

EQUALITY, DIVERSITY & COHESION POLICY

Introduction

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

Our Vision

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

Shiney Row Primary School provides education for all, acknowledging that the society within which we live is enriched by diversity. Shiney Row 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.

Shiney Row Primary School will not tolerate harassment of any kind. We are committed to combating all forms of discrimination.

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

Shiney Row Primary School intends that its workforce reflects the 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.

Shiney Row Primary School will work towards eliminating all discrimination, on the grounds of race, gender, gender reassignment, disability, sexuality (including sexual orientation), age, religion and belief. 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.

Shiney Row 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, but particularly that which is aimed at groups as well as individuals, such as racist bullying.
- Promoting community cohesion.
- 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 school improvement, and inspection processes and use the process of mainstreaming equality to ensure this occurs.
- Working in partnership with, and consult, 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 any modern organisation has to reflect all the communities and people it serves.
- Challenge discrimination on the grounds of gender, race, and age. Disability, sexuality (including sexual orientation), 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 marginalization, 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 recognize that the Macpherson definition of 'institutional discrimination' in relation to race can be equally applied to other equality strands.
- We acknowledge The Stephen Lawrence Inquiry definition of a racist incident is "any incident which is perceived to be racist by the victim or any other person".
- We also recognize that all pupils also experience harassment and bullying and in tackling these issues in school 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's doing it, and what it involves.
- We are striving to be 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.