

# Policy for the promotion of Diversity, Equality & Community Cohesion

This policy was revised by a working party consisting of the Head Teacher, Governors, teaching staff. The policy was approved by governors in Autumn term 2009

## 1. Description of the school & its locality

Holme Valley Primary School is set in a predominantly white British area. The specific challenges to the school and the community in relation to racial equality are, therefore, particularly important. The school has a low number who attend identified as belonging to an ethnic minority group and for whom English is an additional language. Parents are very involved in the school and there is an active parent teacher association.

## 2. School ethos, vision & values

This policy will help the school to create a fair and just school community that:

- Respects diversity
- Promotes social inclusion, community cohesion and equality
- Promotes, upholds and acts upon the principles of Race Equality, Disability Rights and Gender Equality and community cohesion
- Acts on all inequality, harassment and discrimination including bullying in all its many forms

### 2.1 What do we understand by Diversity?

Our school provides an education for all, acknowledging that the society we live in is enriched by its diversity. We work hard to foster an understanding and tolerance of each other with our different ways of seeing and doing things, to prepare and equip children and young people for life and work in the wider society and foster a common sense of belonging.

The school strives to ensure that its culture and ethos reflects the diversity of all the members of the school community where everyone is equally valued, and treats everyone with respect and fairness. Pupils are provided with the opportunity to experience, understand and celebrate diversity.

### 2.2 School's Strategic Priorities

We accept the findings of the Stephen Lawrence and the Victoria Climbié Inquiry Reports with particular reference to the collective failure of organisations to provide appropriate and professional services to people because of colour, culture or ethnic origin. MacPherson : 'It can be seen or detected in processes, attitudes and behaviour which amounts to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping which disadvantages minority ethnic people'.

We recognise the damaging consequences of services not working together to provide social justice and healing. We acknowledge the Stephen Lawrence Enquiry definition of a racist incident as "any incident which is perceived to be racist by the victim or any other person". We recognise that all pupils may experience bullying or harassment and in tackling these issues in school, we use the same definition that such an incident is perceived to be bullying or harassment by the victim or another person, until proven otherwise. We abide by and respect the law of the country, and policies within our own school. These policies are designed to bring out the best in each pupil and in the adults who work within the school community, exemplifying the values we uphold which relate to the five outcomes of Every Child Matters, of being safe, being healthy, enjoying and achieving, making a positive contribution and achieving economic well-being. Parents, carers and governors are encouraged to be fully involved within the life of the school and in the communication of basic beliefs, principles and values, which the school strives to promote through the education of its children and young people.

We acknowledge that schools like the rest of society are made up of individuals who hold a spectrum of shared and also differing values, beliefs and opinions. Some of these may be based on prejudice and may be discriminating.

The school will not tolerate harassment or bigotry of any kind and we are committed to combating all forms of discrimination. The school works to eliminate all forms of personal discrimination on the grounds of race, gender, gender reassignment, disability, sexuality and sexual orientation (known or perceived),

age, religion and belief. We believe 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. We recognise that monitoring and evaluation of equality is essential to ensure pupils are not being disadvantaged, and that monitoring leads to action planning with an outcomes focus.

The school intends to have a workforce, which reflects the North Lincolnshire Policy on Diversity at all levels of its organisation. We aim to be an inclusive employer that positively identifies and values the contribution of all its employees. Through our employment policies and strategies, we aim to achieve equality for all sections of the workforce and the community we serve.

### 3. The current legal duties for schools and their governing bodies - Roles and responsibilities

#### 3.1

##### Race Equality

The Race Equality policy is now assimilated into the current Diversity Policy.

Embedded in the Race Relations (amendment) Act, November 2000 and the Code of practice on the Duty to Promote Racial Equality, March 2002 is the requirement that all public bodies, including schools, have regard to:

‘The need to eliminate unlawful racial discrimination and to promote equality of opportunity and good relations between different persons from different racial groups’.

Following the Race Equality Guidance and the Authority’s suggested pathway for racial incidents.

All forms of discrimination by any person within the school are to be treated seriously. A careful note must be kept of such incidents, whether they take place in the corridors, playground or teaching areas. It should always be made clear to offending individuals that such behaviour is unacceptable.

If there are any subsequent incidents, then the appropriate senior staff member should be informed.

Racist symbols, badges and insignias on clothing are forbidden in school. Graffiti should be immediately removed. The Headteacher may involve parents. The Headteacher will at her discretion, in the first instance, and always in repeated incidents involve parents when written, verbal and/or physical racial abuse occurs. Each incident will be treated individually but with equity.

##### Disability Equality

The Disability Equality policy is now assimilated into the current Diversity Policy.

The Disability Discrimination Act 2006, establishes the following duties:

- promote equality of opportunity between disabled people and other people
- eliminate discrimination that is unlawful under the DDA 1995
- eliminate disability related harassment
- promote positive attitudes towards disabled people
- encourage participation by disabled people in public life
- take steps to meet disabled peoples needs, even if this requires more favourable treatment

(see Disability Equality Scheme)

##### Gender Equality

The Gender Equality policy is now assimilated into the current Diversity Policy.

To meet the specific duties, and guided by the Code of Practice prepared by the Equal Opportunities Commission, we have prepared, published and implemented, and will maintain, a Gender Equality Action Plan which contains our current objectives. This is attached to and forms an essential part of this policy.

We are working to develop our understanding of the major gender equality issues in our school’s functions and services. In order to do this we:

- Collect and analyse school data and other gender equality relevant information, including data about our local area
- Consult all staff, pupils, parents and relevant local communities
- Review all our school policies and practices to assess the ways in which they might impact on gender equality

- Ensure governors, staff, pupils, parents and others in our school are accountable and understand their responsibilities with regard to preventing discrimination and harassment and promoting gender equality
- Assess and address the causes of any gender pay gap
- Publish and implement the Action Plan with our proposed objectives and actions

We will:

- Set out the results of reviews, consultations and impact assessments
- Report on progress annually and set further objectives where necessary
- Review and revise the Policy and Action Plan at least every three years

### Community Cohesion

Community Cohesion was introduced under section 23A(6) of the Education Act 2002, identifying the critical roles schools play in:

- Helping to create cohesive communities
- Breaking down barriers between young people
- Sharing the aims and objectives of tackling discrimination and inequality
- Sharing the aims and objective of closing attainment and achievement gaps
- Developing common values of citizenship based on dialogue, mutual respect, acceptance and diversity

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002 introducing a duty on governing bodies of maintained schools to promote community cohesion.

3.2 The school recognises the partnership role of the Local Authority and its statutory duty in combating inequality. We understand our duty to collect and inform the Authority of all racist and other diversity-related incidents on a termly basis and immediately in the case of more serious incidents. We will also share this information each term with the Governing Body.

### 4. The school's principles

How we will meet the requirements of these duties

In order for children and young people to succeed at school, we must first of all challenge all forms of personal discrimination against individuals, especially those who are perceived as 'different' or outsiders; and any discrimination against any groups of people based on group stereotype. Staff and pupils must constantly challenge any behaviour that violates the rights of individuals and which leads to marginalisation, exclusion and feelings of powerlessness and worthlessness because of their individual identities, or from other's perceptions of belief systems or organisations to which they belong. We aim to be a listening school. We will try to listen to all our community members including pupils, staff, parents and carers, visitors, wider community members, stakeholders and partners.

We take seriously all experiences of bullying and hurtful behaviour and invite all our pupils in particular to talk to us about bullying, who is doing it, where it is taking place and what it involves.

We are a learning organisation, which recognises the contributions of all pupils, staff, parents and other partners to creating a better school, which is supportive, fair, just and free from discrimination

From here we will:

- Develop an equality, diversity and community cohesion strategy that includes all equality standards and outcomes linked targets and actions within the school development plan
- Promote equality by assessing the impact of our policies on different groups within the school community
- Give a high profile to the rights and responsibilities of each individual by promoting human rights, justice and fairness both through the school curriculum and wider pastoral and community activities
- Challenge and eradicate discrimination and have a comprehensive policy for dealing with bullying in all its many forms which is aimed at groups as well as individuals, and with understanding of the particular effects accruing from different types of bullying and discrimination: for the victim, the perpetrator and the school community as a whole
- Promote community cohesion, for example involvement in twinning and partnership projects and the use and demonstration of local skills
- Develop and support a workforce that seeks to reflect at all levels the resident community of North Lincolnshire

- Work in partnership and consult with pupils, staff, parents, carers and the wider community and stakeholders to develop good practice, leading to an agenda of respect, tolerance and fairness within our community
- Review and audit all our equality, diversity and cohesion activities and have an outcomes focus for future activity in the field of equality, diversity and community cohesion.

## 5. The learning environment

'The curriculum for all maintained schools should promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepare pupils at the school for the opportunities, responsibilities and experiences of later life' - *Education Act 2002 Section 78*

We understand that education is the key to creating a just society which values all the people living and working in it. We aim to create a learning environment where all learners irrespective of their cultural or personal identities and abilities have an equal right to develop and achieve to their full potential.

We understand that:

- Education curricula must have a broad global perspective, which validates worldwide contributions to knowledge and civilisations from both men and women, the able bodied and the disabled
- Education must help pupils to understand and reflect on the social and economic processes, which have led to prejudice against minority groups and social factors that are associated with racial and other forms of harassment and discrimination.
- Education is concerned with knowledge, skills, attitudes and values and beyond these inspiration and vision for the type of environments we would like to live in. All those involved in education in our school must have a clear understanding of the Every Child Matters Agenda at all stages, and the non-discriminatory attitudes and values to be developed in children, through the educational opportunities and experiences offered.
- All children have the right to a good education and to feel safe in the school and its environment in order to enjoy and achieve
- Social, linguistic, religious and cultural diversity and the talents of individuals, male or female are strengths to be utilised by teachers and educators in enriching and enhancing children's learning.
- The way in which children learn to speak and to communicate is intrinsic to personal and cultural identity. The languages and dialects used in the home by children are recognised and valued in school.
- All our learners need to develop and have access to a good standard of English, which is the main medium of instruction in our school.
- Pupils have the right to reliable information they can understand from the use of different types of media information and communication. In classrooms in this school we aim to ensure the proper use of Information Technology and media information and that there is no promotion of material harmful to children and young people.
- Education is a partnership between the school and our parents and carers. We recognise the existence of complementary expertise and knowledge and provide opportunities for parents and other partners to share their knowledge and experiences but also appreciate the values underpinning education.
- Any policy for children and young people with special educational needs or disability must demonstrate commitment to pupil participation, parent partnership, special resources allocation and curriculum access. Some of our outcomes for children with special educational needs link directly with the disability, gender and race equality dimensions of our Diversity Policy
- A shared perspective is important for the promotion of equality, diversity and community cohesion and social inclusion and is the foundation of good teaching and learning.

### 5.1 The community and community cohesion

By community cohesion, we mean 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. By community cohesion, we mean a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community.

Clear objectives and timescales will be set for the implementation of the community aspect of our Diversity Policy. Partnerships with parents and carers, governors, all stakeholders and the wider community are central to school strategies and essential to the implementation of our Diversity Policy and School Improvement Plan.

## 6. Staff

The school adopts the local Authority's advice and guidance through its Human Resources policies for fair advertising, recruitment, selection, training and retention of staff. The school recognises all staff have the right to work in a safe and harassment free environment, the right to career advancement pathways and that staff have individual and collective responsibility to respect each other's contributions regardless of age or experience.

## 7. Equality and diversity targets and objectives

We will develop equality and diversity targets and objectives within the School Development plan to ensure that equality and diversity are central to our every day work in ensuring the best education and personal development for all our learners.

We will ensure that planning, delivering and monitoring strategies and equality and diversity issues are considered in relation to ongoing work and at the outset of any new work in the school, and that we will consult with pupils, parents and carers, staff, partners and where appropriate with the wider community.

## 8. Monitoring and impact assessment

We consistently aim to ensure that arrangements are in place for monitoring and assessing the impact of policies and procedures, functions and practices in the school on pupils, especially in relation to pupil attainment, but also on staff, on parents and carers and the wider community. The following are examples of the type of questions we ask:

Examples

- a) Are there any adverse effects on pupils, staff or parents from particular racial groups, or on girls/boys, or on pupils with disabilities or impairments?
- b) Are any staff prevented from reaching their full potential?
- c) Are any parents or carers deterred from taking part fully in the life of the school?
- d) Does the school help pupils to achieve as much as they can and get the most of what is on offer, based on their individual needs?
- e) How does the school explain any differences? Are the explanations justified? Can they be justified on non-racial grounds (or on grounds not related to gender or disability etc) such as English language difficulties?
- f) Do policies' aims lead to action to deal with any differences that have been identified on an individual or group basis?
- g) Do policies help the school raise standards and promote equality of opportunity for pupils who are underachieving and who need extra support?
- h) Do policies help the school to promote the values of living in a diverse society; promote race equality and social harmony; respect and value personal difference; prevent and deal with bullying, harassment or bigotry in any of their many forms?
- i) Is the action the school takes following policy decisions, inclusive and appropriate and effective?
- j) What changes does the school need to make to any of its policies?

To answer these questions the school will employ a variety of strategies including collecting and analysing amounts of data; talking to pupils, parents/carers and staff to find out their needs and opinions; carrying out surveys and special research. The results will influence and guide our planning and decision-making, aims and objectives within the Diversity Policy and the School Development Plan. A timetable will be drawn up, and we will demonstrate the ways in which we have assessed and prioritised the impact or likely impact of existing and new policies on all members of the school community. Action plans resulting from information gathered will be reviewed on a three yearly basis.

## 9. Publishing and reporting on outcomes

The school will take reasonable steps to publish results of its reviewing and monitoring each year in the three yearly cycle. As far as is practicable we report on how we are going to use any information gathered and the effectiveness of diversity targets whether they relate to Race, Gender, Disability or the Community.

Review date: 2012

Senior Member of Staff Responsible: J Moorhouse

Governor Responsible: H Parker

## 10. Action plan within the School Development Plan

As a result of impact assessment and evaluating diversity and equality activities for the OFSTED Self Evaluation Form, the School Development Plan will include actions and targets that help the school achieve the aims and objectives outlined in the Diversity Policy.

### Target

Ensuring our Accessibility Plan is monitored and reviewed regularly and acts as driver for promoting disability equality across the school – in the DD Act 2006

#### What?

Review and monitor our Accessibility Plan every 12 months. Report presented to governors on progress and new objectives emerging from involvement in the production of the school's Diversity Policy and strategy.

#### When?

Summer 2010

#### Who?

Governors and head teacher

#### Duty to Promote Equality:

Disability and Community Cohesion standards

### Target

To continue to narrow the gap in levels of attainment and achievement among minority groups and individuals including new community immigrants

#### What?

Establish specific targets to raise levels of attainment and progress, and narrow achievement gaps over time at individual and group levels. NB (Specific targets appear within the School Improvement Plan).

#### When?

2009 – 2010

#### Who?

Governors, senior staff

#### Duty to Promote Equality:

Race Equality and Community Cohesion standards.

### Target

We ensure that information and material for parents and carers is accessible in user friendly language and in languages and formats other than English.

#### What?

Translate key documents into Lithuanian and Polish

#### When?

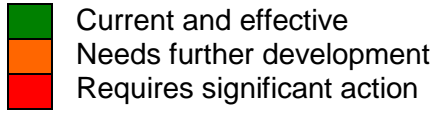
Autumn Term 2009-2010

#### Who?

Governors and Senior Staff

#### Duty to Promote Equality:

Links strongly to the community cohesion strategies.



Standards	Targets (Policy Statement)	Race	Disability	Gender	Action (taken/to be taken)	Success Criteria (outcomes)	Who is responsible?	Timescales/ Review dates	Resource Implications	Evaluation/ Monitoring evidence
Attainment, Progress and Assessment	We have and communicate high expectations of pupils.									
	We recognise and value a wide range of achievement.									
	We have satisfactory procedures for monitoring attainment by ethnicity, disability and gender.				Monitor attainment of ethnic pupils more closely	Targets identified for specific pupils	JM/AM	Summer 2010		Raiseonline/ tracking system
Curriculum	We use results of such monitoring.									
	Opportunities are taken to teach about race, gender and disability equality and cultural diversity in the curriculum.									
	Pupils explore concepts and issues relating to identity, equality, justice and all forms of discrimination and stereotyping in the curriculum.									
	Pupils are challenged to consider issues of prejudice e.g. in the areas of racism, gender, disability and sexual orientation and bias and negative stereotypes of all kinds.									
	Pupils study global issues and the interdependence of the modern world.									
	We ensure that learning about cultural diversity and individual identities includes personal encounters with people from other cultures and communities.									
	Extra-curricular activities and events cater for the interests and capabilities of all pupils, and take into account parental concerns related to religion, race, gender, disability and culture.									



	Current and effective
	Needs further development
	Requires significant action

Standards	Targets (Policy Statement)	Race	Disability	Gender	Action (taken/to be taken)	Success Criteria (outcomes)	Who is responsible?	Timescales/ Review dates	Resource Implications	Evaluation/ Monitoring evidence	
Partnerships with parents, carers and communities	We take action to encourage the involvement and participation of all parents and carers in the life of the school										
	We ensure that information and material for parents and carers is accessible in user friendly language and in languages and formats other than English. We consider the needs of adults and children with vision impairment or any other limitations which inhibit full access to the written word.					To have some key documents translated	Parents of EAL pupils are able to access key documents	JM	2009 - 2010	Printing costs	
	We ensure that premises and facilities are fully accessible to and used by a range of local groups, communities and family services										
Bullying, harassment, discrimination, and the school ethos	We publicly promote good personal and community relations										
	Procedures are in place for recording, investigating, reporting and dealing in incidents of racism, incidents in relation to gender, disability, sex faith, homophobia and all other forms of personal harassment and discrimination										
	The school actively promotes race, gender and disability equality and a climate of mutual trust and respect for each individual in the school community										
	We work with the local authority and other partners to tackle all forms of abuse, harassment and discrimination within the school and the local area										
	We provide training, guidance and support for staff to ensure that all can deal firmly, consistently and effectively with diversity related incidents and bullying										
We ensure pupils parents and staff are all aware of the procedures to deal with incidents											

	Current and effective
	Needs further development
	Requires significant action

Standards	Targets (Policy Statement)	Race	Disability	Gender	Action (taken/to be taken)	Success Criteria (outcomes)	Who is responsible?	Timescales/ Review dates	Resource Implications	Evaluation/ Monitoring evidence
Staff recruitment and professional development	We ensure that all those involved in recruitment and selection are effectively trained and made aware of what they should do to avoid conscious and unconscious discrimination relating to race, gender, religion, faith and disability									
	We ensure that good equal opportunities practice operates throughout the selection and recruitment process.									
	We monitor the composition of the staff by ethnicity, gender, religion, disability or sexual orientation (where disclosed) and by seniority or grade									
	We monitor as above for all applications for employment, training and promotion									
	We ensure that all our procedures for monitoring behaviour are fair and equitable to pupils of all backgrounds									
	All staff operate consistent systems of rewards and sanctions									
Behaviour, discipline and exclusions	Exclusions of all kinds are monitored to establish patterns and trends									
	Strategies for integrating long term truants and excluded pupils and pupils with a history of behavioural difficulties transferring into the school, address the need of pupils from all backgrounds									

