

“When we are no longer able to change a situation, we are challenged to change ourselves.” Viktor Frankl

Barley Lane School

Ready, Respectful, Safe.

Equality and diversity: all members of the diverse and extended school community are treated equally and fairly and our children and young people develop an innate respect for others in all their difference and diversity.

Our ethos and values

These must imbue and flow through and must be tangible every day in all of us and all our work:

- **Ready**
- **Respectful**
- **Safe**
- (please see behaviour policy for more guidance)

If we consider matters of equality, diversity and inclusivity, true “friendship” with its associated respect and compassion and empathy must by its nature offer them unconditionally and universally.

If we consider the crisis in wellbeing and mental health to have a “growth mind-set”; to be an optimist is a building block of good mental health as is to be valued and cared for with authenticity.

No one can succeed beyond school in college, in work, in life without a secure sense of their own worth and so the value of others.

Notions of respect and kindness and hard work are timeless.

The young people in our care;

1. **Aims:** what do we want the promotion of equality and diversity to give the children young people in our care?
 - A strong and developing sense of their own identity, place, value and worth in school, home, their communities and society;
 - From that position of self-worth grows a genuine valuing and respect of and for others rooted both in what they share in common and what is different;

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‘Never look down on anybody unless you are helping them up.’ Jesse Jackson

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- A developing and embedding instinct that judges people on the “content of their character” and the intelligent, rational and moral rejection of prejudices and stereotypes not because it is politically correct but because it is just and compassionate.

2. **Objectives:** what we must do to achieve our aims?

- We model at all times behaviours and attitudes that are intelligent, rational and moral and therefore promote diversity and equality and challenge prejudice and stereotyping:
- We relentlessly and imaginatively celebrate student achievement and success and honourable failures both as people and learners;
- We prepare and teach the knowledge and skills and values that promote the “self-worth” that then scaffolds and encourages the valuing and respect of others.

3. **Measures of success:** how will we know if our objectives are being achieved, our aims met and equality and diversity made real and meaningful in our school:

- The children are happy and learning and their feedback measures of progress respectively evidence this.
- The children and young people are civil and kind to each other and to staff and visitors and this contributes significantly to a wider positive and welcoming climate throughout our community.
- Measures of school “climate”, attendance, low levels of FTE, levels of happiness and security described by children, zero or low levels of incidents rooted in prejudice for example, racism, homophobia and misogyny and any spikes are addressed and soften.

Those who work or wish to work in and those who interact regularly with our school

1. **Aims:** what do we want the promotion of equality and diversity to give those who work or wish to work in and those who interact regularly with our school:

- People feel valued and respected and able to carry out their work effectively;
- People value and respect and celebrate others in their diversity and difference;

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- People believe they can progress and develop according to their abilities and the children’s needs and that progression hinges only on hard work and measurably good performance.

2. **Objectives:** what we must do to achieve our aims;

- We apply, role model and make real, the school’s core values and ethos and always seek to understand and respect the perceptions and feelings of others whilst asserting politely our own views;
- In all our interactions our respect and valuing of other people is evident and we always assert what protects and promotes fairness and equality and if necessary risk dispute and offence to stand up for what is right;
- The recruitment and development of staff and our working with others is never discriminatory but transparent and fair and based in their abilities and performance.

3. **Key measures of success:** how can we know if our objectives are being achieved, our aims met and equality and diversity made real and meaningful in our school?

- Staff attendance and retention are good, parents, staff and other professionals’ feedback positively on feeling valued and respected;
- As above and in addition numbers of recorded incidents where some form of prejudice or stereotyping was a factor are zero or very low, there is evidence of the pro-active promotion of equality and the celebration of diversity;
- The staff team is diverse and both career progress and positions of seniority and influence sit comfortably with notions of diversity and equality, the recruitment process is transparent and non-discriminatory

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The community of school stakeholders

1. Aims: what do we want the promotion of equality and diversity to give the wider and diverse community of school stakeholders:

- Those beyond our gates who come into contact with us in all their diversity feel valued and respected;
- They also sense and respect our expectation that they will offer similar respect to others and those who are unfair and unbalanced in their view of others will be challenged.

2. Objectives: what are the core activities, what we must do to achieve our aims;

- Live out and make real the valuing and respect of all others in all our interactions with them;
- Always politely assert and make clear our expectation that people will be universally respected and valued.

3. Key measures of success: how can we know if our objectives are being achieved, our aims met and equality and diversity made real and meaningful in our school:

- We informally engage with visitors of all kinds to our school and folk around us in the community and always ask them how they feel (a soft but powerful indicator) and monitor and respond to their input;
- Equally students and staff must feel they can express and we monitor and respond to any feeling that diversity and equality are compromised or dented in any way