# Swainby & Potto CE VA Primary School
# And
# Ingleby Arncliffe CE VA Primary School



# EQUALITY, DIVERSITY AND COMMUNITY COHESION POLICY

Our School is a fully inclusive school which encourages learning by providing a welcoming, friendly and supportive environment through which Christian values are central to the ethos of the school community and its teaching. This commitment ensures that every child and member of staff, no matter what their background or family/personal circumstances fulfils their full potential.

| Name | Title | Signature | Date |
|---|---|---|---|
| | Headteacher | | |
| David Jackson | Chair of Governors | | |
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## 1. Purpose of the Document

As a result of this policy we will:
- Ensure that all members of the school community feel safe, secure and happy
- Ensure that equality of access to all aspects of school life exists for everyone
- Actively develop the self-esteem and the self-respect of all members of the school community
- Ensure that educational provision is relevant and accessible to our increasingly diverse society
- Actively challenge all forms of bullying, harassment, prejudice and stereotyping
- Ensure that the curriculum actively promotes equality of opportunity regardless of age, disability, gender, race, religion and belief, socio-economic background and sexuality
- Actively engage the support and the commitment of the whole school community in achieving the above aims.

## 2. Equality, Diversity and Community Cohesion Statement

We will not tolerate less favourable treatment of anyone, particularly in relation to age, disability, gender, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, or sexuality.

Through our school ethos, curriculum and community links, we will work towards:

- a common vision
- a sense of belonging for all
- similar life opportunities for all
- strong and positive relationships between different communities.

Through the Equality, Diversity and Community Cohesion Policy, our Primary School seeks to ensure that no member of the school community, or any person through their contact with the school, receives less favourable treatment on any grounds which cannot be justified. Consequently, this not only covers the 9 protected characteristics of age, disability, gender, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, and sexuality, but also relates to socio-economic background, where people reside, those responsible for children or other dependents, those who engage in political or trade union activities, and those with spent convictions.

Commitment to equality, diversity and community cohesion is more than just meeting legal obligations or targets. It's about making a difference to the lives of the people we serve,

treating all people with dignity and respect, and recognising the value of each individual. This implies an ongoing commitment to ensuring that our services meet the varied and individual needs of all the children in our school.  We will make sure that our employment practices are fair, promote equality and value diversity.  We will actively value the wide variety of lifestyles and cultures which exist locally and nationally. We will prepare children and young people for life in a diverse society with ever-increasing global connections, and help them to deal in an informed manner with sometimes controversial issues.

We will ensure that the principles of this policy are reflected in all our policies, practices, procedures and services and are part of everything we do.

Our school is a small school, where the majority of pupils are of White British heritage.  No pupil has English as a second language.  The number of pupils eligible for free school meals is well below the national average.  The percentage of pupils with learning difficulties and/or disabilities is below the national average.

### 3. Guiding Principles

These principles have been drawn from a specimen school policy for equality and diversity prepared by the DfE and we at our Primary School fully endorse and accept them.

**Principle 1: All learners are of equal value**

All learners and potential learners are of equal value and benefit equally from school policies, practices and programmes, whatever their ability, background, gender or cultural identity.

**Principle 2: Relevant differences are recognised**

Treating people equally can mean treating them differently. Policies, practices and programmes do not discriminate, but may be differentiated to take account of differences of life experience, outlook and background, and in the kinds of barrier and disadvantage which people may face.

**Principle 3: We foster positive attitudes, relationships and a shared sense of belonging**

Policies, practices and programmes promote:
Positive attitudes and interactions
Mutual respect and good relations
An absence of harassment or prejudice-related bullying between people of different ability, background, gender or cultural identity.

**Principle 4: Equality of opportunity determines staff recruitment, retention and development**

Policies and procedures benefit all employees and potential employees in recruitment, professional development and promotion. Steps are taken to positively promote equality, especially where there is evidence of inequality.

**Principle 5: Current inequalities and barriers are addressed and reduced**

In addition to avoiding or minimising possible negative impacts of policies, we take opportunities to maximise positive impacts by addressing, reducing and removing inequalities and barriers that already exist between people of different ability, background, gender or cultural identity.

**Principle 6: Policy development involves widespread consultation and involvement**

People affected by a policy are consulted and involved in the design of new policies, and in the review of existing ones. Such consultation is both direct and through representative organisations, and is based on principles of transparency and accountability. It involves those who in the past have been excluded or disadvantaged, and who continue to face barriers.

**Principle 7: Society as a whole benefits**

Policies benefit society as a whole, locally, nationally and internationally, by fostering greater cohesion and greater participation in public life of people of different ability, background, gender or cultural identity.

4. **Equality and Diversity Legislation and best practice advice**

In drawing up this policy, consideration has been given to the following Acts of Parliament and documents:
- 1975 Sex Discrimination Act
- 1976 Race Relations Act
- 1985 Swann Report into the Education of Minority Ethnic Children
- 1988 Education Reform Act
- 1995 Disability Discrimination Act
- 1998 Human Rights Act
- 2000 Race Relations (Amendment) Act
- 2000 Learning for All, published by the Commission for Racial Equality
- 2001 Special Educational Needs and Disability Act
- 2001 Special Needs Code of Practice
- 2002 Statutory Code of Practice on the Duty to Promote Race Equality
- 2003 Employment Equality (Religion, Belief and Sexual Orientation) Regulations

- 2005 Disability Discrimination Act
- 2006 Equality Act

- 2006 Employment Equality (Age) Regulations
- 2008 QCA Curriculum Guidance for the Foundation Stage
- 2010 Equality Act
- Guidance on Social (e.g. Circular 10/99 on pupil attendance, behaviour, exclusion and re-integration).

**Future legislation**

We will also welcome the contribution of future equality and diversity legislation to provide equal opportunities for everyone.

**5.  Implementation**

We will ensure implementation through action in the following areas:

**Relationships and ethos** – to foster behaviour based on rights, responsibilities and mutual respect between all members of the school community, to support pupils' personal development and well-being, and to address all forms of prejudice-related bullying.

**Equity and excellence** – to ensure equal opportunities for all to succeed at the highest level possible, to remove barriers to access and participation in learning and other activities, and to minimise variations in outcomes for different groups.

**Teaching, learning and the curriculum** – to teach pupils to understand others, to promote common values and value diversity, to promote awareness of human rights and of the responsibility to uphold and defend them, and to develop the skills of participation and responsible action.

**Engagement and extended services** – to provide a means for children, young people and their families to interact with people from different backgrounds and build positive relations, including links with different school communities locally, nationally and internationally.

**Guidelines, Disability:**

Pupils with disabilities/learning difficulties/special needs will:
- Have the opportunity to access all the facilities and the resources available within the school
- Have an inclusive education alongside other pupils
- Be given, if necessary, additional support to ensure that they fulfil their potential
- Be provided with an education appropriate to their age, aptitude and ability
- Have access to the same broad, balanced and relevant curriculum as other pupils

As a school we will ensure that:
- Detailed records are kept of the academic progress being made by pupils with disabilities/special needs/learning difficulties

Equality, Diversity and Community Cohesion Policy – revised February 2017

- Staff work in partnership with parents and carers to ensure that pupils with disabilities/special needs/learning difficulties benefit fully from their time spent in school
- Resources are targeted and utilised to ensure pupils with disabilities/special needs/learning difficulties fulfil their potential
- Early intervention, target setting and regular monitoring of pupils with disabilities/special needs/learning difficulties is routine practice
- Appropriate use is made of Local Authority support services and other external providers of support to ensure that pupils with disabilities/special needs/learning difficulties fulfil their potential
- The early identification of pupils with emotional and behavioural difficulties takes place.
- Moreover, we will take appropriate action to try to ensure such difficulties do not lead to underachievement, dissatisfaction and/or exclusion.

**Guidelines, Gender:**
- Registers will not separate boys from girls because pupils will be listed alphabetically
- All pupils will have equal access to all curricular opportunities and activities
- We expect boys and girls to perform equally well in all subjects and activities, and we will monitor pupil achievement and participation to ensure that the gap between boys and girls does not continue to increase
- All pupils will be expected to work together in a constructive and positive manner
- Staff will ensure that boys do not dominate such things as the playground, the climbing apparatus, the construction toys or the computers, and that girls do not dominate such things as the home corner or the dressing-up clothes
- New resources will be vetted to ensure that they show girls, boys, women and men involved in a diverse range of non-stereotypical roles and activities, thereby challenging stereotyped ideas about what females and males can and should do
- When appropriate, stories and poems which challenge gender stereotypes will be read in class and during acts of collective worship
- Pupils will be discouraged from using sexist language and commended when they challenge such language
-  We expect exactly the same standards of tidiness and politeness from boys as from girls.

**Guidelines, Race:**
- When appropriate, the curriculum will celebrate cultural diversity and promote racial harmony
- When appropriate, pupils will have opportunities to discuss bullying and prejudice, and things that people share in common as well as things that make us different and special

- Every year, lessons and activities will be arranged linked to a variety of festivals reflecting our diverse society
- Resources will portray members of different cultural and ethnic groups in ways which are positive and non-stereotypical
- Accurate information will be kept about the ethnic origin, first language and religion of all pupils
- The dietary needs of all pupils will be met
- Members of all cultural and ethnic groups will be welcomed and valued
- Racist incidents will be dealt with in an effective and consistent manner
- Staff will be encouraged to take part in training to deepen and broaden their understanding of issues to do with race equality

**Guidelines, Age, Belief, Religion and Sexuality:**
- All pupils will be expected to work together in a constructive and positive manner
- Pupils will be discouraged from using ageist and homophobic language, and language that makes fun of people because of their religion or beliefs. Pupils will be commended when they challenge such language and will be reminded of the negative effects of stereotyping based on age, belief, religion or sexuality
- Appropriate use will be made of Local Authority support services to ensure that all pupils fulfil their potential
- Lessons will be used to value and celebrate diversity whether that diversity is based on age, belief, religion or sexuality
- Pupils will have the opportunity to learn about the harmful effects of prejudice, religious prejudice, ageism, homophobia and stereotyping
- New resources will portray people of all ages, beliefs and religions in ways which are positive and non-stereotypical
- All pupils will be able to dress and to worship in ways which do not conflict with the religious conventions of the home
- People will be welcomed and valued no matter their age, belief, religion or sexuality
- All incidents of bullying and harassment, including bullying and harassment based on age, belief, religion or sexuality, will be dealt with in an effective and consistent manner
- As a school we are committed to the early identification of pupils with emotional and behavioural difficulties, and we will take appropriate actions to try to ensure such difficulties do not lead to underachievement, dissatisfaction and/or exclusion.

**Guidelines, Socio-economic background:**
- Pupils will be provided with 'real life' opportunities and a curriculum enriched by visits and visitors
- Appropriate use will be made of Local Authority support services to ensure that all pupils fulfil their potential

- Children's academic achievement will be tracked according to socio-economic background and appropriate interventions will be provided to ensure the gap closes between pupils of differing socio-economic backgrounds
- Lessons will be used to promote aspirations
- People will be welcomed and valued regardless of their socio-economic background
- Visitors to school will promote choices, freedoms and aspirations for all, regardless of socioeconomic backgrounds

**All pupils irrespective of age, disability, gender, race, religion, and socio-economic background**
- Will have access to the same broad, balanced and relevant curriculum
- Will have access to all the facilities and the resources available within the school
- Will be involved in decisions made about their care and education
- Will have opportunities to learn how people have challenged, or can challenge, discrimination and stereotyping based on age, belief, religion or sexuality.

**6. Monitoring, Reviewing and Assessing Impact**

The Equality and Diversity Policy will be reviewed once a year by staff and governors to ensure it is effective in tackling discrimination, in promoting access and participation, and in promoting equality and good relations between different groups, and that it does not disadvantage particular sections of the school community. Four years following its adoption, the Governing Body will decide whether the policy needs amending in the light of new legislation and/or best practice advice.

This policy is supported by the school's Single Equality Scheme and related action plans. The Single Equality Scheme and related action plans are reviewed annually and new targets written. The School Development Plan (SDP) forms an essential part of the school's commitments to equality, diversity and community cohesion. The SDP includes targets determined by the governing body for inclusion, equality and diversity in the school, for promoting a cohesive community, and for equality in the workforce. It also ensures other school policies address equality issues.

A named member of staff and a named governor responsible for equality and diversity monitor specific outcomes annually.

The Key Indictors provided by the DFE are used to help evaluate the effectiveness of our Equality, Diversity and Community Cohesion Policy. (see appendix 2)

The Headteacher provides monitoring reports for review by the Governing Body. These include information about: school population, workforce recruitment, retention and progression, special initiatives, progress against Key Indicators and targets, and future plans. Normally the reports will be found in the Headteacher's Report to Governors.

**7. Roles and Responsibilities**

All who are associated with our Primary School have a responsibility for promoting inclusion, equality, diversity and community cohesion, and avoiding unfair discrimination.

**Our governors are responsible for:**
- Making sure the school complies with all current equality and diversity legislation.
- Making sure this policy and its procedures are followed.
- Making sure that the school has an up-to-date Single Equality Scheme and related action plans.

**Our Headteacher is responsible for:**
- Making sure the policy is readily available and that the governors, staff, pupils and their parents know about it.
- Making sure its procedures are followed.
- Producing regular information for staff and governors about the policy and how it is working, and providing training for them on the policy, if necessary.
- Making sure all staff know their responsibilities and receive training and support in carrying these out.
- Taking appropriate action in cases of harassment, victimisation and discrimination.

**All our staff are responsible for:**
- Proactively following this policy and any associated guidelines.
- Providing role models for pupils through their own actions.
- Dealing with racist, sexist and homophobic incidents, and recognising and tackling other forms of bias and stereotyping.
- Promoting equality, diversity and good community relations, and avoiding discrimination against anyone based on the nine protected characteristics above, as well as avoiding discrimination irrespective of socio-economic background or where people reside, as well as against those responsible for children or other dependents, those who engage in political or trade union activities, and those with spent convictions.
- Keeping up to date with the law on discrimination and taking advantage of training and learning opportunities offered to them.

**All our pupils are responsible for:**
- Treating others kindly and fairly without prejudice, discrimination or harassment.
- Attending school and engaging in their learning, as well as helping other pupils to learn.
- Telling staff about any prejudice-related incidents that occur.

Equality, Diversity and Community Cohesion Policy – revised February 2017

**All our parents are responsible for:**
- Supporting our school as it implements this policy.
- Providing role models for their children through their own actions.
- Ensuring their children attend school and engage in learning.
- Telling staff about any prejudice-related incidents that occur.

**Visitors and contractors are responsible for:**
- Knowing and following the content of our Equality, Diversity and Community Cohesion Policy.

Responsibility for overseeing equality, diversity and community cohesion practices in the school lies with:

- a named member of staff:  Mrs S Daly

- a named governor: Mr D Jackson

Responsibilities include:
- Coordinating and monitoring work on inclusion, equality, diversity and community cohesion.
- Dealing with and monitoring reports of harassment (including racist, sexist and homophobic incidents).
- Monitoring the progress and attainment of vulnerable groups of pupils (e.g. looked after children, children on free school meals, black and minority ethnic pupils, including Gypsies and Travellers).

**8. Breaches of the Policy**
Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the Headteacher and Governing Body. Anyone wishing to make a complaint will be advised to follow the School Complaints Procedure.

Racist incidents will be recorded and reported to the Local Authority following the procedures and guidelines established by CYPS.
Other prejudice-driven behaviour will be recorded and reported following the procedures and guidelines established by the Equalities Unit of DCC.

**Appendix 1**

**<u>Community Cohesion</u>**

A **cohesive** community is one where:
There is a common vision for all communities, an emphasis on articulating what binds communities together rather than what differences divide them, a sense of belonging, of identifying with the neighbourhood and of 'looking out for each other'.
There is a commitment to equality and social justice.
The diversity of people's different backgrounds and circumstances is appreciated, respected and protected, in order to support integration and cohesion in changing communities
People have similar life opportunities, irrespective of background.
Everyone understands their rights and responsibilities and is encouraged to participate at all levels.
Strong and positive relationships are developed between people from different backgrounds in the workplace, in schools and within neighbourhoods.

The National Community Cohesion Standards are framed by four strategic aims:
- Close the attainment and achievement gap between different groups of people
- Develop common values of citizenship based on dialogue, mutual respect and acceptance of diversity
- Contribute to building good community relations and challenge all types of discrimination and inequality
- Remove the barriers to access, participation, progression, attainment and achievement.

The DCSF Guidance on the duty to promote community cohesion suggests that a school's contribution to community cohesion relates, above all, to:
**Relationships and ethos –** to foster behaviour based on rights, responsibilities and mutual respect between all members of the school community, to support pupils' personal development and well-being, and to address all forms of prejudice-related bullying.

**Teaching, learning and the curriculum** – to teach pupils to understand others, to promote common values and to value diversity, to promote awareness of human rights and of the responsibility to uphold and defend them, and to develop the skills of participation and responsible action.

**Equity and excellence** – to ensure equal opportunities for all to succeed at the highest level possible, removing barriers to access and participation in learning and wider activities and eliminating variations in outcomes for different groups.

**Engagement and extended services** – to provide a means for children, young people and their families to interact with people from different backgrounds and build positive

relations, including links with different school communities locally, nationally and internationally.

In order to achieve a **cohesive community**, we recognise that we need to:

- Promote understanding and engagement between communities.
- Encourage all children and families to feel part of the wider community.
- Understand the needs and hopes of all our communities.
- Tackle discrimination.
- Increase life opportunities for all.
- Ensure teaching and the curriculum address issues of diversity.

**Appendix 2**

**Questions for which quantitative and qualitative evidence is required when current policies are being reviewed (from the DFE Sample Equalities Policy)**

| Aspect / Principle | Disability | Ethnicity | Gender |
|---|---|---|---|
| **1. Outcomes for learners** | Do our policies benefit all learners and potential learners, whether or not they are disabled? Or are disabled learners excluded, disadvantaged or marginalised? | Do our policies benefit all learners and potential learners, whatever their ethnic, cultural or religious background? Or are people from certain backgrounds losing out? | Do our policies benefit all learners and potential learners, whichever their gender? Or are outcomes different for females and males, with some being disadvantaged? |
| **2. Recognising relevant differences** | Is due account made of the specific needs and experiences of disabled people? Or is a 'one size fits all' approach adopted? | Is due account made of different cultural back-grounds? Or is a 'one size fits all' approach adopted? | Is due account made of women's and men's differing experiences? Or is a 'one size fits all' approach adopted? |
| **3. Attitudes, relationships and cohesion** | Do our policies promote positive attitudes towards disabled people, and good relations between disabled and non-disabled people? Or are there negativity and little mutual contact? | Do our policies promote positive interaction and good relations between different groups and communities? Or are there tensions and negative attitudes? | Do our policies promote good relations between women and men? Or are there tensions or disrespect, perhaps expressed through sexual harassment? |
| **4. Benefits for the workforce** | Do all members and potential members of the workforce benefit, whether or not they are disabled? Or are reasonable adjustments for disabled staff not made? | Do all members and potential members of the workforce benefit, what-ever their ethnic, cultural or religious background? Or are some excluded? | Do all members and potential members of the workforce benefit, whichever their gender? Or are there differential impacts, both positive and negative? |

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|---|---|---|---|
| **5.Positive impact on equality** | Do our policies help to reduce and remove inequalities between disabled and non-disabled people that currently exist?  Or does inequality for disabled people continue? | Do our policies help to reduce and remove inequalities and poor relations between different communities that currently exist?  Or do barriers and inequalities continue? | Do our policies help to reduce and remove inequalities between women and men that currently exist?  Or do inequalities, for example in seniority and pay, continue? |
| **6.Consultation, involvement and accountability** | Are our policies based on involvement of and consultation with disabled people?  Or are the views and experiences of disabled people not sought or not heeded? | Are our policies based on involvement of and consultation with people from a range of back-grounds?  Or are certain views and experiences not sought or not heeded? | Are our policies based on involvement of and consultation with both women and men?  Or are the views and experiences of women or men not sought or heeded? |
| **7.Benefits for society** | Do our policies benefit society as a whole by encouraging participation in public life of all citizens, whether or not they are disabled?  Or are disabled people excluded or marginalised? | Do our policies benefit society as a whole by encouraging participation in public life of citizens from a wide range of backgrounds?  Or are certain communities excluded or marginalised? | Do our policies benefit society as a whole by encouraging participation in public life of women as well as men? Or are women excluded or marginalised? |