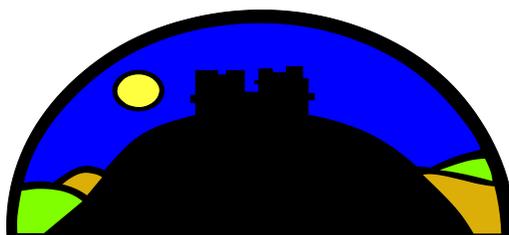


# Bankfields Primary School



## Equality, Diversity and Community Cohesion Policy

### Introduction

Bankfields Primary School is a school community which is committed to developing and maintaining an inclusive culture as a basis for the highest standards and achievements by all its pupils and by staff.

Our whole school ethos is based on valuing and respecting every individual. We aim to provide a safe, secure and happy environment which is free from bullying, harassment and prejudice.

The school's policies are developed to increase learning and participation by all pupils, together with high levels of motivation and engagement by all adults. School practices reflect the inclusive culture and policies of the school. Potential barriers to learning and success are identified, and practices are developed to ensure that everyone has the opportunity to reach their full potential.

Support is considered as any activity or organisational structure which enables the school to respond to pupil and adult diversity.

The school recognises of the contribution made by all staff and members of the wider school community.

In drawing up this policy, consideration has been given to the relevant Acts of Parliament and documentation.

## **Equal Opportunities**

Equal opportunities are about maximising the potential of all the members of our school community irrespective of their age, gender, disability, race, religion, sexuality or socio-economic background.

Equality of opportunity allows us to make life choices and to develop talents without being disadvantaged or discriminated against.

We aim to create a school community characterised by fairness and justice; a community where everyone feels happy, safe and secure in an environment which does not disadvantage or discriminate against anyone.

Equal opportunities are also about celebrating diversity within the school and the wider community thereby ensuring that individuals and groups can develop in the ways they choose with support and understanding rather than prejudice or condemnation.

Ensuring equality of opportunity is embedded in everything we do and should be addressed and embraced by everyone.

### **Aims and objectives:**

We aim to

- Ensure that all members of the school community feel safe, secure and happy.
- Ensure that equality of access to all aspects of school life exists for everyone.
- Actively develop the self-esteem and the self-respect of all members of the school community.
- Ensure that educational provision is relevant and accessible to our increasingly diverse society.
- When appropriate, provide financial support to enable all children to access a range of learning opportunities, e.g. school trips, theatre experiences, residential visits
- Actively challenge all forms of bullying, harassment, prejudice and stereotyping
- Ensure that the curriculum actively promotes equality of opportunity regardless of age, disability, gender, race, religion and belief, and sexuality
- Actively engage the support and the commitment of the whole school community in achieving the above aims.

## **Guidelines - Disability**

Pupils with disabilities/learning difficulties/special needs will:

- have the opportunity to access all the facilities and the resources available within the school
- have a fully integrated education alongside other pupils
- be given, if necessary, additional support to ensure that they fulfil their potential
- be provided with an education appropriate to their age, aptitude and ability
- have access to the same broad, balanced and relevant curriculum as other pupils
- be involved in the decisions being made about their care and education

As a school we will ensure that:

- we promote positive attitudes towards disabled people
- detailed records are kept of the academic progress being made by pupils with Special Educational Needs and Disabilities (SEND)
- staff work in partnership with parents and carers to ensure that pupils with SEND benefit fully from their time spent in school
- resources are targeted and utilised to ensure pupils with SEND fulfil their potential
- early intervention, target setting and regular monitoring of pupils with SEND is routine practice
- we work in partnership with parents and carers to ensure that pupils with SEND benefit fully from their time spent in school
- will ensure that staff take part regularly in training about SEND
- appropriate use is made of local authority support services to ensure that pupils with SEND fulfil their potential
- are committed to early identification of emotional and behavioural difficulties before such difficulties lead to underachievement, disaffection and exclusion

## **Guidelines - Gender**

- All pupils will have equal access to all curricular opportunities and activities
- We expect boys and girls to perform equally well in all subjects and activities, and we will monitor pupil achievement and participation to ensure that the gap between boys and girls does not increase
- All pupils will be expected to work together in a constructive and positive manner
- Staff will ensure that neither gender dominates any area of the school, the curriculum or extra curricular activities to the detriment of the other

- Achievement will be monitored by gender. If differences based on gender are identified, appropriate action will be taken to redress the imbalance.
- New resources will be vetted to ensure that they show girls, boys, women and men involved in a diverse range of non-stereotypical roles and activities, thereby challenging stereotyped ideas about what females and males can and should do
- When appropriate, stories and poems which challenge gender stereotypes will be read in class and during acts of collective worship
- Any use of sexist language will be challenged and addressed
- Registers will not separate boys from girls and nor will boys and girls be asked to line up separately
- We expect exactly the same standards of tidiness, politeness and good behaviour from both boys and girls.

### **Guidelines - Race**

- The curriculum will reflect the ethnic, cultural and religious diversity of society locally, regionally and nationally
- Every year, lessons and activities will be arranged linked to a variety of festivals reflecting our diverse society, discussing things that people share in common as well as things that make us different and special
- Achievement, attendance and exclusions will be monitored by ethnicity. If differences based on ethnicity are identified, appropriate action will be taken to redress the imbalance
- Pupils will have opportunities to discuss bullying, discrimination and prejudice
- Resources will portray members of different cultural and ethnic groups in ways which are positive and non-stereotypical
- Accurate information will be kept about the ethnic origin, first language and religion of all pupils
- Community languages other than English will be valued and promoted
- The dietary needs of all pupils will be met
- Members of all cultural and ethnic groups will be welcomed and valued
- Racist incidents will be dealt with in an effective and consistent manner
- Staff will be encouraged to take part in training to deepen and broaden their understanding of issues to do with race equality

## **Guidelines - Age, Belief, Religion and Sexuality**

- All pupils have access to the same broad, balanced and relevant curriculum
- All pupils will have access to all the facilities and the resources available within the school
- All pupils will have opportunities to learn how people have challenged, or can challenge, discrimination and stereotyping based on age, belief, religion or sexuality.
- Any use of ageist and homophobic language, and language that makes fun of people because of their religion or beliefs will be challenged and pupils will be reminded of the negative effects of stereotyping based on age, belief, religion or sexuality
- Appropriate use will be made of local authority support services
- Lessons will be used to value and celebrate diversity whether that diversity is based on age, belief, religion or sexuality
- Pupils will have the opportunity to learn about the harmful effects of prejudice, religious prejudice, ageism, homophobia and stereotyping
- New resources will portray people of all ages, beliefs and religions in ways which are positive and non-stereotypical
- All pupils will be able to dress and to worship in ways which do not conflict with the religious conventions of the home
- People will be welcomed and valued no matter their age, belief, religion or sexuality
- All incidents of bullying and harassment, including bullying and harassment based on age, belief, religion or sexuality, will be dealt with in an effective and consistent manner
- Resources will reflect people subscribing to a variety of religions and beliefs

## **Guidelines - Gender Reassignment, Civil Partnership and Marriage, Pregnancy and Maternity**

- Discrimination will not occur in relation to the three protected characteristics above and people's rights as defined in legislation relating to the characteristics will be respected
- Where appropriate, opportunities will be provided for pupils to learn about, and to discuss, matters to do with gender reassignment, civil partnership and marriage, and pregnancy and maternity
- The use of offensive language about gender reassignment, civil partnership and marriage, and pregnancy and maternity will be challenged and addressed
- All people will be welcomed and valued no matter their personal circumstances, their marital status, whether in a civil partnership or not, whether pregnant or on maternity leave, or whether undertaking, or having undertaken, gender reassignment
- Appropriate use will be made of suitable external support services, including those in the local authority, to ensure that equality of opportunity exists in relation to gender reassignment, civil partnership and marriage, and pregnancy and maternity.

## **Guidelines - Socio-Economic Background**

The school already engages in various practices designed to ensure that pupils from disadvantaged financial circumstances do not miss out on activities, events, trips or visits undertaken by pupils from more secure financial backgrounds, and such practices will be persisted with in the interests of equality, diversity and community cohesion. More specifically:

- The school will raise the aspirations of all pupils, including those from the most disadvantaged financial circumstances.
- The school will do all it possibly can to help pupils from disadvantaged financial circumstances fulfil their potential.
- Where appropriate, the school will subsidise trips, residential visits, visits to museums and/or concerts and/or pantomimes, etc. to ensure that pupils from disadvantaged financial backgrounds do not miss out on social, cultural and educational experiences which are part of every pupil's entitlement to the same broad and balanced curriculum.

## **Community Cohesion**

As a school with a mainly white British population situated in an area of social disadvantage, we actively seek opportunities to broaden horizons, foster positive attitudes and demonstrate an appreciation of the diversity of our school community, together with the local, regional, national and global communities.

### **Planning to promote Community Cohesion**

Through our teaching we aim to develop a positive sense of belonging within our school community, the wider local community, our region and our country. We work hard to develop strong and positive relationships which build high self esteem among adults and children thus enabling everyone to take advantage of the opportunities on offer to them.

We do this through

- Links with schools in more advantaged areas through residential visits, sporting and cultural events.
- Cultural experiences such as music projects and visiting artists and theatre groups
- Joint creative arts projects with local primary and secondary schools
- Teaching Modern Foreign Languages, including cultural aspects and partnerships with other schools

- Providing opportunities for parents to engage in positive learning experiences whilst supporting their children, e.g. theme weeks and Family Learning
- Targeted activities, e.g. aimed at males, underachievers, those reluctant to engage
- Positive experiences of working alongside people from other communities and cultures
- Transition projects
- Plan to teach religious diversity and understanding, making links between Christianity and other faiths
- Visits to different places of worship and visits by church leaders and representatives of other faiths
- Teaching about contrasting localities locally, nationally and globally
- Strong focus on respect, tolerance and understanding for all through PSHE
- Highlighting positive role models from range of countries , cultures and socio-economic backgrounds
- Participation in community events

### **Monitoring and Evaluation:**

Staff and Governors will monitor the Equality, Diversity and Community Cohesion Policy annually.

**Date the policy was adopted:** October 2012

**Date the policy will be evaluated:** October each year

**Person responsible for Equality, Diversity and Community Cohesion:** Head teacher

## School Context

The characteristics of our school (Data taken from Raiseonline 2015)

A brief description of our school and its community setting

Characteristic	Total	
Number of pupils	271 + Nursery	51.2% of girls Just above the national figure (245/49%)
Attainment on entry compared to local and national	Below	Boys well below.
Stability of school population	89.4%	Above national figure - 85%
Pupils eligible for FSMs	32.3%	Above the national figure - 19.2%
Deprivation factor	0.32	Above with the national figure - 0.23
SEN pupils- School Action	16.2%	Above the national figure - 11.3%
SEN pupils - School Action Plus or with a Statement	11.5%	Above the national figure - 8%
BME pupils	2.8%	Well below the national figure - 26.7%
Pupils who speak English as an additional language	0%	Well below the national figure - 16.8%