

PENDRAGON COMMUNITY PRIMARY SCHOOL



EQUALITY, DIVERSITY AND COMMUNITY COHESION POLICY

Lead person: Headteacher

Introduction

This policy sets out the school's approach to promoting community cohesion, equality and diversity. It covers disability, gender and race/ethnicity, in response to the statutory duties on schools to publish disability and gender equality schemes and a race equality policy.

Legal Requirements

This policy pays due regard to our duties under:

- the Race Relations 1976 as amended by the Race Relations Amendment Act 2000;
- the Disability Discrimination Acts 1995 and 2005;
- the Sex Discrimination Act 1975 as amended by the Equality Act 2006.
- 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.

Pendragon School Context

Pendragon Primary School is sited in the middle of a residential housing estate in the village of Papworth Everard. The catchment area of the school is Papworth Everard. The school has a Published Admission Number of 60 from September 2011 all other year groups in school the PAN is 40.

The ethnic composition of the school is mainly white British with 21% EAL caused by employment by the hospital and work in Cambridge.

The EAL families are encouraged to continue their child's learning of their home language. The Malayalam community do not teach the children how to write the language although the children have oral skills. The school has appointed a Malayalam speaking Teaching assistant to encourage the children to speak English in Foundation and to help to support further vocabulary development throughout the school. The children's home languages are celebrated both in class and in assembly with early morning greeting used both for the 'good morning' in assembly and for conducting the register. This use of language emphasises the school's commitment to enriching the linguistic experiences of all pupils and to recognising and celebrating the linguistic diversity of British society.

. Each cohort is carefully tracked through the school as the makeup of the SEN register can be very different year on year. Pupil mobility is very low although a number of EAL families are starting to buy housing which is taking them out of the village.

Equality – Aims and Values

At Pendragon Primary School we aim to provide equality and excellence for all in order to promote the highest possible standards. Our Equality Policy is based on the following core values as expressed in this school's purpose and aims which ensure that the children have:

- A culture of respect for others.
- Recognising and celebrating differences between people.
- A community where pupils are well prepared for life in a diverse, pluralist society.

At Pendragon Community Primary School we provide a stimulating, happy and safe environment where all of our children learn, grow and develop through strong positive partnerships with parents and the wider community.

We therefore will:

- ✓ Provide a welcoming, secure, structured and stimulating environment in which all our children can feel safe, accepted and valued
- ✓ Ensure that the children have a broad and balanced curriculum that will ensure that they are learning for life
- ✓ Value all individuals within our school community and ensure that they have equal opportunities
- ✓ Be welcoming and accessible to all parents and members of the community

Aims of the School

The Governors and staff of Pendragon Community Primary School have adopted the following as their aims:

1. To provide a caring, supportive and positive working environment where all are happy and confident and committed to their own learning.
2. To teach a quality curriculum which will promote intellectual, social, personal and physical development.
3. To provide opportunities for creative development in a wide variety of activities.
4. To build a school community which values honesty and respect for individuals and property; therefore any form of bullying is unacceptable.
5. To maintain a mutually supportive and lively staff team who share a broad area of expertise and experience which they continually review and extend.
6. To provide opportunities to share and understand a variety of cultures and traditions.
7. To be welcoming and accessible to parents and members of the community and actively encourage them to become involved in the life of the school.
8. To provide a wealth of experience for all children so that they are ready to take advantage of the opportunities available throughout their lives.

Our Approach to Promoting Equality

The overall objective of the school's Equality 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.

Through the Equality Policy, the school seeks to ensure that no member of the school community or any other person through their contact with the school receives less favourable treatment on any grounds which cannot be shown to be justified. This covers race, colour, nationality, ethnic or national origin, religion or belief, gender, marital status, responsibility for children or other dependants, disability, sexual orientation, gender

reassignment, age, trade union or political activities, socio-economic background, where the person lives or spent convictions.

The principles of this policy apply to all members of the extended school community – pupils, staff, governors, parents and community members.

Community Cohesion

The national Community Cohesion Standards are framed by four strategic aims, which are to:

- Close the attainment and achievement gap.
- Develop common values of citizenship based on dialogue, mutual respect and acceptance of diversity.
- Contribute to building good community relations and challenge all types of discrimination and inequality.
- Remove the barriers to access, participation, progression, attainment and achievement.

At Pendragon Primary School we believe that a cohesive community is one where:

- There is a common vision for all communities, an emphasis on articulating what binds communities together rather than what differences divide them, a sense of belonging, of identifying with the neighbourhood and of 'looking out for each other'.
- There is a commitment to equality and social justice.
- The diversity of people's different backgrounds and circumstances is appreciated, respected and protected, in order to support integration and cohesion in changing communities.
- People have similar life opportunities, irrespective of background.
- Everyone understands their rights and responsibilities and is encouraged to participate at all levels.
- Strong and positive relationships are being developed between people from different backgrounds in the workplace, in schools and within neighbourhoods.

Our Community

The school has been in the village since 1843.

We accept children from Papworth Everard. Priority is given to pupils living in the catchment area but an admission limit for each year group is determined by the Local Authority.

Our school serves a predominantly White British rural community with 25%EAL community mainly Malayalam speakers from Kerala, India and the Philippines.

The faith community within the catchment area of the school is predominantly Christian.

The school complies with the legislation in providing collective worship in a broadly Christian tradition.

The school serves the wider geographical community through hosting events and offering facilities for community use. Elderly village residents are invited to school for concerts and a monthly for school lunch etc.

We attend village events such as harvest festival and the Christmas celebrations. We also visit the Day Centre and the Hospital at Christmas to sing and deliver gifts donated by the children, parents and staff of the school.

The local community and other resources in the area are used to broaden and enrich the quality of education through Outdoor learning and extending the children's knowledge of where they live.

We work closely with Swavesey Village College and its partner Primary schools in the Octagon Cluster as part of the wider geographical educational community.

The school has extended schools provision on site with a pre -school group and after school and holiday care.

We work with other agencies such as health and social care with the aim of meeting the needs of our communities through timely and appropriate information sharing and a joined up approach to strategies and actions.

Pendragon Primary School has a Friends committee which is an association of staff and parents who work together to enhance links between school and community. The group supports events within the school and organises social occasions outside school hours for children and parents.

Policy into Practice

Pendragon Primary School prepares its pupils to become part of the local and wider community by providing a curriculum, which does the following:

Teaching, learning and curriculum – to teach pupils to understand others, to promote common values and to value diversity, to promote awareness of human rights and of the responsibility to uphold and defend them, and to develop the skills of participation and responsible action.

Equity and excellence – to ensure equal opportunities for all to succeed at the highest level possible, removing barriers to access and participation in learning and wider activities and eliminating variations in outcomes for different groups.

Engagement and extended services – to provide a means for children, young people and their families to interact with people from different backgrounds and build positive relations, including links with different schools and communities locally, across the country and internationally.

How our school promotes community cohesion

Our approach includes a range of activities:

Within the school-

- Working with local Churches, regular visits by clergy and other worship leaders
- Charity days/events (i.e. Red Nose Day, harvest festival).
- Visitors from various agencies and community groups to work with the children
- Encouraging the pupils' voice through School Council.

- Promoting engagement with parent through; parents' evenings, curriculum evenings, community events, website etc.
- Strong links are fostered and encouraged, enabling multiagency
- Working between the school and other local agencies, such as the police, social care and health professionals.
- LA and school admission arrangements promote community cohesion and social equality.
- Promotion of extended services offered by our school.

With other schools-

- Sporting fixtures (friendlies and competitive) and South Cambs Schools' Sports Partnership.
- Collaborative working on cluster projects and partnership agreements enable us to share good practice and offer pupils the opportunity to meet and learn from other young people from different backgrounds and with other local schools.
- Pupils working together on joint projects or activities.

Equal Opportunities

The following sections set out the position of Pendragon Primary School on

- Race Equality;
- Disability Equality
- Gender Equality;

Taking account of our duties under the relevant legislation in each case.

Race Equality

The school is fully committed to meeting its obligations under the Race Relations Amendment Act 2000 and this is reflected in the policy statements above. To meet the specific duties of the RRAA 2000 we will:

- *ensure that all pupils and staff are encouraged and able to achieve the best of which they are capable*
- *respect and value differences between people*
- *prepare pupils for life in a diverse society*
- *make the school a place where everyone, taking account of race, colour, ethnic or national origin, feels welcomed and valued*
- *promote good relations between different racial and cultural groups within the school and within the wider community*
- *ensure that an inclusive ethos is established and maintained*
- *acknowledge the existence of racism and taking steps to prevent it*
- *oppose all forms of racism, racial prejudice and racial harassment*
- *be proactive in tackling and eliminating unlawful discrimination*

The school is opposed to all forms of racism, including those forms that are directed towards religious groups and communities.

We have an internal reporting system to record and deal with race and other prejudice-related incidents, and also report via the county RaID (Racist Incidents Database).

We will consider the implications for race equality and cultural diversity in planning and developing new policies. Each policy will be screened for any potential adverse impact on particular groups.

Ethnic background data is kept up to date and is used to monitor pupils' attainment and progress.

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with all reasonable requests relating to religious observance and practice. We will not discriminate against a person on the grounds of religion or belief with reference to recruitment, admissions, exclusions, access and participation.

In addition, pupils will not be excluded from school or subjected to any detriment on the basis of their (or their parents') religion or belief.

More specific guidance about the approach of the school to fulfilling its general and specific duties can be found in-

✍ *Pendragon Primary School Race Equality Scheme*

Disability Equality

We recognise our duties under the Disability Discrimination Act 2005. We are committed to:

- Promoting equality of opportunity between disabled persons and other persons.
- Eliminating discrimination that is unlawful under the Act.
- Eliminating harassment of disabled persons that is related to their disabilities.
- Promoting positive attitudes towards disabled persons.
- Encouraging participation by disabled persons in public life; and taking steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons.

More specific guidance about the approach of the school to fulfilling its general and specific duties can be found in-

✍ *Pendragon Primary School Equal Opportunities Policy*

Gender Equality

We recognise our duties under the Equality Act 2006. We are committed to:

- Eliminating unlawful discrimination and harassment (and)
- Promoting equality of opportunity between females and males.

More specific guidance about the approach of the school to fulfilling its general and specific duties can be found in-

✍ *Pendragon Primary School Gender Equality Scheme*

✍ *Pendragon Primary School Equal opportunities in employment. (EPM)*

Roles and responsibilities

All who work in the school have a responsibility for promoting equality and inclusion, and avoiding unfair discrimination.

We are committed to:

- Actively tackling racial discrimination, and promoting equal opportunities and good race relations
- Promoting positive approaches to valuing and respecting diversity
- Involving pupils, parents/carers, all staff, governors and the wider community in developing policies, procedures and practices which tackle racial discrimination and promote inclusion
- Monitoring teaching and curriculum development to ensure high expectations of all pupils and appropriate breadth of content in relation to the school and the wider community
- Encouraging and supporting all pupils and staff to achieve their best
- Recognising and valuing the skills which the whole school community offers
- Ensuring additional grants and resources (such as those provided for minority ethnic and Traveller pupils) are appropriately targeted.

Our Governors are responsible for:

- ✓ Making sure the school complies with all current equality legislation.
- ✓ Making sure this policy and its procedures are followed (reviewed annually)

The Headteacher is responsible for:

- ✓ Making sure the policy is readily available and that the governors, staff, pupils and their parents/carers know about it
- ✓ Making sure its procedures are followed.
- ✓ Producing regular information for staff and governors about the policy and how it is working, and providing training for them on the policy, if necessary
- ✓ Making sure all staff know their responsibilities and receive training and support in carrying these out
- ✓ Taking appropriate action in cases of harassment and discrimination

All our staff are responsible for:

- ✓ Dealing with racist, sexist and homophobic incidents, and being able to recognise and tackle bias and stereotyping
- ✓ Reporting racist, sexist and homophobic incidents.
- ✓ Promoting equality and good community relations and avoiding discrimination against anyone for reasons of race, colour, nationality, ethnic or national origins, gender, disability, religion or belief, sexual orientation or socio-economic circumstances.
- ✓ Keeping up to date with the law on discrimination and taking training and learning opportunities

Visitors and contractors are responsible for:

- ✓ Knowing and following our equality policy

Responsibility for overseeing equality practices in the school lies with a named member of staff and a named governor. Responsibilities include:

- ✓ Coordinating and monitoring work on equality issues

- ✓ Dealing with and monitoring reports of harassment (including racist and homophobic incidents)
- ✓ Monitoring the progress and attainment of vulnerable groups of pupils (e.g. BME and Traveller pupils)
- ✓ Monitoring exclusions

Monitoring, reviewing, assessing impact.

This policy is supported by the school's equal opportunities, race equality, disability and gender equality schemes.

The DES and GES run for 3 years but are reviewed and reported upon annually to the governing body.

The School Development Plan ensures the DES and GES form an essential part of the school's action on equality. It includes targets determined by the governing body for promoting a cohesive community, inclusion and equality in the school, also with reference to the workforce. It also ensures other school policies address equality issues.

This policy will be regularly monitored and reviewed by staff and governors to ensure that it is effective in tackling discrimination, promoting access and participation, equality and good relations between different groups, and that it does not disadvantage particular sections of the community.

Any pattern of inequality found as a result of impact assessments is used to inform future planning and decision-making.

The Headteacher and the Chair of Standards are responsible for equality and will monitor specific outcomes.

The Headteacher will provide monitoring reports for annual review by the Governing Body. These will include: school population, workforce recruitment, retention and progression, key initiatives, progress against targets and future plans.

Community cohesion will be monitored against the Cambridgeshire standards, which are based on the national 'Community Cohesion Education Standards for Schools' (DfES, Home Office and Commission for Racial Equality 2004), 'Guidance on the duty to promote community cohesion' (DCSF 2007, ref. 00598-2007) and 'Our Shared Future' (Commission on Integration and Cohesion, 2007).
