's Dad? (2009)

Signed on behalf of the provider *R. Abdelgadir*

Name of signatory Rania Abdelgadir

Reviewed on: 15/09/2024

Date to be reviewed: 15/09/2025