



South Hiendley Primary School

EQUALITY, DIVERSITY AND COMMUNITY COHESION POLICY

Headteacher: Mrs S Henshall

Last reviewed on: September 2021

Next review due by: September 2022



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Equality and Community Cohesion Policy

Introduction

This Equality Policy sets out the school's approach to promoting community cohesion, equality and diversity. It covers disability, gender and race/ethnicity, in response to the statutory duties on schools to publish disability and gender equality schemes and a race equality policy.

This Equality Policy statement sets out:

- The school's context
- Aims and values
- The school's overall approach to promoting equality: community cohesion, recognising and celebrating diversity and tackling discrimination
- Specific reference to community cohesion, race equality, disability equality, gender equality
- Roles and responsibilities
- Monitoring, reviewing and assessing impact

The School Context – What sort of school are we?

South Hiendley Primary School is a slightly smaller than average sized primary school based in Wakefield Local Authority. We serve a residential area a few miles from the centre of Wakefield. Our school over 80 years, old however we do have a high standard of ICT and other facilities.

- Most children enter the school having experienced some form of pre-school provision, often from our FEET (Families Enjoying Everything Together) sessions.
- Pupils with a very wide range of attainment and backgrounds attend the school. When compared with the national average the numbers of pupils identified with special educational needs is below and the percentage of pupils who speak English as an additional language is very low.
- Children are often represented at community events and this is something the school feels passionate about. The school has developed many community links and are keen to further them whenever possible.
- Overall, pupils come to school well motivated; they work hard and make the most of their educational experiences. Their parents value the educational provision, are supportive and eager to work in close partnership with the school.
- The school takes great pride in meeting the individual needs of all pupils. Attainment at the end of the key stage is in line with that of similar schools in English, mathematics and science.

- The school is part of the 'Open Futures' programme with a huge focus on key skills and healthy lifestyles.
- The majority of families have on line computer systems at home.

Equality – aims and values

At South Hiendley Primary School we aim to provide equality and excellence for all in order to promote the highest possible standards.

Our Policy is based on the following core values as expressed in this school's aims and mission statement.

Aims for the pupils

South Hiendley Primary School work with children to:

- develop enquiring minds and a spirit of curiosity
- be able to work independently, cooperatively and collaboratively
- reach their full potential, achieving high standards across the curriculum
- grow and learn in a happy and safe environment in preparation for the outside world and all its challenges
- widen and expand their vision and expectations
- have high self-esteem - respecting themselves, each other and the wider world

Mission for the school

We will accomplish this by:

- creating a safe, happy and caring environment where everyone is welcomed, valued and respected
- providing an exciting, creative curriculum where children are challenged and supported to succeed
- recognising and promoting high standards, effort and attainment through a creative skills based approach to learning
- creating a community where all children, parents, staff and governors are valued and enabled to achieve their potential
- providing a stimulating, well resourced and well maintained learning environment that reflects the needs and interests of all our learners
- helping children to appreciate the benefits of a healthy lifestyle and physical

and mental well-being

- working closely with parents and carers as partners in each child's learning

MISSION STATEMENT

DREAM, BELIEVE, ACHIEVE

Our approach to promoting equality

The overall objective of the school's Policy is to provide a framework for the 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.

Through the Equality Policy, the school seeks to ensure that no member of the school community or any other person through their contact with the school receives less favourable treatment on any grounds which cannot be shown to be justified. This covers race, colour, nationality, ethnic or national origin, religion or belief, gender, marital status, responsibility for children or other dependants, disability, sexual orientation, gender reassignment, age, trade union or political activities, socioeconomic background.

The principles of this policy apply to all members of the extended school community

- pupils, staff, governors and parents/carers

A cohesive community

Our school is a primary school south of Wakefield city centre. We are one of a number of schools in the area which feed into Hemsworth Arts and Community College. This community of schools share expertise and resources where possible and form a mutually supportive group.

Most children enter the school having experienced some form of pre-school provision often from our FEET sessions. Pupils with a very wide range of attainment and backgrounds attend the school. When compared with the national average the numbers of pupils with special educational needs is below and the percentage of pupils who speak English as an additional language is extremely low.

Children are often represented at community events and this is something the school feels passionate about. The school has developed many community links and are keen to further them whenever possible.

Overall, pupils come to school well motivated; they work hard and make the most of their educational experiences. Their parents value the educational provision, are supportive and eager to work in close partnership with the school. The school takes great pride in meeting the individual needs of all pupils. Attainment at the end of the key stage is in line with that of similar schools in English, mathematics and science.

The school is in the second year of its 'Open Futures' programme with a huge focus on key skills and healthy lifestyles. The local community was heavily involved in this initiative.

The majority of families have on line computer systems at home.

In order to achieve **a cohesive community**, we endeavour to:

- Promote understanding and engagement within the local community
- Encourage all children and families to feel part of the wider community
- Understand the needs and hopes of our community
- Eliminate discrimination
- Increase life opportunities for all
- Ensure teaching and the curriculum explores and addresses issues of diversity

Race Equality

The school is fully committed to meeting its obligations under the Race Relations Amendment Act 2000 and this is reflected in the policy statements above. To meet the specific duties of the RRAA 2000 we will:

- ensure that all pupils and staff are encouraged and able to achieve the best of which they are capable
- respect and value differences between people
- prepare pupils for life in a diverse society
- make the school a place where everyone, taking account of race, colour, ethnic or national origin, feels welcomed and valued
- promote good relations between different racial and cultural groups within the school and within the wider community
- ensure that an inclusive ethos is established and maintained
- acknowledge the existence of racism and take steps to prevent it
- oppose all forms of racism, racial prejudice and racial harassment
- be proactive in tackling and eliminating unlawful discrimination

Disability Equality

The aim of our school is to ensure that wherever possible disabled people have the same opportunities as non-disabled people in their access to education and

to prevent any form of unlawful discrimination on the grounds of disability. Appropriate measures will be taken to ensure that statutory duties are met:

- not to treat disabled pupils and prospective pupils less favourably than other non-disabled pupils
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage

In addition, steps will be taken to ensure that employees and those working with the school's authority:

- support the governing body in meeting their duties
- do not act in such a way that renders the governing body liable to a claim of discrimination

Staff and those working with the authority of the school are made aware of the basic requirements of the Disability Discrimination Act and Disability Code of Practice for Schools.

There will be occasions where the treatment of disabled children is different from non-disabled students. In such cases the school will be able to demonstrate that such treatment is justified. The reason for the different treatment will be both material to the circumstances of the particular case and substantial (e.g. health and safety reasons). The school will also demonstrate that all reasonable steps have been taken to avoid the disabled pupil being placed at a significant disadvantage.

Careful consideration will be given to how participation can be best facilitated. A number of factors may be part of this consideration including:

- the need to maintain academic, musical, sporting and other standards
- the financial resources available
- the cost of taking a particular step
- the extent it is practicable to take a particular step
- health and safety requirements
- the interest of other pupils

The consideration of these factors may lead to the adoption of certain reasonable adjustments rather than others.

We recognise that the duty to make reasonable adjustments for disabled students is anticipatory. To meet this duty we will review policies, practices and procedures to ensure that we do not discriminate against disabled pupils. Examples of the specific measures we will be taking include:

- ensuring providers of facilities for school trips and extra curricular activities can accommodate disabled pupils before making bookings in advance

reviewing staffing arrangements to ensure that the school is in a position to administer medication if required in exceptional circumstances

- ensuring there are special arrangements in place for disabled pupils who are taking examinations
- ensuring our policies and procedures for bullying cover issues of disability · working closely with parents and disabled pupils to identify potential barriers to participation and devising reasonable adjustments to overcome them · ensuring that staff are briefed on the Disability Code of Practice for schools issued by the Disability Rights Commission

We will also take reasonable steps to find out whether prospective or existing pupils have a disability. This will include:

- creating an ethos and culture which is open and welcoming so that parents and pupils feel comfortable about sharing information about the disability · asking parents during the admissions process about the existence of any disability
- providing continuing opportunities to share information (e.g. when seeking permission to go on a school trip)
- monitoring levels of participation, achievement and behaviour that may indicate a disability that has not been identified and referring the matter to specialist agencies

Our school believes that improving access to education and educational achievement by disabled pupils:

- ensures equality of opportunity
- encourages full participation in society
- improves the likelihood of independent living and economic self-sufficiency in the future

In addition to this we believe that disabled people should be valued for what they can do rather than labelled for what they cannot. Hence:

- We improve the accessibility of the physical environment within the resources available in response to needs arising.
- We identify and monitor the performance of different groups of pupils: boys/girls; minority ethnic groups; SEN; disabled pupils; "Looked After" pupils; EAL; chronic medical conditions.
- Assessment procedures take into account the SEN Code of Practice (2001) and its Toolkit; the needs of EAL pupils; the needs of minority ethnic pupils. .
- We have procedures for involving all parents/carers in their children's learning and we monitor this involvement and the outcomes.
- We have procedures for involving all pupils in their own learning and we monitor this involvement and the outcomes.
- Educational inclusion is an integral part of the school development programmes, continuous professional development and governors' meetings. .

We deploy resources to pupils with SEN in excess of the expectations of the SEN Code of Practice 2001

Gender Equality

The school promotes equality of opportunity between males and females and endeavours to eliminate all unlawful sex discrimination and harassment. Conditions for learning (e.g. environment, teaching and learning, resources, social and emotional aspects of learning) provide equal access and opportunities to both boys and girls.

Roles and responsibilities

All who work in the school have a responsibility for promoting equality and inclusion, and avoiding unfair discrimination.

Our governors are responsible for:

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

The 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 and discrimination

All our staff are responsible for:

- Dealing with racist, sexist and homophobic incidents, and being able to recognise and tackle bias and stereotyping
- Promoting equality and good community relations and avoiding discrimination against anyone for reasons of race, colour, nationality, ethnic or national origins, gender, disability, religion or belief, sexual orientation or socio-economic circumstances
- Taking training and learning opportunities

Responsibility for overseeing equality practices in the school is as follows:

- Coordinating and monitoring work on equality issues (Head teacher and Deputy Head)

- Dealing with and monitoring reports of harassment, including racist and homophobic incidents (Head teacher and Deputy Head)
- Monitoring the progress and attainment of vulnerable groups of pupils e.g. Black and minority ethnic pupils, including Gypsies and Travellers (Inclusion Leader and Assessment Leader)
- Monitoring exclusions (Head teacher and Deputy Head)

Monitoring, reviewing, assessing impact

This policy will be regularly monitored and reviewed by staff and governors to ensure that it is effective in tackling discrimination, promoting access and participation, equality and good relations between different groups, and that it does not disadvantage particular sections of the community.