



St Mary's Hampton

Church of England Primary School

EQUALITY & COMMUNITY COHESION POLICY

Review Frequency: 2 years

Next Review: Spring 2019

Review Committee: Personnel & Pastoral Care (PPCC)

Agreed on 4 November 2016

Signed:

(Acting Headteacher)

Signed:

(Chair, PPCC)

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SCHOOL ETHOS

EQUALITY

It is a fundamental part of our ethos that everyone in our school should be treated with respect and dignity. The Bible teaches us that the people that God makes are equally precious:

So God created humankind in his image, in the image of God he created them; male and female he created them. (Genesis 1: 27)

My brothers and sisters, do you with your acts of favouritism really believe in our glorious Lord Jesus Christ? (James 2:1)

Our Christian ethos implies a commitment to tackling any form of discrimination whether direct or indirect, racial, religious, gender or disability, individual or institutional which promotes equality of opportunity and good relations across all areas of school activities. This also includes our dealings with our parents and the local community. Each person in our school community will be given fair and equal opportunities to develop their full potential, irrespective of any aspect of their background.

Consequently we welcome our duties under the *Equality Act 2010* to eliminate discrimination, advance equality of opportunity and foster good relations and respect in relation to age (as appropriate), disability, ethnicity, gender, religion and sexual identity.

In recognising people as equally valuable we nevertheless understand it is important to recognise and respect difference and that treating people equally does not necessarily mean treating all the same. We will actively take account of differences in life-experience, outlook and background, and in the barriers and disadvantage which people may face. For example:

- there may be a need to make reasonable adjustments to the environment to enable someone with a particular disability;
- and as the needs and experiences of boys and girls may be different, they may need different input in order to achieve to the full.

A COHESIVE COMMUNITY, IN AND FOR ITS COMMUNITY

The Christian faith teaches the importance of living as part of a community: loving, engaging, serving and living at peace within our communities. It is a fundamental part of our Christian ethos that we promote cohesion within our school community, within the area served by our school, and within the wider world.

Jesus said, "Just as I have loved you, you also should love one another." John 13:34

If it is possible, so far as it depends on you, live peaceably with all. Romans 12:18

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

Our new school has developed in response to a need in our local community, with support from a wide cross-section of the community. This exciting opportunity means we start with a strong shared vision and a desire to be at the centre of our community. We intend that as our school develops it will do so promoting respectful attitudes towards and positive relations with others different from ourselves.

WHAT THE SCHOOL WILL DO

ETHOS

1. Develop a strong Christian ethos in which staff and pupils are treated as individuals with value, and dignity; where similarities and differences are addressed openly in an atmosphere of mutual respect; and where children are secure in their identity and confident to establish strong relationships with others.
2. Promote equality in our prospectus, staff handbook, admissions policy, the Governing Board's annual report to parents, newsletters to parents and displays of work.
3. Embrace the support on offer to us as a school from many within our community and strive to serve our community, including the promotion of community cohesion.

CURRICULUM, TEACHING, LEARNING AND ASSESSMENT

1. Minimise barriers to learning through individualised learning programmes.
2. Reflect the richness of our community in school activities especially through close links with St Mary's Church and by incorporating home languages and cultural celebrations into the curriculum.
3. Use materials that reflect a range of backgrounds, without stereotyping.
4. Monitor the performance of children from different groups in assessments of pupils' learning, and use this information to take positive action to raise the achievement and attainment of under-achieving individuals and groups.
5. Collect, analyse and use data particularly in relation to achievement, analysed appropriately according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status and gender.
6. Take opportunities to weave the richness of the local and wider community into teaching and learning opportunities with the aim of fostering social cohesion and participation in public life. It will start with recognising and celebrating the richness of the pupils' backgrounds. It will develop a close relationship with the Church and its

community, extend to the wider local community, and develop to include relationships with schools and others globally.

BEHAVIOUR

We will treat any discriminatory behaviour as a serious breach of the school behaviour code and deal with it accordingly. Such incidents will be recorded along with the appropriate action taken

RECRUITMENT AND TRAINING

1. Monitor recruitment processes to ensure there is no bias against any particular group.
2. Observe good equalities practice in staff retention and development and with full respect for legal rights relating to pregnancy and maternity.
3. Provide training, where necessary, for staff or Governors in order to ensure a full understanding of the meaning of equality in practice.

THE ROLES THAT WE HAVE

THE GOVERNORS WILL:

1. Designate a member as *Governor for Equality* and one as *Governor for Community Cohesion*, with a watching brief to keep up-to-date with legislative changes, attend training courses and feedback to colleagues as appropriate.
2. Give the School Personnel and Pastoral Care Committee (PPCC) responsibility for assessing and monitoring the impact of this policy. It will do this by analysing pupil data, recruitment data and termly headteacher reports, annual reviews of school development and improvement plans. The committee will pro-actively seek to reduce inequalities and barriers that may exist between different groups, and review this policy every two years.
3. Aim for a governing board with a varied composition. Where a group is under-represented, governors may choose to take advice before making a change to this policy e.g. the parent of a disabled child.

THE HEADTEACHER WILL:

1. Promote and use the policy in staff induction procedures and make sure that staff, parents and pupils know about the policy and their responsibilities.
2. Be responsible for including within school development and improvement plans specific actions and objectives in relation to disability, ethnicity and gender.

3. Take appropriate action in cases of harassment or discrimination.
4. Assess and monitor the impact of this policy especially in relation to attendance, staff recruitment, retention and development, working with parents and the wider community.
5. Provide information when required to the Governing Board in general and the PPCC, in particular, including any recorded incidents or discrimination and action taken, to enable governors to fulfil their responsibilities.

STAFF WILL:

1. All teaching, non-teaching and support staff will familiarise themselves with this policy and know their responsibilities and specific duties.
2. Through their interaction with pupils, via curriculum delivery and other teaching strategies, teachers will take an inclusive approach and engender positive relationships.
3. Adhere to the policy and its implications in all their planning, teaching and learning, and behaviour management and in particular give consideration to pupil progress, welfare, learning styles.
4. Be responsible for dealing with discriminatory incidents, and be able to recognise and tackle bias and stereotyping.
5. Be open to training and further staff development to ensure the above.
6. Record all incidents of discrimination shown by pupils. The record book will be accessible to the Governor responsible for monitoring the equality and cohesion policy.

PUPILS WILL:

Be taught to treat each other with respect and be appropriately empowered to report incidences of a discriminatory nature to an appropriate adult.

COMPLAINTS PROCEDURE

If anyone in the school community feels that this policy is not being followed then they should raise the matter first with the headteacher or with a member of the PPCC. If concerns persist, the Chair of PPCC, or Co chairs of the Governing Board will facilitate the appropriate action, which may include an investigation. If there is a formal complaint then the school's complaints procedure will be followed.

Copies of this policy will be available in the staff handbook, from the school office and on the school website.