Urchfont C. E. Primary School

EQUALITY, DIVERSITY AND COMMUNITY COHESION POLICY
(including Racial Equality and Multicultural education)

1. Introduction

At Urchfont we are committed to tackling all forms of discrimination and prejudice including in particular on grounds of race, religion, physical disability or sexual orientation. We positively promote equality of opportunity for all and good race relations. We are committed to achieving race equality to meet our statutory obligations under the Race Relations (Amendment) Act 2000. This policy explains what this means for our school community and how we put it into practice. This policy is formed with due regard to the Urchfont CE Primary School Equality Statement and Objectives.

2. Rationale

A commitment to equality is a shared commitment to educational excellence and equality for all sections of our school community. It helps us to focus attention on improved planning, decision making, resource allocation, monitoring and assessing our achievements as part of the raising standards agenda.

Our policy encourages appropriate and effective personal training and development for staff and governors to ensure we improve pupil engagement for learning, job satisfaction for staff, parental engagement and representation of under- represented groups within all levels of our staff and our governing body.

3. Commitment

Our school will actively promote equality, oppose racism, sexism and other prejudices and intolerances in all its forms and foster positive attitudes. Through this we will provide a positive learning and teaching environment for the school community as a whole. We will do this by:

- treating all those in the school community (e.g. pupils, staff, governors, parents and the community) as individuals who are respected and valued for their abilities, beliefs, experiences, aspirations and potential;
- creating a school ethos which promotes and reflects racial and other demonstrations of equality, develops understanding and challenges myths, stereotypes, misconceptions and prejudices;
- encouraging everyone in the school community to have a positive self- image and high self-esteem so that they develop their full potential having high expectations of all the school community and helping them fulfil their aspirations;
- facing equality issues openly, positively and effectively;
- identifying and removing practices, procedures and customs which are discriminatory, replacing them with approaches which are fair, accessible and relevant;
- monitoring, evaluating and reviewing outcomes to secure continuous improvements in all that we do;
- being open and fully accountable about our policy, its implementation and its effects.

4. Roles

Promoting race and other demonstrations of equality and raising the achievement of all pupils is the responsibility of the whole school. This policy outlines the roles and responsibilities of everyone involved and connected with the school so that everyone knows what is expected of them:

- Governors - The governing body, having consulted with staff, pupils and parents, has agreed this policy. It will monitor the impact of this policy by reviewing regularly and in response to changes in legislation or promoted good practice;
- Head teacher - The Head teacher will demonstrate through personal leadership the importance of this policy and will ensure that all staff are aware of it and understand their roles and responsibilities;
- Pupils - Pupils will contribute to the development of the Race and Community Equality and Cohesion Policy and be made aware how it applies to them. They will be encouraged to treat each other with respect and to report incidents of a racial or otherwise discriminatory, prejudiced, intolerant or offensive nature to an adult;
- Unacceptable behaviour includes:
  - Name calling (e.g.; construed to be racist, homophobic, abusive of religion or beliefs, or highlighting physical or behavioural differences);
  - Physical abuse;
  - Writing or drawing which is intended to indicate intolerance or is abusive.

5. Actions taken to address any perceived racism

If any behaviour/speech of a pupil is perceived to be that which could be interpreted as racist the incident will be thoroughly investigated (witness evidence sought and recorded). If proven, discussion will be held with the child to ensure they understand the seriousness of their words/actions and parents/ carers will be informed.
School sanctions will be applied as appropriate:

- for racist incidents this will normally a full day's missed playtimes to emphasise the seriousness of the issue and a record kept;
- In the case of a repeated racist incident, parents and pupil will be informed that now that full understanding has been established, any repeat will be reported officially as a racist incident to the LA if the child is of an age/ development stage at which they are deemed able to be held responsible for their actions (10 years).

6. Monitoring the equality plan

Our school will monitor the impact of this policy on pupils, parents, governors and staff from different ethnic and other significant groups. We will monitor the impact of our policies on the attainment levels of all our pupils. We will collect information about pupils' performance and progress, including by ethnic groups. We will analyse it and use it to examine trends. We will also monitor other areas that could have an adverse impact on pupils' attainment such as:

- Exclusion;
- racism, racial harassment and any prejudicially targeted bullying;
- curriculum, teaching and learning (including language, faith and cultural
- needs and for older children (Years 5 & 6) an age appropriate understanding of gender and homophobic issues (i.e. an acceptance of individual preferences and mis-use of the word 'gay' as an insult);
- sanctions and rewards;
- recruitment;
- membership of the governing body;

- parental involvement;
- working with the community;
- support, advice and guidance;

Monitoring information will help us to see what progress we are making towards meeting our race equality targets and aims. In particular, it will help us to:
- Highlight any differences between pupils from different groups;
- Ask why these differences exist and test the explanations given;
- Review the effectiveness of any set targets and objectives;
- Rethink and reset targets in relevant strategic plans;
- Review other policies and resource allocation decisions;
- Decide what further action will be necessary to meet particular needs and to improve the performance of pupils from different ethnic and other significant groups;
- Make links with performance management objectives which should include both:
  - Quantitative and qualitative data
  - Take action to make improvements.

7. Assessing the impact of the policy

As a school we will monitor the impact of this and other policies on pupils, staff, governors and parents from different ethnic groups. We will assess whether the policies have or could have an adverse impact on the attainment levels of pupils from different ethnic groups. We will assess the effectiveness of our policies through existing arrangements for developing and reviewing other school policies.

8. Complaints Procedure

If any governor, member of staff, pupil or parent feels this policy is not being implemented properly then they should raise the matter with the Head teacher who will take appropriate action. This may include an investigation and a report on the issue. If there is a formal complaint, then the school's normal complaint procedure will be used. All complaints will be recorded and copied to Wiltshire Local Authority for information.

Community Cohesion
9. Introduction

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002 which introduces a duty on schools' governing bodies to promote community cohesion. From September 2007, Ofsted included the implementation of the duty in their inspections. The legislative requirements on schools to meet this duty are in the Equality Act 2006 and outlined in the Race Relations Amendment Act (2000).

A cohesive community includes all types of communities, i.e. the school and its extended community, the community in which the school is located, the community of Britain, the global community, and communities of interest (e.g. environmental groups or faith groups) communities of friends.

Context in 2016

Although our pupils are predominantly white British with only 1.1% of our pupils come from ethnic minority groups. Around 1.11% of pupils speak English as an additional language.

What is 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; 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.

9.3 Community from a school's perspective
For schools the term 'community' has a number of dimensions including:
- the school community – the pupils it serves, their families and the school's staff;
- the community within which the school is located – the school in its geographical community and the people who live or work in that area e.g. work with local churches, Parish Council, Urchfont Pre-school and local businesses;
- The schools in our area that we work with, i.e. The Cluster Collaborative and the community of Britain - all schools are by definition part of this community;
- The global community – international links. The International School Award first achieved in 2007.

9.4   The Community Cohesion Education Standards
We embrace these four strategic aims which are to:
- Close the attainment and achievement gap;
- 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.

9.5   Aims and Commitment
In order to promote community cohesion at Urchfont we should endeavour to:
- Promote understanding and engagement between communities;
- Encourage all children and families to feel part of the wider community;
- Understand and respond to the needs and hopes of all communities;
- Tackle discrimination;
- Increase life opportunities for all;
- Ensure the environment of the school, resources, teaching and the curriculum addresses and reflects issues of diversity.
- Our commitment to community cohesion embraces the commitment to equality on page 1 of this policy with these additional objectives:
    - Provide a means for children, young people and their families to interact with people from different backgrounds and build positive relations;
    - 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;
    - To develop the skills of participation and responsible action;
    - 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, including links with different schools and communities locally, across the country and internationally;
    - Provide a programme of curriculum based activities whereby pupils' understanding of community and diversity is enriched through visits and meetings with members of different communities;

- Support pupils for whom English is an additional language (EAL) to enable them to achieve at the highest possible level in English;
- Give an effective voice and involvement of pupils in the governance and organisation of the school in a way that teaches them to participate in and make a difference in school, in their local community and beyond.
- Plan assemblies and lessons across the curriculum that promote common values and help pupils value differences and challenge prejudice and stereotyping – for example, opportunities in citizenship classes for pupils to discuss issues of identity and diversity and what it means 'to live together in the UK' including the promotion of 'British Values'.

10. British Values

This includes, as outlined in the DfE's non-statutory advice (2014), active promotion of:

- Respect for democracy in their promotion of pupils' spiritual, moral, social and cultural development (SMSC);
- Support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England;
- Awareness of the difference between the law of the land and religious law;
- Support for the rule of English civil and criminal law;
- Promotion of the fundamental British values of democracy, the rule of law, individual liberty;
- Mutual respect and tolerance of those with different faiths and beliefs;
- Enablement of pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
- Tolerance and harmony between different cultural traditions by enabling pupils to acquire appreciation of and respect for their own and other cultures;
- The freedom to choose and hold other faiths and beliefs as protected in law;
- Tolerance and acceptance of other people having different faiths or beliefs to oneself (or having none) and intolerance of prejudicial or discriminatory behaviour the requirement for collective worship as a way of ensuring pupils' SMSC development.

The advice also states that "it is not necessary for schools or individuals to 'promote' teachings, beliefs or opinions that conflict with their own, but nor is it acceptable for schools to promote discrimination against people or groups on the basis of their belief, opinion or background."

11. Promoting the achievement and progress of all pupils

We believe that all children should achieve as highly as they are able. To achieve this, we provide a curriculum that challenges children and stimulates learning, and offer support as appropriate for children with additional or special needs. We monitor our school data by gender and ethnic origin to ensure that any children not making good progress are given additional targeted support.

12. Developing the curriculum, teaching and learning, (including language and cultural needs)

We are continually developing a creative curriculum that aims to be stimulating and relevant for all children and is supportive of children's cultural and language needs. This thematic approach to learning incorporates a range of speaking and listening activities, and aims to provide children with a wide range of cultural influences. Regular curriculum enrichment events are also held to develop children's cultural awareness and understanding. We currently teach awareness of different languages and cultures throughout the school and especially Spanish and understanding of Spanish culture.

13. Promoting race relations in the school and in the local community

The school has a clear policy on dealing with racist behaviour. By developing children's interest in and appreciation of the world around them, and by celebrating children's sense of identity (including similarities and differences) we expect our children to be secure in their own sense of cultural identity, and be appreciative and sensitive towards those of others. Through our R.E. programme using the Salisbury SACRE Framework, and including a programme of visits and visitors, we aim to teach children about Christianity and the other main faiths of Islam, Judaism, Hinduism, Sikhism and Buddhism.

14. Developing community awareness

Our curriculum aims to build increased awareness of how our local community operates both in itself, and in relation to the wider local, national and international communities. We endeavour to make links with local schools and hold regular charity events to raise the understanding of issues such as global poverty.

15. Roles and responsibilities

School Governors - Ensuring that the school complies with all current equality legislation and that the any equality, diversity and community cohesion policy and its procedures are followed.
The Head teacher is the named member of staff for community cohesion and is responsible for:

- A policy that is readily available and that the governors, staff, pupils and their parents/carers know about it and that its procedures are followed;
- Producing regular information for staff and governors about the policy and how it is working;
- Providing CPD for staff and governors;
- Ensuring all staff are aware of their responsibilities and receive training and support in carrying these out;
- Appropriate interventions and action in cases of harassment and discrimination;
- Co-ordinating and monitoring work on equality issues;
- Recording, dealing with and monitoring reports of harassment (including racist incidents);
- Monitoring the progress and attainment of potentially vulnerable groups of pupils; (e.g. children and young people in care, children with special educational needs, children from minority ethnic, migrant, refugee or asylum seeker or traveller communities);
- Monitoring attendance and exclusions;

Staff are responsible for:

- Modelling good practice, dealing with racist and other discriminatory incidents and being able to recognise and tackle bias and stereotyping;
- Promoting equality and good race relations and avoiding discrimination against anyone for reasons of race, ethnic or national origins, language, culture, religion, belief, disability, gender, sexual orientation, or social class;
- Ensuring that they are familiar with the law on discrimination;

Pupils are responsible for:

- Demonstrating a zero tolerance towards all forms of discrimination and racism;
- Using their 'pupil voice' through working with staff to develop policies and practice relating to this area, for example an anti-bullying policy/anti-racist bullying policy and procedures or school/class rules which challenge discriminatory behaviour;

16. Auditing, monitoring, reviewing and assessing impact

The school policy on equality, diversity and community cohesion is linked to the school self-audit of its effectiveness in promoting these areas in school (SEF) and the school improvement plan which may include targets determined by the governing body for promoting equality, inclusion and a cohesive community in the school.

Any inequality found as a result of impact assessment should be used to inform future planning and decision-making.

The Head teacher should provide monitoring reports if appropriate for review by the governing body. These should refer to the school population, key initiatives and progress against targets and future plans.

17. Policy review

The Governing Body will undertake a review of the Equalities, Diversities and Community Cohesion policy every three years or before if new regulations come into being and remedy any deficiencies and weakness found without delay.

References

'Community Cohesion Education Standards for Schools' (DCSF Home Office and Commission for Racial Equality 2004)

'Guidance on the Duty to Promote Community Cohesion' (DCSF 2007)

'Our Shared Future' (Commission on Integration and Cohesion, 2007 DCSF)

'Schools Race Equality Policies – From Issues to Outcomes' (DFES 2004)