



Equalities, Diversity and Community Cohesion Policy

Rationale

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

Kings' Forest Primary School also has a duty to promote community cohesion across four dimensions:

- ❖ The school community – including all stakeholder groups
- ❖ The community within which the school is located – Bristol and South Gloucestershire
- ❖ The national community
- ❖ The global community

Legal Duties:

1. We welcome our duties under the Race Relations 1976 as amended by the Race Relations Amendment Act 2000; the Disability Discrimination Acts 1995 and 2005; and the Sex Discrimination Act 1975 as amended by the Equality Act 2006.
2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
3. We recognise that these four sets of duties are essential for achieving the five outcomes of the Every Child Matters framework, and that they reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Aims

In fulfilling the legal obligations referred to above, we are guided by seven Core Principles:

Principle 1: All learners are of equal value

We see all learners and potential learners as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or status
- whichever their gender.

Principle 2: We recognise and respect diversity

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate, but are differentiated, as appropriate, to take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised

- gender, so that the different needs and experiences of girls and boys, women and men are recognised.

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, women and men, and an absence of sexual harassment

Principle 4: Staff recruitment, retention and development

Policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whichever their gender.

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men.

Principle 6: We consult widely

People affected by a policy or activity should be consulted and involved in the design of new policies, and in the review of existing ones. We involve:

- disabled people as well as non-disabled
- people from a range of ethnic, cultural and religious backgrounds
- both women and men, and girls and boys.

Principle 7: Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- both women and men, girls and boys.

Objectives

We will put our core principles into practice and act as an equality champion and community leader by:

- ❖ promoting equality and diversity, 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
- ❖ giving a high profile to rights and responsibilities by promoting human rights, justice and fairness throughout the curriculum and wider school community
- ❖ promoting community cohesion, for example, through involvement with the School partnerships and international links
- ❖ opposing all forms of prejudice which stand in the way of fulfilling our legal duties:
 - prejudices around disability and special educational needs
 - prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example anti-Semitism and Islam phobia, and those that are directed against Travellers, refugees and people seeking asylum
 - prejudices reflecting sexism and homophobia.
- ❖ developing a long-term strategic plan
- ❖ assessing the impact of this policy and our strategic plan

Procedures

In addition to the seven core principles, we do not accept discrimination against someone within the following categories:

Protected characteristics-

- marriage and civil partnerships
- pregnancy and maternity considerations
- carers who may need to care for family member, disabled or elderly relatives
- Size or physical characteristics

Harassment

- where someone is offended by behaviour that may not directly involve them but which they find offensive
- harassment of someone as a result of contact with contractors or others associated with the school

Victimisation

- as the result of a complaint under Equality Act legislation

Discrimination

- against someone who perceives that they have a protected characteristic (even if they don't)

Employees and prospective employees will not be asked about their health record unless there is a requirement within the job description such as 'heavy lifting'

We recognise that the actions resulting from a policy are what make a difference. We will draw up an annual action plan [based on our strategic plan] within the framework of the overall School Development Plan.

We will keep each curriculum area and all aspects of learning under review in order to ensure that teaching and learning reflect the seven core principles.

We use quantitative and qualitative data relating to the implementation of this policy, and take action as appropriate. In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs, ethnicity and gender.

Prejudice-related incidents will be identified as such when anyone involved with the incident feels that it is motivated by prejudice. All such incidents are referred to the Head teacher, whose role it is to assess, record and deal with all incidents. We take seriously our obligation to report regularly to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they were dealt with.

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and parents. All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

We ensure that the core principles listed above apply also to the full range of our policies and practices, including those that are concerned with:

- learners' progress, attainment and assessment
- learners' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions
- working in partnership with parents, carers and guardians
- working with the wider community.

Roles and responsibilities

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and strategies are implemented.

A link member of the governing body has been appointed to maintain a watching brief regarding the implementation of this policy and will undertake appropriate training in order to lead the Governing Body in fulfilling its role.

The Head teacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom
- deal appropriately with any prejudice-related incidents that may occur
- identify and challenge bias and stereotyping in the curriculum
- support pupils in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work.

Monitoring and evaluation

The Head teacher will report to the **Link Governor** each term, reviewing progress on the EDCC Action Plan and regarding any incidents involving discrimination or harassment. There will be a standing item on EDCC at every FGB.

Date: 2/3/2011

Renewal: December 2013

Lead Responsibility: Headteacher

Governing Body Responsibility: FGB and Link Governor

Appendix A: Summary of legislative requirements

OVERVIEW OF SCHOOLS' RESPONSIBILITIES

	Illegal: - discrimination - harassment - victimisation	Duty to promote	Applies to:			Duty to monitor	
			Staff	Pupils	Curriculum	Overall	Specific incidents
Gender (sex)	✓ Since 1975	✓	✓	✓	✓		X
Gender (reassignment)	✓ Covered by 1975 Act	X	✓	X	X	X	X
Race	✓ Since 1976	✓	✓	✓	✓	✓	✓
Disability	✓ Since 1995	✓	✓	✓	✓	✓	X (except bullying incidents)
Sexual orientation	✓ Since 2003	X	✓	X	X	X	X
Religion or belief	✓ Since 2003	X	✓	✓	X	X	X
Age	✓ Since 2006	X	✓ Unless 'objectively justified'	X	X	X	X

KEY LEGISLATION

Area	Legislation
Gender (sex)	Sex Discrimination Act 1975, as amended Equality Act 2006
Gender (reassignment)	Sex Discrimination (Gender Reassignment) Regulations 1999
Race	Race Relations Act 1976, as amended Race Relations (Amendment) Act 2000
Disability	Disability Discrimination Act 1995, as amended Special Educational Needs and Disability Act 2001 Disability Discrimination Act 2005

Sexual orientation	Employment Equality (Sexual Orientation) Regulations 2003, as amended
Religion or belief	Employment Equality (Religion or Belief) Regulations 2003, as amended Equality Act 2006
Age	Employment Equality (Age) Regulations 2006
Single Equality Policy	March 2010
New Equalities Act	March 2011