

Staple Hill Primary School

Equality, Diversity and Cohesion Policy 2015

Date approved by Governing Body: 5th February 2015

This policy is an umbrella framework for governors, staff, parents, pupils and other stakeholders and has sub policy documents and action plans on:

- Racial Equality
- Disability
- Special Educational Needs

Our Duty

On 5 April 2011, the Public Sector Equality Duty (The Equality Duty) came into force in England, Scotland and Wales. This duty replaces the previous race, disability and gender equality duties.

The 3 aims of the General duty are:

1. **Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.** By removing or minimising disadvantages suffered by people due to their protected characteristics.
2. **Advance equality of opportunity between people who share a protected characteristic and those who do not.** By taking steps to meet the needs of people from protected groups where these are different from the needs of other people
3. **Foster good relations between people who share a protected characteristic and those who do not.** By encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

The protected characteristics/groups are:

- Age (as an employer – but not applicable to pupils)
- Disability
- Sex
- Gender reassignment
- Race
- Pregnancy and maternity
- Religion or belief
- Sexual orientation

We will:

1. **Publish equality information annually** to provide as complete and clear a picture as possible of how our school has due regard to the need to eliminate discrimination and harassment, advance equality and foster good relations, and what we have achieved as a result.
 - Evidence of equality within policies and practice.
 - Engagement.

2. Prepare and publish equality objectives at least every 4 years

Our Vision

To create a fair and just school community that:

- promotes social inclusion, community cohesion and equality
- that respects diversity
- challenges and acts upon discrimination and inequality, including bullying.

Staple Hill Primary School (SHPS) provides education for all, acknowledging that the society within which we live is enriched by diversity. SHPS strives to ensure that the culture and ethos of the school reflects the diversity of ALL members of the school community, where everyone is equally valued and treats one another with respect and fairness. Pupils are provided with opportunities to experience, understand and celebrate diversity.

SHPS will not tolerate harassment of any kind and is committed to combating ALL forms of discrimination.

SHPS not only recognises that monitoring and evaluation of equality is essential to ensure pupils are not being disadvantaged, but also that monitoring leads to action planning.

SHPS intends that its workforce reflects the diversity of our community at all levels of the organisation. We aim to be an inclusive employer that positively values the contribution of all employees. Through both our employment policies and strategies, we aim to achieve equality for all sections of the workforce and the community we serve.

SHPS will continue to work towards eliminating all discrimination, on the grounds of age, disability, sex, gender reassignment, race, pregnancy and maternity, religion or belief, and sexual orientation. We believe that all pupils, employees and other service users should be treated with dignity and respect at all times and we will not tolerate bullying, harassment or victimisation of any groups or individuals.

SHPS will be an **equality champion** and community leader in:

- promoting equality, 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, including that which is aimed at groups as well as individuals, such as racist bullying
- promoting equality, diversity and cohesion through all areas of the curriculum
- challenging stereotypes and prejudice whenever it occurs, and in promoting positive social attitudes
- recognising entitlement to, equal access to, and participation in, the full range of educational opportunities;

- celebrating the cultural diversity, languages, religious opinions and beliefs of the community and show respect for all
- giving a high profile to rights and responsibilities by promoting human rights, justice and fairness throughout the curriculum and wider school community
- developing an Equality, Diversity and Cohesion Strategy that includes all equality strands and links targets and actions with our School Improvement Plan
- developing, implementing, monitoring and reporting on equality, diversity and cohesion throughout the school community as part of our strategic planning, school improvement, and school self evaluation processes
- developing and supporting a workforce that seeks to reflect at all levels, the resident community of our catchment area
- working in partnership and consulting with pupils, parents, staff, stakeholders and the wider community to develop good practice and lead the equality agenda within our community
- reviewing and auditing all our equality, diversity and cohesion activities

Our principles

- We believe that our School has a duty to reflect the communities and people it serves and to promote equality, diversity and cohesion within the local community.
- We will challenge all forms of discrimination, in particular where it is on the grounds of: gender, ethnicity, faith, disability or impairment, perception of sexuality including sexual orientation, socio-economic background and age.
- We will take adequate steps to prevent discrimination
- We will take decisive action when discrimination occurs
- We accept the findings of the Stephen Lawrence Inquiry Report, with particular respect to the Macpherson definition of 'institutional racism', which is: *'The collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture, or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness, and racist stereotyping which disadvantage minority ethnic people.'*
- We recognise that the Macpherson definition of 'institutional discrimination' in relation to race can be equally applied to other equality strands.
- We acknowledge The Stephen Lawrence Enquiry definition of a racist incident is "any incident which is perceived to be racist by the victim or any other person".
- We also recognise that all pupils may experience harassment and bullying and in tackling these issues in school, we use the same definition that such an incident is perceived to be harassment or bullying by the victim or another person, until proven otherwise.
- We take seriously all experiences of bullying and hurtful behaviour resulting from bullying such as racism. We invite all our pupils in particular to talk to us about bullying, where it happens, who is doing it, and what it involves.
- Our SEND and Inclusion policy demonstrates our commitments to Pupil Participation, Parent Partnership, Resource Allocation and Curriculum Access.
- We will continue to develop preventative measures to deal with discrimination including promoting human rights and equality through our Creative Curriculum and

P4C [Philosophy for Children] and in particular focusing on the 'rights of the child', the 'right to education' and the right to be safe.

- Partnerships with parents, governors and the wider community are essential to promote equality, diversity and community cohesion. We will consult with pupils, parents, staff, partners where appropriate and the wider community.
- We will encourage diversity and eliminate unfair treatment and discrimination through a full range of human resource policies and procedures in particular in the areas of recruitment, training and development and promotion.
- We will monitor staff in post, all applicants, shortlisted candidates and candidates appointed
- We recognise that staff have rights as employees to work in a supportive and safe environment and that staff have individual and collective responsibility to value and respect each other's contributions.
- We will promote an environment where standards of conduct are of the highest level and ensure that no one is harassed, bullied or victimised.
- Equality objectives will be developed annually within the School Development Plan to ensure that equality, diversity and cohesion are central to our everyday work
- We will ensure that in planning, delivering and monitoring strategies and policies, equality and diversity issues are considered at the outset of that work.

Approved byChair of Governor

.....Head Teacher

Document History

Date	Notes
Jan 2012	Reviewed by Staffing & Curriculum Committee
Feb 2012	Ratified by FGB
Jan 2015	Reviewed by Staffing & Curriculum Committee
Feb 2015	Ratified by FGB

Appendix 1

Equality, Diversity and Cohesion Strategy 2012-2015

This Equality, Diversity and Cohesion Strategy is informed by our associated policy and outlines how we will achieve a shared vision for Equality, Diversity and Cohesion across School and Community. Our priority is to make a difference by improving outcomes for all pupils. A key feature of our strategy will be to assess the impact of our actions. As a result of monitoring we will:

- embed equality targets and objectives within our School Improvement Plan and ensure we provide the appropriate resources to meet those objectives and targets
- prioritise equality outcomes that are most relevant to us and set realistic equality objectives and targets
- ensure that we promote disability equality, as required by The Disability Discrimination Act 2005
- involve pupils, parents and other stakeholders in evaluating equality and in the development of our Equality, Diversity and Cohesion Strategy
- monitor pupils by ethnic group, disability, SEN and gender.
- review the effect of policies and practices on the educational opportunities available to pupils - and on the achievements of pupils - by ethnicity, disability, SEN and gender.
- report on outcomes annually and review our strategy every three years
- we will, within our School Improvement Plan, monitor, assess and review the potential for differential or adverse impact on pupils, parents and staff in relation to the following policies, procedures and functions:
 - Equality and Diversity Policy and Strategy
 - School Improvement Plan
 - Action Plans following inspection
 - Admissions
 - Annual report to parents
 - Charges for school activities, lettings and use of premises
 - Curriculum
 - Behaviour and Discipline - this may include exclusion arrangements but must include bullying
 - Racist incidents, recording, reporting and actions taken
 - Incidents where disabled pupils are the victims and actions taken
 - Sexist/gender related incidents and actions taken
 - Incidents (perceived or actual) relating to sexuality including sexual orientation and action taken
 - Religious/faith incidents and action taken
 - Prospectus
 - Sex Education
 - Looked after children
 - SEND policy
 - Staff competency & grievance
 - Performance management

- Health and Safety
- Complaints
- Pupil records - Admin. records; how they are accessed; how they are maintained; confidentiality
- Child protection
- Drugs Awareness, including health promotion
- Whole school pay policy
- Job descriptions - agreed with staff;
- Assessment - including recording and marking policy
- Leave of absence
- Administering medicines
- Parental involvement
- Educational visits/charging

Appendix 2

Strategic aims and objectives

- Our Equality, Diversity and Cohesion Policy will be reviewed every three years by the Head Teacher and Governing Body.
- Our Equality, Diversity and Cohesion Strategy will assist us to meet our legal duties to promote disability, gender and race equality
- Our School Improvement Plan will be utilised in assisting us to embed our equality, diversity and community cohesion objectives. We will regularly monitor these objectives within our School Improvement Plan
- We will maintain a stimulating, interlinked curriculum which celebrates diversity, reflects the school, local and global communities and promotes equality and cohesion.
- Equality, diversity and cohesion aims and objectives will be stated in staff handbooks and will be used in induction programmes
- We will use this strategy to bring together our commitments to disability equality in relation to accessibility to the learning environments, the curriculum and in the ways we communicate. The strategy will enable us to promote disability equality throughout school, in particular between disabled and non-disabled pupils
- Accessibility within the school is a key aspect of our duty to promote disability equality and clear links will be made between our Accessibility Plan and School Improvement Plan
- The governing body will take positive steps to promote good community relations. This will include consulting with parents and community organisations on closing attainment gaps, increasing inclusion and reducing exclusions
- We will challenge and prevent all forms of bullying and hurtful behaviour by ensuring internal bullying policies are effective.
- The school will adopt South Gloucestershire Council's procedures for dealing with racial and other incidents/harassment.
- We will actively record and report all incidents that children and young people experience as bullying that is racist, sexist, homophobic, or disability related or that are related to religious belief. Reports will be shared with governors and reported to the local authority as they arise.
- All staff will be made aware of opportunities to access training and information about the care and support of pupils who have experienced bullying and other hurtful behaviour of a racial, sexist, disability related, sexuality related (including sexual orientation), or faith-related nature.
- The school will endeavour to ensure that the governing body and staff team reflects the local community it serves.
- We will participate in and promote Community Cohesion initiatives.
- We will monitor patterns and trends in the attainment and achievement of groups vulnerable to underachievement and develop actions that ensure all pupil groups have high levels of attainment and achievement
- Admissions to the school will reflect the diversity of society and the local community. Wherever available or appropriate, we will strive towards an approach whereby all newly arrived pupils have immediate access to a school place and to appropriate support.

- We will involve all relevant stakeholder groups in relation to the review and ongoing development of our Equality, Diversity and Cohesion Strategy and the subsequent equality actions and targets that form part of our School Improvement Plan. Our Equality, Diversity and Cohesion Strategy when updated will include a statement detailing how stakeholders were involved.
- Actions relating to how we intend to involve pupils, parents and other stakeholders in the development of new strategies will be identified.
- We will utilise existing data sets - PLASC data, RAISE on line, Pupil conferencing, school data, and data on exclusions and absence. We will use this data to ensure that action is taken where differential or adverse impact of fixed term or permanent exclusions are experienced by certain groups of pupils more than others.
- We will monitor permanent and fixed-term exclusions to see why pupils were excluded and to determine if there are any patterns and trends in the rates and reasons
- We will assess the impact of our Equality, Diversity and Cohesion Policy and Strategy to determine adverse or differential impact on groups or individuals

Monitoring and Evaluation:

This policy will be monitored and reviewed every three years and where necessary appropriate changes made by the Governing Body.

The Governing Body will monitor the policy by:

- reviewing records of complaints in respect of Equalities
- checking for inclusion of the policy in induction programmes
- assessing the availability of the policy
- receiving annual updates on Racist Incidents from the Headteacher
- receiving annual reports on the academic attainment and progress of particular groups of pupils
- reviewing School Self Evaluation reports
- consulting with parents regarding the impact of the policy on curricular provision and access to school information and processes