



Highfield Primary School



"Together we can achieve more"

Equality and Community Cohesion Scheme

2015 - 16

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1: Highfield Vision and Values

Highfield Primary Vision & Values

Our Vision

We passionately believe in developing a life-long love of learning within an inspirational and inclusive environment. Highfield is a warm and friendly place of co-operation, equality and respect.

Our Values

To instil a love of learning by:-

- Implementing a relevant creative curriculum designed to encourage independence and child-initiated learning
- Providing a stimulating learning environment to encourage investigative and meaningful engagement with the learning process
- Providing excellent teaching of both the Primary Curriculum and the development of life skills

Everyone deserves to receive a high quality education:-

- Teaching is personalised to meet the needs and preferred learning styles of all learners
- By believing and acting on the premise that every child matters
- Providing appropriate resources and opportunities

We treat each other with empathy and kindness and we are polite to each other by:-

- Promoting a high standard of behaviour in our school community through well established policies and procedures such as our Golden Rules
- Understanding both our rights and responsibilities at school and in the wider community
- Raising self-esteem and self-worth through ensuring that our children reach their full potential.

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Our Equality Vision

Values that underpin school life:

Highfield Primary School shares the local authorities commitment to equality of opportunity and to making Enfield a cohesive community.

"The policy aims to ensure fair treatment and equal opportunities for all borough residents, users of the council's services and council employees. Everyone is affected by inequality".
(Enfield Council's policy on Valuing Diversity and Equality November 2008)

"Community cohesion in Enfield is about building a strong borough, a place which residents can identify with and feel proud of, and where people from all different backgrounds feel valued and can develop positive relationships with their local community: relationships which stimulate a sense of belonging and help people to feel at home".
("Enfield Together", Enfield Community cohesion Strategy 2010-15)

The school acknowledges its role and will make its contribution by developing a fully accessible and inclusive organisation that welcomes and respects the diversity of its students, staff, community and visitors to the school.

This policy is to provide a framework for the school to pursue its equality duties to eliminate unlawful discrimination and harassment; promote equality of opportunity; and promote good relations and positive attitudes between people of diverse backgrounds in all its activities.

The school believes that:

- every child in the world matters
- diversity must be recognised and valued so that, where appropriate, individuals can be treated differently to achieve equality
- we must encourage positive attitudes, interactions, mutual respect and a shared sense of belonging
- school policies and procedures relating to employees (and potential employees) must positively promote equality
- we must create opportunities to remove barriers to equality
- policy development must involve consultation and participation
- our ethos and practice must embrace the local, national and international communities in which we operate.

Through the school's ethos, curriculum and extended activities, we will contribute positively towards eliminating inequalities and developing a cohesive community.

The principles of this policy apply to all members of the extended school community - pupils, staff, governors, parents and community members. Partners and contractors are also expected to abide by the policy.

Through the policy, we seek to ensure that no member of the school community, or any person through their contact with the school, receives less favorable treatment on any grounds which cannot be justified.

Consequently, this not only covers the nine protected characteristics of age, disability, gender, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, and sexuality, but also relates to socio-economic background.

The school recognises that the actions resulting from a policy are what make a difference, therefore, every year we draw up an action plan linked to the overall school improvement plan, setting out the specific actions and projects we shall undertake to implement the vision outlined above.

It is the responsibility of the whole school community to abide by this policy.

Mainstreaming equality into policy and practice

As well as the specific actions set out within the action plan, the school operates equality of opportunity in its day-to-day practice in the following ways.

Teaching and learning

We aim to provide all our pupils with the opportunity to succeed and to reach the highest level of personal achievement. To do this, we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- Monitor achievement data by ethnicity, gender and disability- and action any gaps;
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- Ensure equality of access for all pupils and prepare them for life in a diverse society;

- Use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping;
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- Seek to involve all parents in supporting their child's education;
- Encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
Include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils needs.

Admissions and exclusions

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors.

Exclusions will always be based on the school's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

Equal opportunities for school staff

The school is committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment. All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However, the school is concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

Actions to ensure that this commitment is met include:

- Equal opportunities monitoring in recruitment and retention processes for all posts;
- Production of a staff handbook which collates key school information;
- Continued professional development opportunities for all staff;
- Senior Leadership Team support to ensure equality of opportunity for all.

3. Legal Background

The standard procedures and processes of our school – re: age, disability, gender, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, and sexuality, but also relates to socio-economic background.

The duties that underpin our scheme

Our school is committed to meeting its public sector statutory duties as detailed below. We understand that the duties apply to service delivery and employment and staff management as well as policy development and implementation.

Age

All public bodies have responsibilities to promote equal opportunities in employment and vocational training irrespective of age, through the Employment Equality (Age) Regulations (2006). The Equality Act (2010) will soon make it unlawful to discriminate in the provision of goods, services, facilities and public functions (2012). We will ensure that we follow these regulations and legislative requirements

Disability

This section should be read in conjunction with the school's Special Educational Needs Policy, Health and Safety Policy and Accessibility Strategy.

Disability

Our General Duty (under the Disability Discrimination Act 1995) is:

- to not discriminate by reason of disability;
- to make reasonable adjustments;
- to increase access to the curriculum, environment and information.

In addition to ensuring that we meet the disability duties set out above, we exercise due regard for the following when carrying out delivery of our services in line with the -

Disability Discrimination Act 2005

- We have a statutory duty to carry out our functions with due regard to the need to:
- promote equality of opportunity
- eliminate unlawful discrimination
- eliminate disability-related harassment
- promote positive attitudes towards disabled people
- encourage disabled people's participation in public life
- take steps to take into account people's disabilities

Examples of actions to promote equality of children with learning difficulties and disabilities are as follows:

- All pupils, irrespective of ability, to have access to a broad and balanced curriculum;
- Planning, implementing and assessing individual educational plans;
- High and challenging pupil expectations for all;
- Work tailored to personal goals and special educational needs;
- Staff are made aware of pupils' individual needs and how to cope with them (e.g. asthma attacks, EpiPen training) in a safe, sensitive and practical way.

Gender

The Gender Equality Duty 2006 places a general and specific duty on us to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male students and between women and men and transgender people.

Our General Duty is to:

- Eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment
- Promote equality between men and women.

Gender Reassignment, Marriage and Civil Partnership, and Pregnancy and Maternity

The Equality Act (2010) makes it unlawful to discriminate against anyone in relation to gender reassignment, marriage and civil partnership, and pregnancy and maternity. Discrimination might be direct or indirect, or involve harassment or victimisation. We will ensure that we do not discriminate in relation to these protected characteristics.

Race - *Race Relations Amendment Act 2000*

We have a statutory duty to promote race equality with due regard to the need to:

- eliminate unlawful discrimination;
- promote equality of opportunity; and,
- promote good relations between people of different racial groups

Highfield has a commitment to ensuring these duties are upheld. Expressions of racism will not be tolerated at Highfield Primary School under any circumstances. We will work to promote race equality through our teaching and learning strategies, curriculum content, and relationships between staff, pupils and parents. The school welcomes a racially diverse population and recognises that it enriches the school in a positive way.

The school endeavors to build racial awareness in all our ways of working, for example, by using teaching resources that give a positive view of our multi-racial society and encourage respect for people as individuals.

Particular areas of focus to promote race equality:

- Support for refugee families;
- Positive promotion of diverse ethnic and religious backgrounds;
- Support for, and celebration of, bilingual pupils.

Religion and Belief

All public bodies have responsibilities to promote equal opportunities in employment and vocational training irrespective of religion and belief through the Employment Equality (Religion and Belief) Regulations (2003). The Equality Act (2006) makes it unlawful to discriminate in the provision of goods, services, facilities and public functions. We will ensure that we follow these regulations.

Sexual Orientation

All public bodies have responsibilities to promote equal opportunities in employment and vocational training irrespective of sexual orientation through the Employment Equality (Sexual Orientation) Regulations (2003). The Equality Act (2006) makes it unlawful to discriminate in the provision of goods, services, facilities and public functions.

We will ensure that we follow these regulations.

Community Cohesion - *Education and Inspections Act 2006*

We will also work hard to meet the duty to promote community cohesion. We will increase our focus on helping children and young people to learn to understand others, to value diversity whilst also promoting shared values, to promote awareness of human rights and to apply and defend them, and to develop the skills of participation and responsible action. We are committed to following DCSF guidance in providing:

- teaching and curriculum provision that supports high standards of attainment, promotes common values, and builds pupils' understanding of the diversity that surrounds them;
- lessons across the curriculum that promote common values and help pupils to value differences and challenge prejudice and stereotyping;
- a programme of curriculum-based activities whereby pupils' understanding of community and diversity is enriched through fieldwork, visits and meetings with members of different communities; and,
- support for pupils for whom English is an additional language to enable them to achieve at the highest possible level in English

Highfield is committed to promoting community cohesion in the following ways:

- Actively engaging with the local neighborhood , local businesses and other schools, nurseries and older peoples' homes in our area;
- □Developing a sense of common vision and a sense of belonging for all communities;
- □Assessment arrangements enable all pupils to attain at the highest level possible and do not put any group of pupils at a substantial disadvantage;
- □All staff have an equal opportunity for promotion to all levels within the school;
- □Curriculum content contributes to an appreciation of cultural diversity, and challenges prejudice, bias and stereotype;
- The curriculum provides pupils with opportunities to learn about and become involved in the life of their communities;
- □Behaviour and discipline policies and procedures reflect the commitment to developing mutual respect and acceptance of diversity; and
- □All staff have the knowledge and understanding to provide opportunities to develop common values of citizenship based on dialogue, mutual respect and acceptance of diversity.

Harassment

Harassment on account of ability, gender, race, religion, sexuality or social background are unjust and totally unacceptable. Harassment can take many forms including verbal or physical abuse, name-calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping, and to support the full range of diverse needs according to pupil individual circumstances. Parents are expected to support the school in delivering the aims and objectives of this policy wherever possible.

Breaches of this policy will be taken very seriously and dealt with in the same ways that breaches of other school policies are dealt with, as determined by the headteacher and governing body.

Any complaint or grievance relating to this policy will be dealt with under our existing Anti-bullying Policy and Complaints Procedure.

Specific duties: Disability, Gender and Race

The specific duties ask schools to prepare and publish their policies and plans for meeting the general duties. All the specific duties have informed the production of our equality scheme. Section 5 (Roles and Responsibilities) details the involvement of all staff in the implementation of the scheme.

Action relevant to disability, gender, race, community cohesion and other diversity strands is specifically identified in the Action Plan.

The Single Equality Act 2010 requires schools and settings to:

- **develop and publicly set out their equality objectives;**
- **set out the steps they will take to achieve these objectives;**
- **implement these steps unless it would be unreasonable and impractical to do so; and**
- **review and update, as necessary, the objectives every three years.**

The new public equality duty under the Act is also requires schools to:-

- Eliminate discrimination, harassment, victimisation and any other conduct prohibited under the Act.
- Advance Equality of Opportunity between persons who share a relevant protected characteristic and those who do not.
- Foster good relations between people who share a relevant protected characteristic and persons who do not share it.

4: Roles and Responsibilities

Chain of accountability

The Board of Governors, supported by the Headteacher and staff, is responsible for ensuring the implementation of this scheme.

Commitment to implementation

The Headteacher retains overall responsibility for ensuring that the Action Plan is delivered effectively.

Every term, managers and key staff will report to the Headteacher on actions and progress.

Every term, there will be a report on equality and diversity to the Governors' meeting.

All staff are responsible for delivering the scheme, both as employees and as it relates to their area of work.

Responsibility for	Key person
Single equality scheme	Inclusion manager / Senco
Community Cohesion	Inclusion manager / Senco
Disability equality (including bullying incidents)	Inclusion manager / Senco
SEND/LDD (including bullying incidents)	Inclusion manager / Senco
Accessibility	Inclusion manager / Senco
Gender equality (including bullying incidents)	Inclusion manager / Senco
Race equality (including racist incidents)	Inclusion manager / Senco
Age, religion/belief, sexual orientation (including bullying incidents)	Inclusion manager / Senco
Equality and diversity in curriculum content	Assistant Head
Equality and diversity in pupil achievement	HT / DHT
Equality and diversity - behaviour and exclusions	HT / DHT
Participation in all aspects of school life	HT
Impact assessment	DHT
Stakeholder consultation	Inclusion manager / Senco
Policy review	HT / DHT
Communication and publishing	HT / DHT

Commitment to review

The school equality scheme will be aligned with the School Improvement Plan. Its implementation will be monitored within the school's self-evaluation procedures and other review processes as well as being updated at least annually. Following this regular impact assessment, the whole equality scheme will be reviewed at least every three years.

Commitment to publish

We are committed to sharing information about our equality scheme as broadly as appropriate. To this end, we will publish a summary document, plus an annual update consisting of impact assessment results, progress made, refinements, amendments and new actions.

Commitment to action

	Governors will:
Policy Development	<ul style="list-style-type: none">● Provide leadership and drive for the development and regular review of the school's equality and other policies.
Policy Implementation	<ul style="list-style-type: none">● Provide leadership and ensure the accountability of the Headteacher and senior staff for the communication and implementation of school policies.● Highlight good practice and promote it throughout the school and wider community.
Behaviour	<ul style="list-style-type: none">● Provide appropriate role models for all managers, staff and pupils.● Congratulate examples of good practice from the school and among individual managers, staff and pupils.● Ensure a consistent response to incidents, e.g. bullying cases and racist incidents.
Public Sector Duties	<ul style="list-style-type: none">● Ensure that the school carries out the letter and the spirit of the statutory duties (including the provision of 'returns' to the local authority).
	Headteachers and senior staff will:
Policy Development	<ul style="list-style-type: none">● Initiate and oversee the development and regular review of equality policies and procedures.● Consult pupils, staff and stakeholders in the development and review of the policies.
Policy Implementation	<ul style="list-style-type: none">● Ensure the effective communication of the policies to all pupils, staff and stakeholders.● Ensure that managers and staff are trained as necessary to carry out the policies.● Oversee the effective implementation of the policies.● Hold line managers accountable for effective policy implementation.
Behaviour	<ul style="list-style-type: none">● Provide appropriate role models for all managers, staff and pupils.● Highlight good practice from departments, individual managers, staff and pupils.● Provide mechanisms for the sharing of good practice.● Ensure a consistent response to incidents, e.g. bullying cases and racist incidents.
Public Sector Duties	<ul style="list-style-type: none">● Ensure that the school carries out its statutory duties effectively.

	Line managers will:
Policy Development	<ul style="list-style-type: none"> Respond to consultation requests by creating opportunities for pupils and staff to share their comments, suggestions and feedback, ensuring that all voices are heard.
Policy Implementation	<ul style="list-style-type: none"> Implement the school's equality scheme, holding staff accountable for their behaviour and providing support and guidance as necessary. Be accountable for the behaviour of the staff team, individual members of staff and pupils. Use informal and formal procedures as necessary to deal with 'difficult' situations.
Behaviour	<ul style="list-style-type: none"> Behave in accordance with the school's policies, leading by example. Respond appropriately to the behaviour of pupils and staff, as a whole, and individuals (praising/challenging as necessary).
Public Sector Duties	<ul style="list-style-type: none"> Contribute to managing the implementation of the school's equality scheme.
	All staff: teaching and non-teaching will:
Policy Development	<ul style="list-style-type: none"> Contribute to consultations and reviews. Raise issues with line managers which could contribute to policy review and development.
Policy Implementation	<ul style="list-style-type: none"> Maintain awareness of the school's current equality policy and procedures. Implement the policy as it applies to staff and pupils.
Behaviour	<ul style="list-style-type: none"> Behave with respect and fairness to all colleagues and pupils, carrying out the letter and spirit of the school's equality scheme. Provide a consistent response to incidents, e.g. bullying cases and racist incidents.
Public Sector Duties	<ul style="list-style-type: none"> Contribute to the implementation of the school's equality scheme.

5: Stakeholder Consultation

Involving our learners, parent/carers and other members of the school's communities

Highfield Primary School is committed to encouraging everyone to contribute to the development and review of all policies and practices affecting the life of the school and its impact within the wider community. We have involved a number of staff, pupils, parent/carers and others with particular interests in the development of this scheme. We will continue to consult various stakeholders on this scheme and on our policies (see our Action Plan).

6: Impact Assessment

Evaluating the impact in terms of the outcomes

Impact assessment statement

All Highfield school policies will be equality impact assessed with regard to disability, gender, race, religion/belief, sexual orientation, and age as applicable at the time of review.

Issues arising will be carried forward into the equality Action Plan. Additionally, in Section 4 (Roles and Responsibilities) of our equality scheme a detailed table can be found showing staff responsibilities for gathering and monitoring data on an ongoing basis. A full report of outcomes will be sent to the governors.

7: **See Equality Scheme Action Plan**