

## Cranmore Infant School

# Equalities, Diversity and Community Cohesion Policy

### Our Values

This policy reflects the school's values, which have been established and agreed through consultation with the whole school community. The following values are fundamental to our approach and attitude to the way we develop and manage all relationships in school.

1. Responsibility
2. Respect
3. Sharing
4. Kindness
5. Fairness
6. Integrity

### **1 - Rationale**

We do not discriminate against anyone, be they staff, pupil, parent, visitor or governor on the grounds of their gender, sexuality, religion, ability or disability, ethnicity, status or national origins. This policy must be read in conjunction with the Anti- Bullying Policy, Relationships and Sex Education Policy, Policy for Inclusion and Special Educational Needs, Staff Recruitment Policy, Attendance Policy and the Behaviour Policy.

### **Legal Duties:**

#### **Disability**

The Disability Discrimination Act (1995; amendment 2001) defines a disabled person as someone who has 'a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.'

Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA '*substantial*' means '*more than minor or trivial*'. '*Long-term*' means has lasted or is likely to last more than 12 months.

The definition is broad and includes a wide range of impairments, including learning disabilities, dyslexia, autism, Attention Deficit Hyperactivity Disorder (ADHD) diabetes or epilepsy where the effect of the impairment on the person's ability to carry out normal day-to-day activities is adverse, substantial and long-term. An impairment does not of itself mean that a person is disabled. It is the effect on the person's ability to carry out normal day-to-day activities that has to be considered.

## **Race**

We follow the duties described in the 1976 Race Relations Act (Amendment Act 2000).

We accept the recommendation of the MacPherson Report that the definition of a racist incident is, 'any incident perceived to be racist by the victim or any other person'.

## **Gender**

The Government introduced the Equality Act 2006 with the purpose of ensuring that people are treated fairly and equally (i.e. are not subject to discrimination). Within this Act a Gender Equality Duty was established for the public sector. The new legal Duty places a requirement on public bodies to be proactive and to promote gender equality within their service delivery and employment. It is recognised that public authorities can make an enormous contribution towards removing the barriers to equal opportunities that exist in society.

## **Lesbian, Gay, Bi-Sexual and Trans-gender (LGBT)**

New legislation in 2010, to be enacted in April 2011, brings together all areas of potential discrimination into one holistic Equalities Act; hence this overarching Equalities Policy.

### **We recognise our duty to promote community cohesion across four dimensions:**

The school community, including all stakeholder groups  
The local community within which our school is based  
The national community  
The global community

## **2 - Seven Principles of Equality, Diversity and Community Cohesion**

### **Principle 1 - All pupils and adult members of our community are of equal value**

Whether or not they are disabled  
Whatever their ethnicity, culture, religion, national origin or status  
Whichever their gender or sexuality

### **Principle 2 - We recognise and respect diversity**

Within any group there is diversity. For example, within the girls' gender group there will be a wide range of girls with different interests, backgrounds etc.

Treating people equally does not mean treating them the same. Our policy does not discriminate but must be applied with due regard to the differences in life experience, outlook and background. In particular this applies to:

- Disability so that reasonable adjustments are made.
- Ethnicity so that different cultural backgrounds and experiences of prejudice are recognised.
- Gender so that the different needs and experiences of boys and girls and men and women are recognised.
- Sexuality so that homophobia is not tolerated.

**Principle 3 – We foster positive attitudes and relationships and a shared sense of cohesion and belonging.**

We promote:

- Positive attitudes towards disabled people, an absence of harassment towards disabled people and recognition of the contribution that they make to our community and wider society.
- Positive interactions, and respect between groups and communities that differ in their culture, faith, ethnicity and origin. We do not tolerate racism in any form.
- Respect between genders, encouraging positive interactions between boys and girls/men and women.
- Respect for all groups of people including Lesbian, Gay, Bi-Sexual and Trans-gender (LGBT).

All groups within our school have an entitlement to:

- An environment that is physically and emotionally safe
- A sense of security and well being
- Have their abilities and talents recognised
- Be valued
- Have a sense of their own identity
- Have their culture and religion respected
- Have their experiences valued and built upon
- Be enabled to fulfil a role within the school community
- Have access to a range of learning styles
- Be able to make choices and take responsibility for their own learning
- Share anxieties when something goes wrong.
- Have access to the full range of resources and areas of the sites and buildings.
- Have access to the full range of opportunities on offer.

Equality and diversity is not about tolerance; it is about a genuinely open attitude which values everyone.

**Principle 4 – Staff recruitment, retention and development.**

This policy ensures that any employee or potential employee has equality of opportunity to employment, training or promotion. The governors ensure that staff are appointed on merit:

- whether or not they are disabled
- whatever their ethnicity, culture, origin or faith
- whichever their gender
- whatever their sexuality

**Principle 5 – The reduction of barriers that already exist**

Through monitoring and evaluation, using techniques such as data scrutiny, Pupil interviews and parent surveys, we identify areas for development and include these in the School Improvement Plan. These plans are designed to remove any barriers that may exist between:

- disabled and non-disabled people
- people of different ethnic backgrounds, faiths or cultures

- girls and boys, men and women
- people from the LGBT group.

### **Principle 6 – Working in consultation with the community**

This policy has been agreed with parents, staff, governors and pupils through interviews and discussions. We have specifically included in these surveys people from the following groups:

- the full range of ethnic groups in our school
- men and women, boys and girls.

### **Principle 7 – We have a duty to promote cohesion across the school, local, national and global communities.**

In all that we do we aim to promote cohesion, respect and positive interactions across societies and secure participation in public life for:

- disabled and non-disabled people
- people from a wide range of ethnic, faith, cultural backgrounds
- men and women, boys and girls.

## **3 – Objectives**

We will put our seven principles into practice by:

- Living our values. Our school is built upon its values which have been agreed by all members of the school community. Our values underpin this policy.
- Promoting community cohesion through working with other schools and communities - e.g. as part of the Infant Network Enrichment Project and the Gifted and Talented workshops.
- Selecting resources that are positive to all groups of people.
- Promoting human rights in assemblies and through the curriculum specifically through the scheme of work for Personal, Social, Health, and Emotional well-being Education (PSHE).
- Ensuring that all recruitment, employment, promotion and training systems are fair to all through working with Solihull Human Resources and Equalities teams.
- Challenging stereotyping and prejudice whenever it occurs. We will act quickly when issues of bullying, including racist and homophobic bullying are reported.
- Celebrating the cultural diversity of our community and showing respect for all, recognising that our society is enriched by diversity through newsletters, display boards and involving families in learning/celebration events.
- As a recognised Healthy School we know that our work in PSHE is crucial in helping children to develop the knowledge, understanding, skills and attitudes to enable them to form healthy relationships with a range of people and to accept that difference is to be celebrated.
- Working with parents to ensure that sensitivities around dietary needs, collective worship and relationships and sex education (RSE) are taken into consideration.

#### **4 - Ensuring Effectiveness/Monitoring and Evaluation**

- Teachers will curriculum leadership responsibilities will monitor schemes of work, short term planning and resources to ensure compliance with this policy.
- Staff will use data (broken down into ethnicity, ability/disability and gender) pupil interviews and work scrutinies to monitor standards between groups and individuals to ensure that progress is at least good for all pupils.
- All discriminatory incidents are reported to the Headteacher who keeps a written record in the Incident Folder. These incidents are dealt with quickly and are followed up with the people involved. Governors monitor this record termly to ensure compliance with policy. The Headteacher reports incidents to the Local Authority as required.
- This policy is published on the school website and is included in the school brochure pack for all prospective and new parents.
- Staff receive training as and when appropriate and according to need. This policy is included as part of staff induction.

#### **5 - Roles and Responsibilities**

##### **Governors:**

The Governing Body is responsible for ensuring that the school complies with legislation and that this policy and related procedures are implemented.

The Inclusion Governor will monitor the implementation of this policy and report back to the full board.

A Governor monitors the Incident Folder termly to ensure that discriminatory incidents have been dealt with according to policy.

##### **Headteacher:**

The Headteacher is responsible for implementing this policy, for ensuring that all staff are aware of their responsibilities and given appropriate training and support, and for taking action in any cases of discrimination.

The Headteacher reports termly to the Governing Body on the effectiveness of this policy.

##### **All Staff:**

Promote an inclusive ethos across the whole school.

Deal with any discriminatory incidents that may occur and pass such information on to the Headteacher.

Identify and challenge discrimination and/or stereotyping in the curriculum, resources, pupil or adult behaviour.

Support pupils for whom English is an additional language and who also have a disability, liaising with the Inclusion Leader regarding provision.

Ensure that girls and boys have fair and equal access to all learning opportunities, sometimes through positive discrimination. (eg having 'boys only' role play time/'girls only' construction or ICT time).

Teachers ensure that the planned curriculum is taught in full.

## **6 - Review**

This policy will be evaluated annually and amended if necessary or when legislation changes.

**Approved by the Board of Governors on**

## **Appendix 1**

### **DISCRIMINATORY INCIDENT REPORT**

- This form must be completed, dated and signed by the member of staff who witnesses a discriminatory incident, and reported to the Head teacher (or in her absence the Deputy).
- What is recorded must be facts and not judgments: stating dates, times, places, actual words used, what was observed, who was present etc.

**Name:**

**Year Group:**

**Date of incident:**

**Details of incident:**

**Actions taken (must include date and time of actions):**

**Conclusion:**

**Name of member of staff:**

**Signature of Member of Staff:**

**Signature of Headteacher (or in her absence the Deputy):**