

St. Cuthbert's R.C. Primary School

Equality, Diversity and Community Cohesion Policy

Introduction:

St. Cuthbert's Primary is a welcoming and caring school. We respect and value each and every individual associated with the school. Together, we seek to work, learn and play to achieve our full potential. By implication, therefore, we have a commitment to social inclusion and equality of opportunity for all. We aim to provide an environment that is free from bullying, harassment and prejudice. Equal opportunities is inspired by the belief that it is possible to create a society characterised by fairness, justice and a more equitable distribution of power, a society in which everyone has an equal chance to develop themselves to their full potential. It is about sustaining and celebrating diversity within the community and ensuring that individuals and groups within the community can develop in ways they desire and they choose.

We aim to provide all our pupils with the means to fulfil their potential. As an employer and service provider, we seek to eliminate unlawful discrimination against all pupils and staff by adhering to our duties, particularly as they apply to **Age, Disability, Gender Reassignment, Marriage & Civil Partnership, Pregnancy & Maternity, Race, Religion or belief, Sex and Sexual Orientation.**

Our understanding of equality opportunities:

We understand equality of opportunity to exist when:

- it is understood that everyone is unique and everyone has different needs
- equality of access exists for all
- individual choices are widened
- everyone feels happy, safe and secure in an environment which does not disadvantage or discriminate against anyone
- stereotypes are challenged to ensure everyone has an equal chance to develop as they wish
- individual and community needs are responded to for the benefit of everyone
- adequate resources exist to meet everyone's needs.

Aims and objectives:

As a result of this policy we will:

- Ensure that all members of the school community feel happy, safe and secure
- Ensure that equality of access exists for everyone
- Promote equality of opportunity
- Actively develop the self-esteem and self-respect of all members of the school community
- Ensure that educational provision is relevant to our increasingly diverse society
- Ensure that the curriculum actively promotes equality of opportunity
- Actively challenge all forms of bullying, harassment, prejudice and stereotyping
- Actively engage the support and commitment of the whole school community in achieving the above aims.

Relevant legislation and best practice advice:

We are aware of our responsibilities in relation to:

- 1970 Equal Pay Act
- 1975 Sex Discrimination Act
- 1976 Race Relations Act
- 1988 Education Reform Act
- 1995 Disability Discrimination Act
- 1998 Human Rights Act
- 1999 Macpherson Report into the Stephen Lawrence Murder Inquiry
- 2000 Race Relations (Amendment) Act
- 2001 Special Educational Needs and Disability Act
- 2002 Statutory Code of Practice on the Duty to Promote Race Equality
- 2006 Equality Act
- 2006 Sexual Orientation Regulations
- 2006 and 2007 Employment Equality (Age) Regulations and Amendments
- 2010 Equality Act.

Guidelines, Disability:

Pupils with disabilities/learning difficulties/special needs will:

- Have complete access to all the facilities and resources available within the school
- Receive additional support to ensure that they fulfil their potential
- Be integrated with, and educated alongside, other pupils
- Have access to the same broad, balanced and relevant curriculum as other pupils
- Be involved in the decisions being made about their care and education.

As a school, we:

- Are committed to early identification of emotional and behavioural difficulties before such difficulties lead to underachievement, disaffection and exclusion
- Are committed to early intervention, target-setting and regular monitoring of pupils with disabilities/learning difficulties/special needs
- Will give additional support and encouragement to gifted and talented pupils to ensure they fulfil their potential
- Will work in partnership with parents and carers to ensure that pupils with disabilities/learning difficulties/special needs benefit fully from their time spent in school
- Will ensure that staff take part regularly in training about disability/learning difficulties/special needs
- Will make use, where appropriate, of local authority support services to ensure that pupils with disabilities/learning difficulties/special needs fulfil their potential.

Guidelines, Gender:

No matter their gender, all pupils will:

- Have access to the same broad, balanced and relevant curriculum
- Be expected to do as well as they possibly can

- Be expected to behave as well as they possibly can
- Be expected to work together in a constructive and positive manner
- Be discouraged from using sexist language, and commended when they challenge such language.

As a school, we will:

- Ensure that neither gender dominates any area of the school, the curriculum or the extra-curricular activities to the detriment of the other
- Ensure that all resources portray both genders in a positive and non-stereotypical way
- Continue to monitor achievement by gender. If differences based on gender are identified, appropriate action will be taken to redress the imbalance.

Guidelines, Race:

- The curriculum will reflect the ethnic, cultural and religious diversity of society locally, regionally and nationally
- Pupils will have opportunities to study issues to do with intolerance, prejudice, racism, racial discrimination and religious prejudice
- Resources will portray members of local and regional cultural and ethnic groups in ways which are positive and non-stereotypical
- Community languages other than English will be valued and promoted
- All pupils will be able to dress and worship in ways which do not conflict with the cultural or religious conventions of the home
- The dietary needs of all pupils will be met
- Achievement, attendance and exclusions will be monitored by ethnicity. If differences based on ethnicity are identified, appropriate action will be taken to redress the imbalance
- Members of all cultural and ethnic groups will be welcomed and valued by the school community
- All racist incidents will be dealt with in an effective and consistent manner

Guidelines, Religion and Belief:

- The National Curriculum in general, and RE in particular, will be used to value and celebrate diversity based on religion and belief
- Daily acts of collective worship can be used to promote equality of opportunity irrespective of religion or belief
- All pupils will be given opportunities to meet their religious needs, especially at the time of important festivals
- The dietary needs of all pupils will be met
- Pupils will be discouraged from using offensive language based on religion or belief, and commended when they challenge such language
- Resources will reflect people subscribing to a variety of religions and beliefs
- Resources will show people of all religions and beliefs engaged in non-stereotypical roles and activities
- People of all religions and beliefs will be encouraged to play an active role in school life.

Guidelines, Age and Sexuality:

- All pupils will be expected to do as well as they possibly can

- All pupils will be expected to behave as well as they possibly can
- All pupils will be encouraged to make equal use of all the resources and facilities in the school
- Resources will reflect the variety of families that exist in Britain today
- Where appropriate, the National Curriculum will be used to value and celebrate diversity based on age and sexuality.
- Daily acts of collective worship can be used to promote equality of opportunity.
- Pupils will be discouraged from using offensive language about age and sexuality, and commended when they challenge such language
- People will be welcomed and valued no matter their age or sexuality
- Appropriate use will be made of local authority support services to ensure that all pupils fulfil their potential.

Guidelines, Gender Reassignment, Civil Partnership and Marriage, Pregnancy and Maternity:

- 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, and pregnancy and maternity
- Pupils will be discouraged from using offensive language about gender reassignment, civil partnership and marriage, and pregnancy and maternity
- People will be welcomed and valued no matter 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 gender reassignment, civil partnership and marriage, and pregnancy and maternity.

Community Cohesion

The Education and Inspections Act (2006) places a responsibility on schools to promote community cohesion within the school itself as well as locally, nationally and globally. We will do this through promoting a common vision, a commitment to equality and social justice, respecting people's different backgrounds, and promoting positive relationships in the school and local neighbourhood. 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. See Appendix 2 for further information.

Roles and Responsibilities

All who are associated with St. Cuthbert's School have a responsibility for promoting inclusion, equality, diversity and community cohesion, and avoiding unfair discrimination.

Our governors are responsible for:

- Making sure the school complies with all current equality and diversity legislation.
- Making sure this policy and its procedures are followed.
- Making sure that the school has an up-to-date Single Equality Scheme and related action plans.

Our Head Teacher is responsible for:

- Making sure the policy is readily available and that the governors, staff, pupils and their parents know about it.
- Making sure its procedures are followed.
- Producing regular information for staff and governors about the policy and how it is working, and providing training for them on the policy, if necessary.
- Making sure all staff know their responsibilities and receive training and support in carrying these out.
- Taking appropriate action in cases of harassment, victimisation and discrimination.

All our staff are responsible for:

- Proactively following this policy and any associated guidelines.
- Providing role models for pupils through their own actions.
- Dealing with racist, sexist and homophobic incidents, and recognising and tackling other forms of bias and stereotyping.
- Promoting equality, diversity and good community relations, and avoiding discrimination against anyone based on the nine protected characteristics above, as well as avoiding discrimination irrespective of socio-economic background or where people reside, as well as against those responsible for children or other dependents, those who engage in political or trade union activities, and those with spent convictions.
- Keeping up to date with the law on discrimination and taking advantage of training and learning opportunities offered to them.

All our pupils are responsible for:

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

All our parents are responsible for:

- Supporting our school as it implements this policy.
- Providing role models for their children through their own actions.
- Ensuring their children attend school and engage in learning.
- Telling staff about any prejudice-related incidents that occur.

Visitors and contractors are responsible for:

- Knowing and following the content of our Equality, Diversity and Community Cohesion Policy.

Responsibility for overseeing equality, diversity and community cohesion practices in the school lies with a named member of staff and a named governor. Responsibilities include:

- Coordinating and monitoring work on equality, diversity and community cohesion.
- Dealing with and monitoring reports of harassment (including racist, sexist and homophobic incidents).
- Monitoring the progress and attainment of vulnerable groups of pupils (e.g. black and minority ethnic pupils, including Gypsies and Travellers).
- Monitoring exclusion.

Monitoring and Evaluation:

Staff and Governors will monitor the Equality and Diversity Policy once a year. Three years following its adoption, the Governing Body will decide whether the policy needs amending in the light of new legislation and/or best practice guidance.

Appendix 1

Glossary of commonly used terms relating to equality and diversity

Bullying:

Bullying can be defined in many ways such as:

Doing things with the deliberate aim to hurt.

Occasions when individuals feel that they have been victimised.

Repetitive acts of abuse.

Deliberately hurtful behaviour.

Deliberately hurting or frightening someone by what is said or done.

The abuse of power by an individual or group in relation to another individual or group.

The intentional abuse of power by an individual or group with the intent and motivation to cause distress to another individual or group. Such abuse of power may be physical, verbal, sexual or psychological in nature.

Discrimination:

Treating an individual or group less well than another individual or group is treated. Such differential treatment accords advantages to some and disadvantages to others. Although it is possible to engage in positive discrimination - presently unlawful except in a few specific situations in the UK - most people define discrimination as unfair treatment leading to disadvantage. Present legislation renders discrimination on the grounds of age, disability, gender, marital status, race, religion and belief, and sexuality unlawful. Also, present legislation reminds us that discrimination can be either direct (overt, or intentional) or indirect (covert, or unintentional). Whether direct or indirect, discrimination on the above grounds is unlawful.

Harassment:

Any behaviour or action directed at an individual that is found to be offensive to the recipient and might threaten an employee's job security or create an intimidating environment. Inappropriate words or actions which humiliate, ridicule, embarrass, intimidate, frighten, distress or otherwise undermine. Harassment can be on the grounds of a person's age, disability, gender, nationality, race, religion or belief, sexuality or any other personal characteristic.

Institutional racism:

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 detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping which disadvantage minority ethnic people.

Minority Ethnic Group:

Everyone belongs to an ethnic group and, for historical reasons, the UK contains many such groups. A minority ethnic group is usually defined as a group which differs from the majority in a given nation state. Difference may be based on physical characteristics (e.g. skin colour), culture, religion and/or language. Many minority ethnic groups experience disadvantage and/or discrimination.

Prejudice:

Prejudice can be defined in many ways such as:

An unfavourable opinion or feeling formed beforehand or without knowledge, thought or reason.

Any preconceived opinion or feeling, either favourable or unfavourable.

Unreasonable feelings, opinions or attitudes, especially of a hostile nature, directed against individuals or groups deemed in some shape or form to be different.

Prejudice may assume a variety of characteristics such as a tendency to judge a whole group on the basis of visible difference or on the basis of assumed characteristics. Prejudice is usually based on inadequate information. In other words, attitudes or opinions which are prejudiced are usually based on lies, half-truths, legends or myths.

Racism:

Racism can be defined in many ways such as:

Prejudice plus power.

Prejudice plus power plus action.

Belief in the superiority of the ethnic group to which you belong and, through either numerical superiority or control of the decision-making institutions, possessing the means to realise that belief.

Racism exists when political, economic and social institutions are dominated by a particular ethnic group and that ethnic group uses its control of the institutions to discriminate against members of other ethnic groups.

Treating someone less well than others because of the ethnic or racial group to which they belong.

Racist Incident:

A racist incident is any incident which is perceived to be racist by the victim or any other person.

Scapegoats:

People who bear the blame for things they are not responsible for.

Sexism:

The belief that males and females are better equipped to fulfil different roles in society, perhaps because of their inherited characteristics or their physical and/or biological differences. Prejudice or discrimination against people, especially girls and women, because of their sex.

Stereotypes:

A standardised, fixed image or conception of people which is applied to all people in that category. The vast majority of stereotypes perceive the groups concerned in a negative or patronising manner. All stereotypes negate individuality and deny us the opportunity to engage with people as fully rounded, complex beings. Stereotypes deny us the opportunity to engage with reality.

Appendix 2

Community Cohesion

A **cohesive** community is one where:

- There is a common vision for all communities, an emphasis on articulating what binds communities together rather than what differences divide them, a sense of belonging, of identifying with the neighbourhood and of 'looking out for each other'
- There is a commitment to equality and social justice
- The diversity of people's different backgrounds and circumstances is appreciated, respected and protected, in order to support integration and cohesion in changing communities
- People have similar life opportunities, irrespective of background
- Everyone understands their rights and responsibilities and is encouraged to participate at all levels

- Strong and positive relationships are developed between people from different backgrounds in the workplace, in schools and within neighbourhoods.

The National Community Cohesion Standards are framed by four strategic aims:

- Close the attainment and achievement gap between different groups of people
- 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.

The DCSF Guidance on the duty to promote community cohesion suggests that a school's contribution to community cohesion relates, above all, to:

- **Relationships and ethos** – to foster behaviour based on rights, responsibilities and mutual respect between all members of the school community, to support pupils' personal development and well-being, and to address all forms of prejudice-related bullying.
- **Teaching, learning and the curriculum** – to 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, and to develop the skills of participation and responsible action.
- **Equity and excellence** – to 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.
- **Engagement and extended services** – to provide a means for children, young people and their families to interact with people from different backgrounds and build positive relations, including links with different school communities locally, nationally and internationally.

In order to achieve a **cohesive community**, we recognise that we need to:

- Promote understanding and engagement between communities
- Encourage all children and families to feel part of the wider community
- Understand the needs and hopes of all our communities
- Tackle discrimination
- Increase life opportunities for all
- Ensure teaching and the curriculum address issues of diversity.

This Equality, Diversity & Community Cohesion Policy was approved by the Governing Body

on

Signed (Chair of Governors):

