



Equality, Diversity & Cohesion Policy

Written by	SLT
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Grangetown Primary School

Equality, Diversity and Cohesion Policy

This policy was formulated by a working party consisting of the Head Teacher, Chair of Governors, a teacher and a member of the support staff in consultation with pupil representatives from the School Council.

Originally, the draft policy was disseminated to staff, pupils and parents/carers, and approved by the Governors.

Our Vision

To create a fair and just school community, that promotes social inclusion, community cohesion and equality, that respects diversity and which challenges and acts upon discrimination and inequality including bullying.

Grangetown Primary School provides education for all, acknowledging that the society within which we live is enriched by diversity. Grangetown Primary School strives to ensure that the culture and ethos of the school reflects the diversity of ALL members of the school community, where everyone is equally valued and treats one another with respect and fairness. Pupils are provided with the opportunity to experience, understand and celebrate diversity.

Grangetown Primary School will not tolerate harassment of any kind. We are committed to combatting ALL forms of discrimination.

Grangetown Primary School recognises that monitoring and evaluation of equality is essential to ensure pupils are not being disadvantaged, and that monitoring leads to action planning.

Grangetown primary School intends that its workforce reflects Redcar and Cleveland's diversity at all levels of the organisation. We aim to be an inclusive employer that positively values the contribution of all employees. Through both our employment policies and strategies, we aim to achieve equality for all sections of the workforce and the community we serve.

Grangetown Primary School will work towards eliminating all discrimination, and address the 9 protected characteristics of race, gender, gender reassignment, disability, sexuality (including sexual orientation), age, religion and belief, pregnancy and maternity, marriage and civil partnership. We believe that all pupils, employees and other service users should be treated with dignity and respect at all times and we will not tolerate bullying,

harassment or victimisation of any groups or individuals.

Grangetown Primary School will be an equality champion and community leader in:

- promoting equality, for example by assessing the impact of our policies on different groups
- challenging and eradicating discrimination, for example , by acting quickly to deal with all bullying, including that which is aimed at groups as well as individuals, such as racist bullying
- giving a high profile to rights and responsibilities by promoting human rights, justice and fairness throughout the curriculum and wider school community
- developing an Equality, Diversity and Cohesion Strategy that includes all equality strands and links targets and actions with our School Improvement Plan
- developing, implementing, monitoring and reporting equality work throughout the school community as part of our business planning, school improvement, and school self evaluation processes
- developing and supporting a workforce that seeks to reflect at all levels the resident community of Redcar and Cleveland
- working in partnership and consulting with pupils, parents, staff, stakeholders and the wider community to develop good practice and lead the equality agenda within our community
- reviewing and auditing all our equality, diversity and cohesion activities

Our principles

- To promote equality, diversity and cohesion within the local community. We believe that our organisation has to reflect all the communities and people it serves.
- Challenge discrimination on the grounds of gender, race, age, disability, sexuality (including sexual orientation), pregnancy and maternity, marriage & civil partnership, religion or belief.
- Our vision for equality and diversity goes beyond establishing processes to achieve change. We will monitor progress made towards meeting objectives to:
 - take adequate steps to prevent discrimination
 - take decisive action when discrimination occurs
 - take steps to promote equality, diversity and cohesion
- All our staff will consistently challenge all put-downs, harassment, name-calling, bullying, threatening or hurtful behaviour (physical and psychological) that violates a group or individual and leads to marginalisation, exclusion, and feelings of powerlessness and

worthlessness because of: colour, culture, ethnicity, faith, religion, belief, national origin, national status, disability or impairment, perception of sexuality including sexual orientation, gender, marital status, socio-economic background, age, responsibility for dependants and trade union membership

- We accept the findings of the Stephen Lawrence Inquiry Report, with particular respect to the Macpherson definition of 'institutional racism', which is:

'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'

- We recognise that the Macpherson definition of 'institutional discrimination' in relation to race can be equally applied to other equality strands.
- We acknowledge The Stephen Lawrence Enquiry definition of a racist incident is "any incident which is perceived to be racist by the victim or any other person".
- We also recognise that all pupils may experience harassment and bullying and in tackling these issues in school, we use the same definition that such an incident is perceived to be harassment or bullying by the victim or another person, until proven otherwise.
- We will strive to be a 'listening school'. We listen to all our school community members including pupils, parents, staff, visitors, wider community members, stakeholders and partners. We take seriously all experiences of bullying and hurtful behaviour resulting from bullying such as racism. We invite all our pupils in particular to talk to us about bullying, where it happens, who is doing it, and what it involves.
- We are committed to being a learning organisation which recognises the contribution of all pupils, staff, parents and other partners and which is supportive, fair, just and free from discrimination
- We will continue to develop preventative measures to deal with discrimination including promoting human rights and equality through the Citizenship Curriculum and in particular focusing on the 'rights of the child' , the 'right to education' and the right to be safe.
- Our SEN policy demonstrates our commitments to Pupil Participation, Parent Partnership, Resource Allocation and Curriculum Access. Some of the outcomes of how these aspects are reflected in our school practice and the steps we need to take to develop them link directly to the disability dimensions of our Equality, Diversity and Cohesion Strategy.
- Involvement and engagement with pupils, staff, governors, parents and with the wider community will form part of our equality, diversity and cohesion strategy with clear objectives and timescales.

- Partnerships with parents, governors and the wider community are essential to promote equality, diversity and community cohesion. The schools engagement with partners is central to our overall strategy and forms a key part of our Equality, Diversity and Cohesion Strategy and School Improvement Plan.
- Encourage diversity and eliminate unfair treatment and discrimination through a full range of human resource policies and procedures in particular in the areas of recruitment, training and development and promotion.
- Monitor staff in post, all applicants, short listed candidates and candidates appointed
- Recognise that staff have rights as employees to work in a supportive, safe and harassment free environment and that staff have individual and collective responsibility to value and respect each other's contributions.
- Promote an environment where standards of conduct are of the highest level and to ensure that no one is harassed, bullied or victimised.
- Develop annual equality milestones and other objectives within the School Improvement Plan to ensure that equality and diversity are central to our everyday work
- Ensure that in planning, delivering and monitoring strategies and policies, equality and diversity issues are considered at the outset of that work and that we will consult with pupils, parents, staff, partners where appropriate and the wider community.

Date of updated policy: Sept 2012

Date of review: Sept 2013

Senior staff member responsible Mr J Murgatroyd Head Teacher

Equality, Diversity and Cohesion Strategy 2009 - 2012

This Equality, Diversity and Cohesion Strategy is informed by our associated policy and outlines how we will achieve a shared vision for Equality, Diversity and Cohesion across Redcar and Cleveland.

A key feature of our strategy will be impact assessment and the adoption of Evaluating Equalities Version 2 Guidance. Our aim is to deliver practical results and outcomes for all our pupils. Our priority is making a difference by improving outcomes for all pupils. All that we do in relation to equality is driven by this. As a result of impact assessment and evaluating equality activities for OFSTED Self Evaluation Form, we will:

- mainstream equality targets and objectives that emerge from activities carried out within the framework of Evaluating Equalities Version 2 within our School Improvement Plan
- prioritise equality outcomes that are most relevant to us and set realistic equality objectives and targets accordingly
- Ensure that our duty to promote disability equality consolidates our planning duties and duties to make reasonable adjustments under SENDA 2001
- Make the targets and objectives known to all teaching and ancillary staff, pupils, parents/carers, other service users and stakeholders and the wider community
- Involve pupils, parents and other stakeholders in evaluating equality and in the development of our Equality, Diversity and Cohesion Strategy
- Monitor pupils by ethnic group, disability (not just SEN) and gender.
- Gather information on the effect of policies and practices on the educational opportunities available to pupils - and on the achievements of pupils - by disability (not just SEN), ethnicity, and gender
- report on outcomes annually and develop a revised strategy in three years
- We will monitor, assess and review (using Evaluating Equalities Version 2 Guidance) the potential for differential or adverse impact on pupils, parents and staff in relation to the following policies, procedures and functions:
 - New Equality and Diversity Policy and Strategy
 - School Improvement Plan
 - Action Plan following inspection
 - Admissions
 - Annual report to parents

- Charges for school activities, lettings and use of premises
- Curriculum
- Behaviour and Discipline - this may include exclusion arrangements but must include bullying
- Racist incidents, recording, reporting and actions taken
- Incidents where disabled pupils are the victims and actions taken
- Sexist/gender related incidents and actions taken
- Incidents (perceived or actual) relating to sexuality including sexual orientation and action taken
- Religious/faith incidents and action taken
- Prospectus
- Sex Education
- For Looked after children
- SEN policy
- Staff competency & grievance
- Performance management
- Health and Safety - many schools adopt the LEA policy and produce a detailed policy for their school
- Complaints
- Pupil records - Admin. records; how they are accessed; how they are maintained; confidentiality
- Child protection
- Drugs Awareness, including health promotion
- Whole school pay policy
- Job descriptions - agreed with staff;
- Assessment - including recording and marking policy
- Leave of absence
- Administering medicines
- Parental involvement
- Educational visits/charging

- We will prioritise the impact assessment and evaluation of these policies, procedures and functions within our School Improvement Plan and outline a timetable for evaluation. High impact areas include admissions, behaviour and discipline and the curriculum.

School's strategic equality, diversity and cohesion aims and objectives

- Our Equality, Diversity and Cohesion Policy will be reviewed annually by the Head Teacher and Governing Body.
- Our Equality, Diversity and Cohesion Strategy will assist us to meet our legal duties to promote disability, gender and race equality
- Our School Improvement Plan will be utilised in assisting us to mainstream our equality, diversity and community cohesion targets and objectives. We will regularly monitor these targets and objectives within our School Improvement Plan
- Our School Improvement Plan will include timetables for impact
- Our School Improvement Plan will clearly indicate disability, gender, race or other equality targets/objectives for effective monitoring purposes
- The Governing Body will report on progress towards equality targets and objectives in their annual report to parents/carers. They will specify the impact they have had on minority ethnic pupils, disabled pupils and any differentials that emerge between boys and girls.
- We will utilise this strategy to bring together our commitments around disability equality in relation to reasonable adjustments and accessibility planning within the school environment, the curriculum and in the ways we communicate. The strategy will enable us to promote disability equality throughout school, in particular between disabled and non-disabled pupils
- Accessibility within the school is a key aspect of duty to promote disability equality and clear links will be made between our Accessibility Plan and School Improvement Plan
- The governing body will take positive steps to promote good community relations. This will include consulting with parents and community organisations on closing attainment gaps, increasing inclusion and reducing exclusions
- We will work towards challenging and preventing all forms of bullying and hurtful behaviour by signing up to the Bullying Charter.

- The school will adopt Redcar and Cleveland's Council's procedures for dealing with racial and other incidents/harassment in schools, children's centres and other Children and Young People Service settings
- We will actively record and report all incidents using Sentinel that children and young people experience as bullying that is racist, sexist, homophobic, or disability related or that related to religious belief. Reports will be shared termly with governors and reported to the local authority as they arise.
- All class teachers/tutors will be trained in the care and support of pupils who have experienced bullying and other hurtful behaviour of a racial, sexist, disability related, sexuality related (including sexual orientation), or religion or belief related.
- The school will endeavour to ensure that the governing body and staff team reflects the local community it serves.
- We will participate in and promote Community Cohesion initiatives such as Redcar and Cleveland School Twinning and Redcar and Cleveland Interfaith at every opportunity.
- We will address standards of educational attainment for those groups of pupils who do not achieve as well as they might. These include disabled pupils, pupils of African and Pakistani heritage, traveller pupils, pupils of refugees and asylum seekers, boys and girls and all children who are bullied
- We will establish targets to raise levels of attainment and progress and narrow achievement gaps. We will report on these annually and review them with our new strategy every three years.
- We will monitor patterns and trends and develop actions that ensure all pupil groups have high levels of achievement and rates of progress
- Admissions to the school will reflect the diversity of society and the local community. Wherever available or appropriate, we will strive towards an approach whereby all newly arrived pupils have immediate access to a school place and to appropriate support
- We will involve all relevant stakeholder groups in relation to the development of our Equality, Diversity and Cohesion Strategy and the subsequent equality actions and targets that form part of our School Improvement Plan. Our Equality, Diversity and Cohesion Strategy will be updated annually to include a statement detailing how different groups, e.g. disabled people, people from different ethnic backgrounds, women and men, were involved.
- How we have involved pupils, parents and other stakeholders in our Equality, Diversity and Cohesion Strategy – please see back page of policy document.

- Actions relating to how we intend to involve pupils, parents and other stakeholders in the development of new strategies will be identified within our school improvement planning process.
- We will utilise existing data sets - PLASC data, RAISE on line, school data, and data on exclusions and absence. We will use this data to ensure that action is taken where differential or adverse impact of fixed term or permanent exclusions are experienced by certain groups of pupils more than others
- We will build actions into our School Improvement Plan to improve our data collection, particularly in relation to disaggregating disability and SEN data.
- We will monitor permanent and fixed-term exclusions to see why pupils were excluded and to determine if there are any patterns and trends in the rates and reasons
- We will assess the impact of our Equality, Diversity and Cohesion Policy to determine adverse or differential impact on groups or individuals
- We will assess the impact of our Equality, Diversity and Cohesion Strategy to determine adverse or differential impact on groups or individuals

Head teacher/chair of governors responsible for promotion and implementation of strategy

Key staff responsible for strategy objectives and related School Improvement Plan actions/targets – Head Teacher SLT