

Burstow Primary School

EQUALITY, DIVERSITY AND COMMUNITY COHESION POLICY



Policy Editor	Headteacher	Review Period	Every 4 years
Responsible for review	Resources Governing Committee	Term Approved	Summer 2019
Status	Statutory	Term Review Date	Summer 2023

Introduction

All stakeholders in a school community should have the right to enjoy, achieve, and feel valued and safe from discrimination, across the whole range of school activities.

The overall objective of this policy is to provide a framework for Burstow Primary School to pursue its equality duties to eliminate unlawful discrimination and harassment, promote equality of opportunity, and promote good relations and positive attitudes between people of diverse backgrounds in all its activities.

School Context

Our school is located in the village of Smallfield; it serves the parishes of Burstow, Outwood and Horne and the Town of Horley. The school takes children from a very wide and varied catchment area in an area of mixed housing. The children attending the school are predominantly White British. Whilst we have some pupils recorded as GRT there are others that come from settled traveler backgrounds. The remaining pupils have varying ethnic backgrounds.

At Burstow we pride ourselves on celebrating and embracing diversity that this range of socio-economic backgrounds bring and we work very hard in promoting an inclusive environment for all our families.

Burstow School is a Foundation Primary School, maintaining close links with the Parish Church, the Parish Council and the wider community. The Vicar of Burstow Church leads assemblies regularly and visits each class. Burstow School is keen to foster the Christian ethos and also to recognise, respect and teach other world religions to develop caring and socially aware pupils.

The school has a range of 60 classes and with an average of 420 pupils. When the children enter school they are placed in classes according to their age and not by race, ability or gender, although we do aim to have a gender balance as far as possible in each class. We believe that it is important to meet and know well as many children as possible within our community.

The staff are predominantly female and White British although there are male teachers in the school.

Equality

We are committed to supporting the achievement of everyone in the school, enabling them to fulfil their potential and to develop as independent learners. We realise that certain social divisions and prejudices may act as obstacles to achieving that goal. We are, therefore, committed to challenging racism, classism, sexism, religious intolerance and discrimination. We aim to develop a community of learners where diversity is accepted and valued and to prepare young people to be tolerant, humane and just members of society. We realise that this will involve everyone - pupils, staff, parents and governors - in processes of examining and possibly changing the way that we think and behave. Any behaviour which is contrary to the equal opportunities values of this school will be responded to openly, honestly and fairly in the spirit of this policy statement.

We aim to provide equality and excellence for all in order to promote the highest possible standards. We will:

- Work within a culture of respect for others
- Recognise and celebrate differences between people.
- Nurture a community where pupils are well prepared for life in a diverse society.

We seek to ensure that no pupils, staff, parents/carers or any other person through their contact with the school receives less favourable treatment on any grounds which cannot be shown as justified. This covers race, ethnic or national origin, language, religion or belief, gender, sexual orientation, marital status, disability, age, responsibility for children and other dependents, trade union or political activities, social class, where the person lives or spent convictions.

Race

Aims and Values

This policy aims to build on the school's core values and ethos. In accordance with the statement of aims:

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We acknowledge that racism exists in society today and are committed to work towards its elimination by preparing children for life in a multi-ethnic society. The school aims to tackle racial discrimination and promote race equality and good relations across all areas of school activity.

Delivery

- The school curriculum takes account of different religious and cultural values across all subject areas, and welcomes visitors who contribute to the diversity of daily life in the school.
- Students learn about religions from around the world, look at art forms, study Artefacts and listen to stories.
- The school actively seeks to create an environment which respects and values cultural, linguistic and religious differences.
- Teachers plan activities and learning that will ensure an even balance of views from cultures other than their own and will also challenge cultural bias and stereotyping.
- All staff deal with racist incidents if they occur and report to the Headteacher.
- The school environment and lessons/assemblies will promote positive images and stories or contexts from different ethnicities, degrees of physical ability, gender, age and race.

Monitoring

- All staff are responsible for monitoring racial equality in the school. Racial incidents and occurrences are reported immediately and recorded electronically in school. Incidents are reported to the LA termly and by formal annual return and parents are informed.

Disability

There is a significant overlap between those who count as disabled under the Disability Discrimination Act and those who have special educational needs as defined by the Education Act 1996. The definition of Special Educational Needs (SEN) includes many, but not necessarily all, disabled children: a disabled child has special educational needs if they have a disability and need special educational provision to be made for them in order to be able to access the education which is available locally.

The National Curriculum Inclusion Statement reminds us that all teachers are required to follow three inclusive principles:

- Setting suitable learning challenges, enabling all children to experience success and achieve as high a standard as possible through appropriate differentiation.

- Responding to pupils' diverse learning needs and disabilities by:
 - creating effective learning environments;
 - securing their motivation and concentration;
 - providing equality of opportunity through teaching approaches;
 - using appropriate assessment approaches;
 - setting targets for learning.
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

The Duty

The Disability Discrimination Act 2005 (DDA) and the Equality Act 2010 places a general duty on schools to have due regard for the following when carrying out their functions:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination that is unlawful under the DDA;
- Eliminating harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

This duty requires schools to take a more proactive and comprehensive approach to promoting disability equality and eliminating discrimination. It is acknowledged that there needs to be a move from individual focus/response to an approach that builds disability equality considerations in from the start.

As school policies are reviewed, consideration is given to their impact on pupils, staff and parents with disabilities.

What are the school's duties?

- Prepare and publish a disability equality scheme
- Involve disabled people in its development
- Report on it annually
- Review and revise the plan as necessary

The school is not required to do anything under this plan that is unreasonable or impracticable.

Gender

We have a general duty to promote equality of opportunity between boys and girls, men and women.

- We shall raise awareness of stereotypes and prejudices, patronising behaviour and bias in books, curriculum and behaviour. Parental roles will be shown as a shared endeavour between men and women, as will all types of careers in society.

Monitoring

The headteacher will report on any decisions involving gender categorization to the Governing Body. This will be monitored to ensure there is no discrimination on the grounds of gender.

A Cohesive Community

Community Cohesion is 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 and wider community.

We will:

- 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
- Provide opportunities across the curriculum to promote shared values and help pupils to value differences and to challenge prejudice, discrimination and stereotyping.
- Provide a programme of curriculum based activities whereby pupils' understanding is enriched through visits and meetings with members of different communities.
- Provide opportunities for pupils to interact through curricular and extra-curricular activities such as sport, drama, school trips
- Use assemblies which involve members of the wider community to promote engagement and shared understanding, as well as the school's ethos and values.
- Engage in and build successful partnerships with families.
- Work closely with outside agencies to support the needs of our pupils and their families.
- Offer extended learning opportunities through the school and/or local partnership arrangements (Horley Learning Partnership)
- Offer the use of our facilities to the local community for them to meet and learn.

Delivery

Within the school:

At Burstow Primary School there is considerable emphasis on the holistic development of the 'whole child' and to this end, we work hard at preparing pupils for life beyond, maximizing the personal/independence skills as this can be the barrier to successful transition to secondary school. We have highly motivated and effective House Captains, Buddies, School Parliament, child-subject ministers, whole school and class monitors. Our PSHCE lessons often relate to our learner qualities and much work is done to build a cohesive community. Our 'Learning Values' supports promotion of a whole school community as do the "Team events" and House team, reward events. We operate a successful range of lunchtime and after school clubs, based on pupils' interests and these are reviewed termly in order that we continue to gauge what pupils would like to participate in. The Friends offer events for parents/carers to attend alongside their child. School Assembly is used to help address issues that affect us all and encourage pupils to consider the impact of certain behaviours on their immediate surroundings.

We hold a parent coffee shop twice a week in order to promote friendships and support networks for our families.

The local community:

All learning is related to real life experiences to help pupils make sense of themselves within their society.

The local community is used in a variety of ways to support the curriculum, whether it be visiting local places of worship, using the locality or continually encouraging visitors to come into school.

We take part in many sporting events with our local school cluster (Horley Learning Partnership). We offer HLP extended learning activities to pupils and advertise local events for both pupils and families.

The UK Community:

We offer school journeys in all year groups and residential trips in years 3, 4, 5 and 6. We encourage participation in National Days, such as Poetry Day and Red Nose Day, Children in Need and we have our national weeks. National book week, Feeling Good Week. We are developing links with other schools not just in the locality but wider afield.

Global Community:

Our curriculum is planned to enhance the understanding of our pupils that they are citizens of a diverse global community. Pupils undertake arrange of fund-raising events and this helps them to understand how lives can be very different around the world. Our school environment also reflects the diversity of the planet through immersive - designed areas e.g. Jungle, Ocean and soon Universe.

Roles and responsibilities

School Governors are responsible for:

- Making sure the school complies with all current equality legislation
- Making sure this policy and its procedures are followed

The Headteacher is responsible for

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

All school staff are responsible for:

- Modeling good practice, reporting to SLT and then sensitively using any racist or homophobic incidents as teaching points 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 or belief, disability, gender, sexual orientation or social class
- Keeping upto date with the law on discrimination and taking training and learning opportunities

Pupils are responsible for

- Keeping equality and diversity issues 'alive', through School Parliament, discussions with the Class Teacher and reporting areas of concern

Parents/carers are responsible for

- Keeping the school informed of any aspect of this policy that affects them and/or their child
- Encouraging their children to develop positive and inclusive attitudes

Monitoring and Evaluating

This policy will be reviewed annually. We will gather evidence regarding the implementation of this policy by:

- observing actions and relationships in and out of the classroom; raising issues in order to address
- taking appropriate action to address the range of needs to ensure equality of opportunity
- monitoring exclusions and behavioural referral forms and reporting to the local authority and to governors
- scrutinizing racism, racial harassment, homophobic and bullying incidents (see Anti-Bullying Policy); reporting to the local authority, governor and parents/carers where required
- monitoring teaching and learning; ensuring all policy documents conform to this policy
- analysing performance data by groups based on ethnicity, gender, disability and other needs; reporting back to staff and governors
- ensuring any action arising from our monitoring is addressed in the School Improvement Plan/ Headteacher's Report to Governors