



## Whinney Banks Primary School Equalities and Community Cohesion Policy (Updated ~~September~~ July 2017~~8~~)

### Commitment

All members of the school community have a responsibility for supporting the equality and cohesion agendas.

Equality is a key principle for treating all people the same irrespective of their gender, ethnicity, disability, religious beliefs, sexual orientations, age, socio-economic background or any other recognised area of discrimination. We see this as being closely linked and contributing to our responsibilities for promoting community cohesion.

The school will not permit gender, race, colour, disability or socio-economic background to be used as criteria for opportunities, admissions or appointments. Although, as a school, Whinney Banks Primary cannot eradicate inequalities in society, we will endeavour to provide genuine equality of educational opportunity and experience in all aspects of its activities with all stakeholders, with one of the key outcomes being greater community cohesion.

Our pupils / stakeholders include:

- Pupils
- Teaching staff
- Support staff
- Multi-agency staff
- Parents & carers
- Governors
- Employees
- Volunteers
- Job applicants
- Other users.

### Community Cohesion

The Department for Children Schools and Families (DCSF) Guidance on the duty to promote community cohesion, published in July 2007, states that: By Community Cohesion we mean working towards a society in which:

- there is a common vision and sense of belonging by all communities.
- the diversity of people's backgrounds and circumstances is appreciated and valued.

- similar life opportunities are available to all, and
- strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community.

Whinney Banks Primary School is strongly committed to its duty to promote Community Cohesion and we see this policy as contributing to this commitment.

## Legal duties

We welcome our duties under the Race Relations 1976 as amended by the Race Relations Amendment Act 2000; the Disability Discrimination Acts 1995 and 2005; and the Sex Discrimination Act 1975 as amended by the Equality Act 2006.

We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these four sets of duties are essential for achieving the five outcomes of the Every Child Matters framework, and that they reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

## Admissions and Exclusions

Our admissions arrangements are fair and transparent and do not discriminate on race, gender, disability or socio-economic factors.

Exclusions will always be based on the school's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impacts and ensure any discrepancies are identified and dealt with.

## Roles and responsibilities

1. The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and strategies are implemented.
2. A member of the governing body has a watching brief regarding the implementation of this policy.
3. The Head Teacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.
4. A senior member of staff has day-to-day responsibility for co-ordinating implementation of the policy.
5. All staff are expected to:
  - promote an inclusive and collaborative ethos in their classroom.
  - deal with any prejudice-related incidents that may occur.
  - identify and challenge bias and stereotyping in the curriculum.
  - support pupils in their class for whom English is an additional language.
  - keep up-to-date with equalities legislation relevant to their work.

## Key principles

### **Principle 1: All learners are of equal value**

We see all learners and potential learners as of equal value:

- whether or not they are disabled.
- whatever their ethnicity, culture, religious affiliation, national origin or national status.
- whichever their gender.
- whatever their socio-economic background.

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

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate, but are differentiated, as appropriate, to take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation 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 girls and boys, women and men are recognised.
- socio-economic background so that opportunities can be subsidised wherever necessary and possible.

### **Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging**

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people.
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, socio-economic background.
- an absence of prejudice-related bullying and incidents.
- mutual respect and good relations between boys and girls, women and men, and an absence of sexual harassment.

### **Principle 4: Staff recruitment, retention and development**

Policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled.
- whatever their ethnicity, culture, religious affiliation, national origin, national status, marriage or civil partnership, pregnancy, maternity, gender.
- Whichever their gender or age.

### **Principle 5: We aim to reduce and remove inequalities and barriers that already exist**

In addition to avoiding or minimising possible negative impacts, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people.
- people of different ethnic, cultural and religious and socio-economic backgrounds.
- girls and boys, women and men.

### **Principle 6: Society as a whole should benefit**

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural, religious and socio-economic backgrounds
- both women and men, girls and boys.

### Learning Environment

At Whinney Banks Primary School there are consistently high expectations of all pupils regardless of age, gender, ethnicity, ability or social background. All pupils are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light.

To secure the desired outcomes we recognise:

- The need to keep the above principle in mind at all times.
- That teacher enthusiasm, understanding and knowledge (especially of how learning works) is a vital factor in achieving a high level of motivation and good outcomes from all pupils.
- The need for adults in the school to provide good, positive role models in their approach to all issues relating to equality of opportunity.
- That a high priority should be placed on the quality of provision for SEND by carefully assessed and administered programmes of work. (See SEND policy)
- The need to encourage all parents / carers to participate in the life of the school.
- The need to maintain and develop links and partnerships beyond the immediate school community.

## Teaching and Learning (See also: Teaching & Learning Policy)

We aim to provide all our pupils with the opportunity to succeed, and to reach their highest level of personal achievement. To do this we will:

- Keep the above principle in mind at all times.
- Have high expectations of pupils regardless of age, gender, race, ability or social background.
- Provide good classroom practices that ensure equal availability and access to teacher, resources and equipment.
- Provide targeted support to those identified as at risk in various ways.
- Recognise that children's self-perception can be influenced by their environment and so we aim to enhance our children's self-esteem and self-confidence by working positively to reduce any gender bias and promoting equality of opportunity.
- Choose resources across the curriculum carefully so as to avoid sexual stereotypes and gender bias.
- Encourage children to work and play with others regardless of gender, race or ability.
- Promote attitudes and values that will challenge discriminatory behaviour.
- Provide an appropriate PHSCE curriculum based on SEAL and materials developed within school.
- Provide educational visits and extra-curricular activities that involve all pupil groupings.
- Use a range of teaching methods throughout the school to ensure that effective learning takes place at all stages for all pupils.
- Encourage all pupils to be actively involved in their own learning.
- Provide equal access to all physical activities from an early age e.g. girls playing football, boys playing netball and mixed teams wherever possible.
- Provide opportunities for pupils to appreciate their own and other cultures and religions.

Reporting in October 2015, OFSTED made the following judgement on teaching and learning in Whinney Banks.

*The quality of teaching is consistently strong throughout the school. Observations and scrutiny of pupils' work confirm that teachers and teaching assistants have high expectations of all pupils, and plan lessons and activities to engage and fully enthuse their pupils in all aspects of learning.*

In addition, we recognise that it is important at Whinney Banks Primary School that all members of the school community use appropriate language which does not support stereotyping, is supportive of minority groupings and creates the conditions for all people to develop their self esteem.

## Diversity

The school will:

- Ensure quality of access for all pupils and prepare them for life in a diverse society.
- Use materials that reflect a range of faith and cultural backgrounds without stereotyping.
- Promote attitudes and values that will challenge discriminatory behaviour.
- Provide opportunity for pupils to appreciate their own culture and religions and celebrate the diversity of other cultures.
- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions.
- Develop pupils advocacy skills so that they can detect bias, challenge discrimination, leading to justice and advocacy.
- Ensure that the PHSE and Citizenship curriculum cover issues of equalities, diversity, religion, human rights and inclusion.

## Religious observance

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

## Staff Recruitment & Professional Development

- We seek to achieve a balanced workforce.
- All advertising materials will avoid stereotyping.
- Applications for jobs are encouraged from all members of the community.
- Staff responsible for recruitment and selection are aware of what they should do to avoid discrimination and ensure equality good practice through the recruitment and selection process.
- Conditions of employment are non-discriminatory, e.g. when dealing with maternity/paternity leave, religious holiday, part time employees and compassionate leave.
- We will ensure that selection criteria and procedures are frequently reviewed to ensure that individuals are selected, promoted and treated on the basis of their relative merits and abilities.
- All teaching and non-teaching posts are not sex-specific. Both men and women are encouraged to teach all age groups and within each Key Stage. All staff have equal access to in-service training and the right to apply for posts of responsibility.
- We undertake to encourage the career development and aspirations of all individuals.

## Harassment and Bullying

The school will challenge discriminatory behaviour and bullying, including prejudice-related bullying (See links to other policies below)

e.g.

- Unwanted attention (verbal or physical).
- Unwelcome or offensive remarks or suggestions about another person's appearance, character, race, ability or disability, sexuality or gender.

We take seriously our obligation to report regularly to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they were dealt with.

## Monitoring and Review

We regularly monitor and review our policies and practices and their impact on pupils, staff and parents.

We make regular assessments of pupil's learning and use this information to track pupils' progress as they move through the school. As part of this process, we regularly monitor the performance of different groups, to ensure that all groups of pupils are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary. Resources are available to support groups of pupils where the information suggests that progress is not as good as it should be. The governing body receives regular updates on pupil performance information.

School performance information is compared to national data and Local Authority data to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances.

As well as monitoring pupil performance information, we also regularly monitor a range of other information in order to identify causes for concern about pupil performance and well being so that appropriate action can be taken. This includes monitoring of:

- Behaviour
- Name calling
- Exclusion
- Attendance
- Incidents of racism
- Bullying
- Parental involvement
- Parental complaints

We take seriously our obligation to report regularly to the local authority about the numbers, types and seriousness of prejudice-related incidents (e.g. racial incidents) at our school and how they were dealt with.

## Links to other policies

This policy should be read alongside other school policies including those for Behaviour, Racial Incidents, Bullying, Staff recruitment, Workplace Bullying and Harassment etc.



## GLOSSARY

- **Discrimination** can occur **directly** or **indirectly**:
- **Direct Discrimination** means treating a person less favourably on grounds of their colour, race, nationality or ethnic origin.
- **Indirect Discrimination** occurs when a rule, condition or requirement which applies equally to everyone has a disproportionately adverse effect on people from a particular racial group, and there is no justification for the rule.
- **Racist Incident** - is defined in the McPherson Report, recommendation 13 on the Stephen Lawrence Inquiry as "**any incident which is perceived to be racist by the victim or any other persons**".
- **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 seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping which disadvantage minority ethnic people**" (Macpherson, 1999)