



Stamshaw Infant School

Policy for Equality, Diversity and Community Cohesion

Stamshaw Infant School provides education for all and values diversity as a rich learning resource. All members of our school community are committed to caring for others and everything we do is underpinned by the basic moral position that everyone is of equal value by virtue of being human. We take pride in challenging beliefs and/or assumptions which privilege any group of people over others and we promote equality for all, particularly those at risk of discrimination or marginalization.

We strive to maintain a strong and vibrant school community in which all members share a sense of belonging and which plays a positive role within the school, in the school's neighbourhood and wider community. Respect for all is evident in every aspect of school life and is underpinned by the inclusive values of equality, fairness, trust, collaboration and negotiation.

Rationale

- To articulate the school's commitment to equality and, therefore, the values that permeate all other school policies and practices.
- To ensure that everyone who belongs to, or comes into contact with, our school community is valued and respected.
- To promote equality of opportunity and eliminate unlawful discrimination and harassment.
- To recognise the role of the school as a focal point in the local community and as a resource to support learning and develop values.
- To explore the school's links with the wider, national and global community. (Community Cohesion)
- To comply with statutory duties under equality legislation and relevant Codes of Practice.
- To address all equality and anti-discrimination issues in one document.

Purpose

- To ensure that there is equality of opportunity for all members of the school community, existing or potential, and any barriers to learning and participation are reduced or removed.
- To ensure that the school promotes equality of opportunity in principle and eliminates direct or indirect discrimination in all its functions as employer, service provider and community resource.
- To ensure that everyone is treated with respect and that any form of prejudice is challenged and eliminated.
- To ensure that the school makes a constructive contribution to the local, national and global community.

- To develop a single equality policy for Stamshaw Infant School.

Guidelines

- In pursuit of equality and respect for all, every member of the school community is expected to act with honesty, integrity, care, kindness, thoughtfulness, responsibility and humility.
- Every child is entitled to a broad and balanced academic and social curriculum, which is accessible to them. Teaching and non-teaching staff will work closely together to ensure that all learning tasks are made meaningful and relevant to every learner and that curriculum content and resources represent and celebrate diversity.
- Staff should ensure that all children are enabled to participate fully in the life of the school, including educational visits and other school trips.
- Children in school will learn about human rights and how to apply and defend them. They are helped to learn to understand others and to value diversity.
- All members of the school community should feel able to openly discuss potentially contentious issues, while the school's core values are consistently upheld.
- There is zero tolerance on language or behaviour which is disrespectful to others. Language which insults, embarrasses, intimidates, humiliates or ridicules is unacceptable. Staff should use their professional judgment when dealing with any incident. All complaints concerning harassment, abuse or discrimination will be recorded and appropriate action is taken.
- Children's attainment and progress are carefully monitored to ensure that no identifiable group is underachieving. Attention is given to the progress of identifiable groups of children currently in school, as well as to trends over a number of years.
- Children's personal, social and emotional development is carefully monitored to ensure that children's confidence and self-esteem thrive and that every child feels welcomed and sufficiently supported, particularly those at risk of discrimination or marginalization.
- Pupil behaviour, discipline and exclusions are carefully monitored to ensure that no identifiable group is over-represented without a challenge.
- Parents and carers are seen as key stakeholders in their children's learning and development; their views are regularly sought and respectfully listened and responded to.
- Children's agency in their own learning and development is acknowledged; their views are regularly sought and respectfully listened and responded to, particularly in any decision-making that affects them.
- Disabled people from the local and wider community are consulted when the school considers how to further promote disability equality and avoid discrimination.
- Opportunities are regularly sought to hold events that bring together people from a variety of different backgrounds and foster positive relationships.
- The school actively pursues links with the local, national and global community.

- All processes for staff recruitment, induction, development and progression are scrutinised and carefully explored to ensure that no individual is treated unfairly.
- The diversity of children in the school and local community is represented in the complement of staff and governors.
- Action Plans for further promoting equality of opportunity across all strands in all of the school's functions (as employer, service provider and community resource) and for promoting community cohesion are considered when identifying priorities for the School Development Plan.

Equalities, Diversity and Community Cohesion Policy

Rationale

Stamshaw Infant School provides education for all, acknowledging that the society within which we live is enriched by diversity. We strive to ensure that the culture and ethos of the school reflects the diversity of ALL members of the school and wider community; we seek to ensure that everyone is equally valued and treat one another with respect and fairness. Pupils and other members of the school community are provided with the opportunity to experience, understand and celebrate diversity.

Stamshaw Infant School also has a duty to promote community cohesion across four dimensions:

- The school community — including all stakeholder groups
- The community within which the school is located - Portsmouth
- The national community
- The global community

Legal Duties:

- 1) We welcome our duties under the Race Relations 1976 as amended by the Race Relations Amendment Act 2000; the Disability Discrimination Acts 1995 and 2005; and the Sex Discrimination Act 1975 as amended by the Equality Act 2006.
- 2) We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
- 3) We recognise that these four sets of duties are essential for achieving the five outcomes of the Every Child Matters framework, and that they reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Aims

In fulfilling the legal obligations referred to above, we are guided by seven Core Principles:

Principle 1: All learners are of equal value.

We see all learners and potential learners as of equal value: whether or not they are disabled, whatever their ethnicity, culture, religious affiliation, national origin or status, whichever their gender.

Principle 2: We recognise and respect diversity.

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate, but are differentiated, as appropriate, to take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage 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, women and men are recognised.

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

We intend that our policies, procedures and activities should promote positive attitudes towards disabled people including good relations between disabled and non-disabled people, and an absence of harassment of disabled people. We expect positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents. There will be a mutual respect and good relations between boys and girls, women and men, and an absence of sexual harassment.

Principle 4: Staff recruitment, retention and development.

Policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development: This will be regardless of whether or not they are disabled, whatever their ethnicity, culture, religious affiliation, national origin or national status and whichever their gender.

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

In addition to avoiding or minimising possible negative impacts, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between: disabled and non-disabled people, people of different ethnic, cultural and religious backgrounds and girls and boys, women and men.

Principle 6: We consult widely.

People affected by a policy or activity should be consulted and involved in the design of new policies, and in the review of existing ones. We involve: disabled people as well as non-disabled, people from a range of ethnic, cultural and religious backgrounds both women and men, and girls and boys.

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 disabled people as well as non-disabled people

of a wide range of ethnic, cultural and religious backgrounds and both women and men, girls and boys.

Objectives

We will put our core principles into practice and act as an equality champion and community leader by:

- promoting equality and diversity, for example by assessing the impact of our policies on different groups
- challenging and eradicating discrimination, for example, by acting quickly to deal with all bullying, but particularly that which is aimed at groups as well as individuals, such as racist bullying
- giving a high profile to rights and responsibilities by promoting human rights, justice and fairness throughout the curriculum and wider school community
- promoting community cohesion in all areas
- opposing all forms of prejudice which stand in the way of fulfilling our legal duties:
 - prejudices around disability and special educational needs
 - prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example anti-Semitism and Islamophobia, and those that are directed against Travellers, refugees and people seeking asylum
 - prejudices reflecting sexism and homophobia.
- developing a long-term strategic plan
- assessing the impact of this policy and our strategic plan

Procedures

We recognise that the actions resulting from a policy are what make a difference.

We will keep each curriculum area and all aspects of learning under review in order to ensure that teaching and learning reflect the seven core principles. We use quantitative and qualitative data relating to the implementation of this policy, and take action as appropriate. In particular we collect, analyse and use data in relation to achievement, broken down appropriately according to disabilities and special educational needs, ethnicity and gender.

Prejudice-related incidents will be identified as such when anyone involved with the incident feels that it is motivated by prejudice. All such incidents are referred to the Leadership Team whose role it is to assess record and deal with all incidents. We take seriously our obligation to report regularly to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they were dealt with.

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and parents. All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

We ensure that the core principles listed above apply also to the full range of our policies and practices, including those that are concerned with:

- learners' progress, attainment and assessment

- learners' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions
- working in partnership with parents, carers and guardians
- working with the wider community.

Roles and responsibilities

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and strategies are implemented.

A link member of the governing body is appointed to maintain a watching brief regarding the implementation of this policy and in order to lead the Governing Body in fulfilling its role.

The head teacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom
- deal appropriately with any prejudice-related incidents that may occur
- identify and challenge bias and stereotyping in the curriculum
- support pupils in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work.

Monitoring and evaluation

The Head teacher will report to the Link Governor each term, regarding any incidents involving discrimination or harassment. There will be a standing item on EDCC at every FGB.

Date: March 2014

Renewal: March 2017

Lead Responsibility: Headteacher

Governing Body Responsibility: FGB and Link Governor

Signed:

Date: