



**St Mary & St Pancras CE School
Equality, Diversity and Community Cohesion Scheme**

**Policy Reviewed by LMT November 2018
Policy Reviewed by Governors Dec 2018
Review due: November 2021**

Statement of intent.

As a church school what and how we teach, what and how our pupils learn within and beyond the classroom are and must be rooted in Christian values:

Friendship, Respect, Endurance, Thankfulness and Forgiveness.

These values are fundamental in the implementation of this policy to ensure that we maintain our distinctive Christian character of which we are proud.

1 Introduction

1.1 We have a number of responsibilities and duties under legislation relating to *equality* and *diversity* in the curriculum, to pupils, staff and visitors. See appendix A for definitions.

These legislations cover issues in relation to gender, age, race, disability, religion and belief, community cohesion, sexual orientation and gender reassignment. This scheme describes how we will promote equality, diversity and community cohesion in accordance with current legislation. See appendix B.

2 The School Context

2.1 The school population reflects the diverse, multi-ethnic and multi-faith local community in which it is situated. This community is the most deprived in Camden and one of the most deprived in the country (Department for the Environment Transport & Regions Index of Multiple Deprivation).

3 Aims and values

3.1 The ethos of the school, informed by Christian faith, promotes harmonious relationships and attitudes of respect for all. We have a clear mission statement, which forms part of our vision and is incorporated into our aims.

3.2 There is a high level of commitment to the school from the school community, staff, parents, governors and the parishes. The value of teamwork is seen as crucial to ensure that all the 'stakeholders' work towards the same vision to move the school forwards: hence our school motto, T.E.A.M. Together Everyone Achieves More. This motto is adopted in all aspects of school life.

3.3 Through the above we strive to eliminate discrimination and we promote equality of opportunity for all.

4 The school's approach

4.1 We do not discriminate against anyone, be they staff or pupil or parent, on the grounds of ethnicity, religion, attainment, age, disability, gender or background.

4.2 We promote the principle of fairness and justice for all through the education that we provide in our school. We recognise that doing this may entail treating some pupils differently.

4.3 We seek to ensure that all pupils have equal access to the full range of educational opportunities provided by the school including visits, PE and assemblies.

4.4 We constantly strive to remove any forms of indirect discrimination that may form barriers to learning for some groups whether pupils or staff.

4.5 We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone. (See appendix B)

4.6 We challenge personal prejudice and *unfair* stereotypical views whenever they occur.

4.7 We value each pupil's worth, we celebrate the individuality and cultural diversity of the community centred on our school, and we show respect for all minority groups.

4.8 We are aware that poor self-image and ignorance are key contributors to prejudice and stereotyping. Through positive educational experiences we aim to understand other people's point of view and promote positive social attitudes, and respect for all.

4.9 In order to promote equality we monitor pupils' progress and achievements systematically and use this information to plan next steps.

4.10 We value the opinions of pupils, staff, governors, parents and the community and seek these to inform decisions. Objectives for action plans are developed from information that is gathered from the school community.

4.11 We will take all reasonable steps to ensure that pupils enjoy their time at school, feel included and make progress.

5 A cohesive community

5.1 For our school, the term 'community' has a number of dimensions including:

- the *school community* – the children and young people it serves, their parents, carers and families, the school's staff and governing body, and community users of the school's facilities and services;
- the *community within which the school is located* – the school in its geographical community, local schools and the people who live or work in that area. This applies not just to the immediate neighbourhood but also to the city or local authority area within which a school is located
- the *UK community* – all schools are by definition part of this community
- the *global community* – formed by EU, international links and pupils'/staff family networks.

5.2 We strive to promote, encourage, understand and respond to our communities in various ways including:

- Providing a rich curriculum for sharing cultures and beliefs and enhancing respect and positive behavior towards each other.
- Having displays that reflect and celebrate our community highlighting the positive and challenging stereotypes.
- Planning activities and events that promote the diversity and the potential of the local community such as international evening, ambitions day, and visits to places of worship.
- Taking part in a wide range of community activities and inviting the community to work with us on specific projects.
- Continually monitoring the needs of vulnerable groups of pupils and gaining views of parents and carers.
- Highlighting issues in our global community through our curriculum.

6 Racial equality

6.1 In our school we will:

- strive to eliminate all forms of racism and racial discrimination;
- promote equality of opportunity;

- promote good relations between people of different racial and ethnic groups.

6.2 It is the right of all pupils to receive the best education the school can provide, with access to all educational activities organised by the school. We do not tolerate any forms of racism or racist behaviour.

6.2 All teachers and support staff challenge any incidents of prejudice or racism. We record any incidents in the Anti-Social Incidents Log Book, and draw them to the attention of the Headteacher. These are then reported to the Local Authority and the governing body on a termly basis.

Cultural and religious diversity

6.3 We endeavour to make our school welcoming to all minority groups. We promote an understanding of diverse cultures through the topics studied by the children, and we reflect this in the displays of work shown around the school.

6.4 Our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups. For example, in Religious Education, the children learn the importance of a range of religious festivals including Eid and Diwali.

6.5 We have an annual international evening where pupils and their families can share food from their places of origin and wear cultural dress. Music and dance reflects different ethnicities.

7 Disability equality

7.1 What is a disability?

'A person has a disability if he or she has a physical or mental impairment which has a substantial and long term adverse effect on his ability to carry out normal day to day activities.' Disability discrimination act 1995

A pupil with Special Educational Needs may not be disabled and a pupil who is disabled may not be on the SEN register.

See appendix D for more details.

7.3 We strive to ensure that disabled pupils have access and participate in all aspects of school life.

7.4 Teachers modify teaching and learning as appropriate for children with disabilities. For example, they may give additional time to complete certain activities, or modify teaching materials, or offer alternative activities where children are unable to manipulate tools or equipment.

7.5 Our school premises are very well equipped for access by people in our school community who have disabilities. We have a lift, clear and easy access to the building and disabled toilets. We strive to maintain and continually improve the environment.

8 Gender equality

8.1 We are committed to seeing all individuals and groups of pupils making the best progress possible in our school.

8.2 We provide the same opportunities for both boys and girls within school, also offering a range of after school clubs that are open to both sexes.

8.3 We recognise the personal needs of both boys and girls in upper KS2: for example separate changing facilities in PE.

8.4 We will not discriminate on the grounds of sexual orientation.

9 Inclusion

9.1 We use a comprehensive tracking programme called 'Target Tracker' which tracks the progress of every individual pupil on a termly basis. It enables to see at a glance the progress each child is making.

9.2 Target Tracker supports us to identify different groups of pupils (ethnicity, gender, SEN, EAL) and compare their progress and achievement to other pupils. This enables us to make accurate decisions about where support is best needed to give the best opportunities for all pupils.

10 Roles and responsibilities

10.1 The role of governors

The governing body will make sure that the school complies with all current equality legislation.

The governing body will make sure that this scheme and its procedures are followed.

The governing body seeks to ensure that people with disabilities are not discriminated against when applying for jobs at our school. The governors take all reasonable steps to ensure that the school environment properly accommodates people with disabilities.

The governing body will, in the school profile, make reference to arrangements for disabled pupils.

The governors welcome all applications to join the school, whatever background or disability a child may have.

The governing body will review this scheme every 3 years along with the accessibility, gender and disability action plans and before this if required.

10.2 The role of the Headteacher

It is the Headteacher's role to implement this scheme.

It is the Headteacher's role to make sure that the scheme is readily available and that the governors, staff, pupils and parents/carers know about it.

The Headteacher produces regular information for staff and governors about this scheme and how it is working, and provide training for them when necessary.

The Headteacher makes sure that all staff know their responsibilities and receive training and support in carrying these out.

The Headteacher will take appropriate action in cases of harassment and discrimination.

The Headteacher promotes the principle of equalities when developing the curriculum, and in providing opportunities for training.

The Headteacher promotes respect for other people in all aspects of school life.

The Headteacher views all incidents of unfair treatment, and any racist incidents, with due concern.

10.3 The role of the school staff

Staff do their best to recognise their own prejudices, and make every effort to ensure that all pupils are treated fairly and with respect. We do not knowingly discriminate against any child.

When selecting classroom material, staff strive to provide resources which give positive images, and which challenge stereotypical images.

Staff will model good practice, dealing with racist incidents and being able to recognise and tackle bias and stereotyping.

Staff will promote equality and good relations.

Staff will keep up to date with the law on discrimination and attend appropriate training.

Staff will comply with the schools Code of Conduct.

10.4 The role of pupils

The school council to be aware of equality and diversity issues and be involved in things like the Anti-Bullying Policy.

10.5 The role of parents and carers

Ensure equality and diversity issues are on the PTA's annual agenda, i.e. input in policies such as Anti-Bullying.

Parents will read and respond where appropriate to letters and questionnaires and attend meetings with regards to equalities and diversity.

11 Monitoring, reviewing and assessing impact

11.1 Responsibility for overseeing and assessing impact

Named member of staff – Lesley Carneiro AHT / SENDCo
Named governor – Father Paschal SEND Governor

11.2 The views of parents, pupils, staff, governors and members of our community inform this scheme. We will consult all members of the school community when reviewing progress and the impact of this scheme and associated action plans. We will review this scheme every 3 years along with the accessibility, gender and disability action plans and before this if required.

12 Publication and Reporting

12.1 This scheme will be published with the accessibility, race and disability action plans and will be available on the school website and in the school reception area. A short statement about this scheme will also be included in our school prospectus.

12.2 We will report on the progress of this scheme in the school profile and through the Headteacher's report to governors.

Signed:

Date:

Appendix A

Definitions

- Equality is the principle of equal treatment for all people irrespective of their gender, ethnicity, disability, religious beliefs, sexual orientation, age, or any other recognized area of discrimination.
- Diversity is the acceptance that we are all different but we are all equal by law and to God. Diversity focuses on valuing and celebrating the strengths in people's differences.

We know that the definition is broad and wide ranging and note that:

- *Physical impairment includes sensory impairments*
- *Mental impairment includes learning difficulties and mental illness.*
- *Substantial means more than minor or trivial*
- *Long term means 12 months or more*
- *Those with cancer, HIV infection or severe disfigurement are automatically covered*
- *The definition may include up to 7% of the schools population*

Appendix B

The Law and Discrimination

This policy reflects the Single Equality Act 2010 which harmonises and replaces previous legislation including the Race Relations Act 1976, Disability Discrimination Act 1995, Gender Recognition Act 2004 and Sex Discrimination Act 1975.

The Single Equality Act combines the existing three duties into one new Equality Duty that covers all seven of the equality strands; age, disability, gender, gender-identity, race, religion or belief and sexual orientation. At St Mary & St Pancras CE Primary School we will ensure that at every level, everyone will be treated equally. This Single Equality Policy summarises the school's approach in ensuring equality for all.

Appendix C

Additional implications to note with regards to disability

The role of a school as a service provider:

Schools have additional implications as a service provider to make their buildings accessible when they hire out rooms or parts of the building.

Contact with parents and carers:

When providing newsletters and information for parents and carers, schools should make this information available in an accessible format so that parents or carers who may be, for example, visually impaired, can access the information.

Additionally, events for parents and carers such as open evenings, meetings with teachers, should be held in accessible parts of the building.

Hiring transport:

School staff will need to be aware of Section 6 of the Act when hiring transport as it puts duties on transport providers, including the bus and coach companies, and the taxi and private hire car trade. The requirement to provide accessible vehicles is extended to include these transport providers. Bus companies will not be able to refuse a job because, for example, it may take longer to pick up disabled students.

Election of parent governors:

The election of parent governors will now be covered by the DDA 2005, and governors will need to ensure that the procedures for candidates to stand for election and for parents to vote for candidates are accessible to disabled people. However, the result of the election is not covered and disabled candidates will not be able to claim that they were not elected simply because they were disabled. Once a disabled parent governor is elected, the school governing body functions in relation to that parent are covered and the school must ensure that they can participate fully in school life.