Emmaville Primary School

'Together we grow'

Equality, Diversity and Community Cohesion Policy

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Chair of Governors: Bill Purvis

At Emmaville Primary School we believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Human Rights Act 1998
- Race Relations Amendment Act 2000
- The Education (School Performance Information) (England) Regulations 2001
- Education Act 2002
- Gender Recognition Act 2004
- Education and Inspections Act 2006
- Equality Act 2010
- SEND Code of Practice 2015

The following documentation is also related to this policy:

- Guidance on the duty to promote community cohesion (DCSF)

Purpose of the Document

The overall objective of Emmaville Primary School's Equality, Diversity and Cohesion Policy is to provide a framework for the school to pursue its equality duties to eliminate unlawful discrimination and harassment; ensure equality of opportunity; and promote good relations and positive attitudes between people of diverse backgrounds in all of our activities.

The principles of this policy apply to all members of the extended school community – pupils, staff, governors, parents and community members. Partners and contractors are also expected to abide by the policy.

This policy will ensure that:

- We put into practice the Equality Act 2010 that combines and builds upon the existing legislation covering discrimination and promotion of equality of opportunity;

- We treat everyone equally irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other protected characteristic;

- We actively challenge all forms of bullying, harassment, prejudice and stereotyping;

- We want everyone connected with Emmaville School to feel safe, secure, valued and of equal worth;

- We want to foster behaviour based on rights, responsibilities and mutual respect between all members of the school community;

- We have high expectations of all pupils from across the ability range by aiming to offer them every opportunity to succeed by providing the highest standards of teaching and learning within a curriculum that is broad, balanced, differentiated, relevant and exciting;

- We are very inclusive and we will endeavour to support every child regardless of their level of need;

- All pupils will follow the National Curriculum at a level and a pace that is appropriate to their abilities. At times and when it is felt appropriate, modifications may be implemented;

- We aim to be judged at least good in all school inspections by ensuring that standards for all pupils continue to improve faster than the national trend;

- We want pupils to come to school to enjoy the meaningful experiences that we offer and where they feel valued and special. We want to actively develop their self-esteem and encourage them to have a sense of pride in themselves and their school;

- We want to maintain a positive ethos where all members of the school community respect one another and work well alongside each other developing supportive working relationships;

- We want school personnel to see the importance and derive a sense of fulfilment from their work in school but above all we want them to feel valued by everyone in the school community;

- We promote community cohesion in order to contribute to a society in which there is a common vision and a sense of belonging by all communities;

- We comply with all relevant legislation connected to this policy;

- We work with other schools and the local authority to share good practice in order to improve this policy;

- We actively engage the support and the commitment of the whole school community in achieving the above aims;

Equality, Diversity and Cohesion Statement

We will not tolerate less favourable treatment of anyone on the grounds of gender, race, disability, sexual orientation, age, and religion or belief. 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.

Equality and Diversity 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 means an ongoing commitment to ensuring that our services meet the varied and individual needs of children and young people in our school. We will make sure that our employment practices are fair and promote equality. We will actively value the wide variety of lifestyles and cultures, locally and nationally. We will prepare children and young people for living in a diverse society with increasing global connections and controversial issues. We will ensure that the principles of this policy are reflected in all of our policies, practices, procedures and services and are part of everything we do.

Guiding Principles

In fulfilling the legal obligations cited above, we are guided by eight principles:

Principle 1: All learners are of equal value

We see all learners and potential learners, and their parents and carers, as of equal value:

- whether or not they are disbled;
- whatever their ethnicity, culture, national origin or national status;
- whatever their gender and gender identity;
- whatever their religious or non-religious affiliation or faith background;
- whatever their sexual identity or orientation.

Principle 2: We recognise and respect difference

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must neverthless take account of differences of life-experiences, outlook and background, and in the kinds of barrier and disadvantages which people may face, in relation to:

- disability, so that reasonable adjustments are made;
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised;

- gender, so that the different needs and experiences of girls and boys, and women and men are recognised;
- religion, belief or faith background;
- sexual identity or orientation.

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

We intend that our policies, practices and activities should 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: We observe good equalities practice in staff recruitment, retention and development

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development.

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist.

Principle 6: We consult and involve widely

People affected by a policy or activity 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 should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of people of different ability, background, gender or cultural identity.

Principle 8: We base our practices on sound evidence

We maintain a quantitive and qualitative information about our progress towards greater equality in relation to:

- disability;
- ethnicity, religion and culture;
- gender.

Equalities Legislation

Our commitment is reinforced through our legal duty both as an employer and service provider. The legal duties come from a range of relevant equality legislation and associated codes of practice. Through this policy we are committed to complying with the general and specific duties, as well as codes of practice.

Race

The Race Relations Act (1976) and the Race Relations Amendment Act (2000) requires schools to take appropriate steps to promote race equality.

Emmaville Guidelines:

- 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 school will display posters in different languages;

- 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;

Disability

The Disability Discrimination Act (1995 and 2005) places a positive duty on us to ensure that services provided by the school and its premises are accessible to disabled people, that we promote disability equality, eliminate discrimination and harassment and promote positive attitudes to encourage participation. In some situations this may mean treating disabled people more favourably.

Emmaville Guidelines:

Pupils with disabilities/learning difficulties/special needs will:

- Have the opportunity to access all the facilities and the resources available within the school;

- Have a fully integrated 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;

For further information and reference, please see guidelines in the following documents:

SEND Information, Accessibility Policy, Gifted and Talented Policy

Gender

The Sex Discrimination Act (1975) and the Equality Act (2010) places a positive duty on us not to treat anyone unfairly because of their gender, this means to eliminate discrimination and promote equality of opportunity between girls and boys, men and women. We need to ensure that the needs of both sexes and transgender people are taken into account in our services and employment.

Emmaville Guidelines:

- 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 increase;

- All pupils will be expected to work together in a constructive and positive manner;

- 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.

Sexual Orientation, Religion, Belief and Age

Emmaville Primary School has a responsibility to promote equal opportunities in all of the above.

Emmaville Guidelines:

- 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;

- 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;

- The dietary needs of all pupils will be met and fasting for religious reasons will be respected;

- The celebrations of important religious events such as Eid will be respected;

- 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.

Gender Reassignment, Civil Partnership and Marriage, Pregnancy and Maternity

Emmaville Guidelines:

- In relation to the three protected characteristics above, parents, carers, visitors, members of staff and all others associated with the school can rest assured that discrimination will not occur, and that people's rights as defined in legislation relating to the characteristics will be respected;

- Where appropriate, opportunities will be provided for pupils to learn about, and to discuss, matters to do with gender reassignment, civil partnership and marriage, pregnancy and maternity;

- Pupils will be discouraged from using offensive language about gender reassignment, civil partnership and marriage, pregnancy and maternity;

- All people will be welcomed and valued regardless of their personal circumstances, their marital status, whether in a civil partnership or not, whether pregnant or

on maternity leave, or whether undertaking, or having undertaken, gender reassignment;

- Appropriate use will be made of suitable external support services, including those in the local authority, to ensure that equality of opportunity exists in relation to the above.

Socio-Economic Background

We recognise that the biggest influence on educational outcomes is social class and that this can also strongly affect community cohesion. We have programmes to 'narrow the gap' and to draw people together from different social backgrounds.

Emmaville Guidelines:

- The school already engages in various practices designed to ensure that pupils from disadvantaged financial circumstances do not miss out on activities, events, trips or visits undertaken by pupils from more secure financial backgrounds, and such practices will be continued in the interests of equality, diversity and community cohesion;

- The school will raise the aspirations of all pupils, including those from the most disadvantaged financial circumstances;

- The school will do all it possibly can to help pupils from disadvantaged financial circumstances fulfil their potential;

- Where appropriate, the school will subsidise trips, residential visits, visits to museums, theatres, concerts, pantomimes, etc. to ensure that pupils from disadvantaged financial backgrounds do not miss out on social, cultural and educational experiences which are part of every pupil's entitlement to the same broad and balanced curriculum.

Community Cohesion

We understand community cohesion means:

'Working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community'.

(Guidance on the duty to promote community cohesion)

We acknowledge that today's society is enriched by diversity. We want our children to experience, understand and celebrate diversity. We believe we work hard to provide an education for everyone by ensuring the culture and ethos of the school reflects the diversity of our school community.

We realise that 'our community' extends beyond the immediate school community and the community in which the school is located, to the UK and global communities. We can extend 'our community' even further to include the local cluster of primary schools that work with the local secondary school and to the schools that are part of our professional learning community.

Emmaville's Approach to promoting Community Cohesion

We believe we promote community cohesion through our approach to the following:

- **Teaching, learning and the curriculum** by striving for high standards of attainment, promoting common values and building pupils' understanding of the diversity that surrounds them. We want all lessons across the curriculum to promote common values and help pupils to value differences and challenge prejudice and stereotyping. We want to enrich pupils understanding of common diversity through educational visits and meeting with people from different communities.

- **Equity and excellence** by securing high standards of attainment for all pupils from all ethnic backgrounds and of different socio-economic status. We have in place effective approaches to deal with incidents of prejudice, bullying and harassment. Our admissions arrangements promote diversity and social equity. We welcome parents from every social and economic group.

- **Engagement and extended services** by providing the opportunities for our pupils to meet and learn from children from different backgrounds. We encourage strong working links with multi-agencies such as family support

workers, social care and health professionals and the police. We actively take part in a variety of local community activities.

The school curriculum allows us to promote community cohesion through the following areas:

- PSHE
- SEAL
- SMSC
- Religious Education/Prayer Space
- British Values
- Topic Plans
- Enrichment Weeks
- PE

Roles and Responsibilities

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

Governors are responsible for:

- Making sure the school complies with all equality legislation;
- Making sure this policy and its procedures are followed.

The Headteacher is responsible for:

- Providing leadership and vision in respect of equality;
- Making sure that the policy is on the school website and has been shared with school personnel;
- Making sure the procedures are followed;
- Producing regular information for staff and governors about the policy and how it is working;
- Making sure that all staff know their responsibilities and receive training and support to carry out their duties;
- Taking appropriate action in cases of harassment and discrimination;

School personnel are responsible for:

- Complying with all aspects of this policy;

- Being aware of all other linked policies;
- Promoting through the curriculum;
- Organising a variety of fund raising events for local and national events;
- Maintaining high standards of ethics and behaviour within and outside school and not to undermine fundamental British values;
- Undertaking appropriate training;
- Implementing the school's equalities policy and schemes;
- Reporting and dealing with all incidents of discrimination;
- Attending appropriate training sessions on equality;
- Reporting any concerns they have on any aspect of the school community.

All of the pupils are responsible for:

- Treating others kindly and fairly without prejudice, discrimination or harassment;
- Attending and engaging in their own learning as well as allowing and helping other pupils to learn;
- Informing staff about any prejudiced related incidents that occur.

All of the parents are responsible for:

- Supporting Emmaville Primary School in its implementation of this policy;
- Following the school policy through their own behaviour;
- Ensuring the children attend and engage in their learning;
- Informing staff about any prejudiced related incidents that occur.

Monitoring the effectiveness of this policy

In the Headteacher's termly report to the Governing Body, monitoring information will be included, this will contain details on school population, workforce recruitment, retention and progression, special initiatives, progress against Key Indicators, targets and future plans.

The Headteacher, Staff and Governors will monitor the Equality, Diversity & Community Cohesion Policy once a year. 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

Check list for school staff and governors: Disability

☑ Is information collected on disability with regards to both pupils and staff? Is this information used to improve the provision of services?

☑ Is pupil achievement monitored by disability? Are there trends or patterns in the data that may require additional action?

☑ Are pupils with disabilities encouraged to participate in school life? How is this shown through representation in school events such as class assemblies and the school council?

☑ Is bullying and harassment of pupils and staff with disabilities monitored, and is this information used to make a positive difference?

☑ Is disability portrayed positively in school books, displays and discussions such as circle time and class assemblies?

☑ Does the school take part in annual events such as Deaf Awareness Week to raise awareness of disability?

☑ Is the school environment as accessible as possible to all pupils, staff and visitors? Are open evenings and other events which parents or carers attend held in an accessible part of the school?

☑ Are all parents and carers encouraged to participate in their children's education, e.g. attend parents' evenings, take up parent/family learning courses, attend assemblies?

☑ Is information available to parents, visitors, pupils and staff in formats which are accessible, if required? Is everyone aware of the formats that can be used?

☑ Are procedures for the election of parent governors open to candidates and voters who are disabled?

<u>**Appendix 2**</u>

<u>**Check list for school staff and governors: Gender**</u>

☑ Is information collected on gender with regards to both pupils and staff? Is this information used to improve the provision of services?

☑ Is pupil achievement monitored by gender? Are there trends or patterns in the data that may require additional action?

☑ Are pupils of both sexes encouraged to participate fully in all aspects of school life? How is this shown through representation in school events such as class assemblies and the school council?

☑ Are pupils of both sexes given the same opportunities to participate in physical activity, both in and out of school hours?

☑ Is sexist bullying and harassment of pupils monitored, and is this information used to make a positive difference?

☑ Are gender stereotypes actively challenged in both the classroom and the playground?

☑ Are pupils encouraged to consider career paths/occupations that are not gender stereotyped?

☑ Is the school environment as accessible and welcoming as possible to visitors of both sexes (e.g. is it accessible to visitors with pushchairs)? Are open evenings and other events which parents or carers attend held in an accessible part of the school?

☑ Are parents of both sexes encouraged to participate in their children's education, e.g. attend parents' evenings, take up parent/family learning courses, attend assemblies?

☑ Is the governing body representative of the pupils, staff and local community that it serves?

Check list for school staff and governors: Race

☑ Is information collected on ethnicity/race with regards to both pupils and staff? Is this information used to improve the provision of services?

☑ Is pupil achievement monitored by ethnicity/race? Are there trends or patterns in the data that may require additional action?

☑ Are pupils of all ethnic/racial backgrounds encouraged to participate in school life? How is this shown through representation in school events such as class assemblies and the school council?

☑ Is racist bullying and harassment of pupils and staff monitored, and is this information used to make a positive difference?

☑ Are minority ethnic groups portrayed positively in school books, displays and discussions such as circle time and class assemblies?

☑ Does the school take part in annual events such as Holocaust Memorial Day and the Show Racism the Red Card poster and poetry competition to raise awareness of ethnic/racial diversity?

☑ Is the school environment as accessible as possible to all pupils, staff and visitors? Are open evenings and other events which parents or carers attend held in an accessible part of the school and at times convenient to all groups in the wider community?

☑ Are all parents and carers encouraged to participate in their children's education, e.g. attend parents' evenings, take up parent/family learning courses, attend assemblies?

☑ Is information available to parents, visitors, pupils and staff in formats which are accessible, if required? Is everyone aware of the formats that can be used?

☑ Are procedures for the election of parent governors fully understood by candidates and voters who are from minority ethnic backgrounds?

Check list for school staff and governors: Age, Religion and Belief, Sexuality

☑ Is information collected on age, religion and belief (and, where appropriate/if possible, sexuality) with regards to both pupils and staff? Is this information used to improve the provision of services?

☑ Is pupil achievement monitored by age, religion and belief? Are there trends or patterns in the data that may require additional action?

☑ Are pupils, irrespective of age, religion or belief, encouraged to participate fully in all aspects of school life? How is this shown through representation in school events such as class assemblies and the school council?

☑ Are pupils, irrespective of age, religion or belief, given the same opportunities to participate in physical activity, both in and out of school hours?

☑ Is the bullying and harassment of pupils based on age, religion, belief and sexuality monitored, and is this information used to make a positive difference?

☑ Are stereotypes based on age, religion, belief and sexuality actively challenged in both the classroom and the playground?

☑ Do resources and displays portray people in a positive and non-stereotypical manner, no matter their age, religion, belief or sexuality?

☑ Are pupils encouraged to consider career paths/occupations that are not stereotyped?

☑ Is the school environment as accessible and welcoming as possible to visitors, no matter their background or family circumstances (e.g. is it accessible to visitors with pushchairs)? Are open evenings and other events which parents or carers attend held in an accessible part of the school?

☑ Are all parents and carers encouraged to participate in their children's education, e.g. attend parents' evenings, take up parent/family learning courses, attend assemblies?

☑ Is the governing body representative of the local community that it serves, especially in terms of age, religion, belief and sexuality?

Questions for which quantitative and qualitative evidence is required when current policies are being reviewed (taken from the DCSF 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 backgrounds? 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? Of is 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 is 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, whatever 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?
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 still 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 backgrounds? 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?