

# Emersons Green Primary School



## Equality, Diversity and Community Cohesion Policy

Draft to Governors:		Draft to staff:	
Ratified: by Full Governing Body		Next Review:	

## **Rationale**

Emersons Green Primary School (EGPS) provides education for all, acknowledging that the society in which we live is enriched by diversity. EGPS 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.

## **Legal Duties**

We welcome our duties under the Race Relations Act 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.

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

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.

## **Guidelines**

1. In pursuit of equality and respect for all, every member of the school community is expected to act with honesty, integrity, care, kindness, thoughtfulness, responsibility and humility.
2. There is zero tolerance of language or behaviour which is disrespectful to others. Language which insults, embarrasses, intimidates, humiliates or ridicules is unacceptable. Staff use their professional judgement when dealing with any incident. All complaints concerning harassment, abuse or discrimination are recorded by the Head and appropriate action is taken in accordance with the school's complaints policy.
3. The school will act to prevent any type of extremism (see Policy on tackling extremism and radicalisation) and to uphold and promote British Values.

4. The school seeks to improve the physical environment to ensure that it is accessible and welcoming to all.
5. The school aspires to consult with disabled people from the local and wider community when considering how to further promote disability equality and avoid discrimination.
6. Opportunities are regularly sought to celebrate cultural differences and foster positive relationships.
7. Children's attainment and progress are carefully monitored to ensure that no identifiable group is underachieving. Attention is given to the progress of identifiable groups of children currently in school as well as to trends over a number of years.
8. Pupil behaviour, discipline and exclusions are carefully monitored to ensure that no identifiable group is over-represented without a challenge.
9. All processes for staff recruitment, induction, development and progression are scrutinized and carefully explored to ensure that no individual is treated unfairly.
10. Equality strands are considered as each school policy is reviewed.
11. A provider's willingness to engage with equality and diversity issues will contribute to the school's decision on whether to engage in business.
12. Every child is entitled to a broad and balanced academic and social curriculum, which is accessible to them. Teaching and non-teaching staff work closely together to ensure that all learning tasks are made meaningful and relevant to every learner.
13. Curriculum content and resources should represent and celebrate diversity.
14. Children are helped to learn to understand others and to value diversity.
15. Children's role in their own learning and development is acknowledged; their views are regularly sought and respectfully listened and responded to, particularly in any decision-making that affects them.
16. Staff ensure that all children are enabled to participate fully in the life of the school, including educational visits and other school trips.

17. Children's personal, social and emotional development is carefully monitored to ensure that children's confidence and self-esteem thrive and that every child feels welcomed and sufficiently supported, particularly those at risk of discrimination or marginalisation.
18. We recognise that the actions resulting from a policy are what make a difference. We will draw up an annual action plan within the framework

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