



*Kirkstall St Stephen's
C of E (VA) Primary School*

*Equality & Community
Cohesion Policy*

Oct 2019

This school is committed to safeguarding and promoting the wellbeing of all children, and expects our staff and volunteers to share this commitment.

Kirkstall St Stephen's Primary School
Equality & Community Cohesion Policy

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Rationale

“Everyone is an insider, there are no outsiders-whatever their beliefs, whatever their colour, gender or sexuality”- Arch Bishop Desmond Tutu (2004)

At Kirkstall St Stephen’s CE Primary School we believe that all should feel cherished and this means that all children, staff members, parents and visitors should feel welcomed, valued and nurtured as part of our community. This inclusion is essential as preparation for all our children so they can make a positive contribution to life as a multi-cultural, multi-faceted world in which we live.

This school will play its part in helping all learners to become members of a welcoming and cohesive community to fit them for life in the United Kingdom whose population has an increasingly rich diversity of backgrounds, origins, beliefs and cultures. We will help all our children to belong and to feel equally valued as members of our school and as citizens and residents of the United Kingdom

Mission Statement

We are cherished- valued and supported members of the school community

We are challenged- faced with difficult questions we try and find the right pathways in learning and behaviour

We are Children of God- we behave in a way which shows respect for and takes into consideration wider spiritual issues

Our Ethos Statement

Our school ethos is represented by the KSS Values Tree; showing children’s growth as a tree planted firmly into God’s sustaining love and rooted in our school values of: trust, justice, perseverance, respect, thankfulness and forgiveness.

This is based on Psalm 1:1-3.

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They are like trees that grow beside a stream,
that bear fruit at the right time,
and whose leaves do not dry up.
They succeed in everything they do

Aims and Outcomes

Our school aims to provide an environment that ensures a common vision and sense of belonging by all as a part of our school and local community.

- To help learners and all in school appreciate and value the diversity of people's different backgrounds and circumstances.

- To help all learn about our nation's history, culture, traditions and its' developing and changing nature.
- To help everyone develop an understanding of the rights and responsibilities of being a citizen of the United Kingdom.
- To understand that we are a part of a much broader, global community.
- To ensure that everyone is treated fairly and equally and given similar life opportunities.
- To ensure that strong and positive relationships exist and continue to be developed in schools and in its wider community.
- To ensure that we all feel valued and free from discrimination, bullying, harassment and victimisation where members of our community are treated with respect and dignity, reflecting the world in all its rich diversity.
- To ensure that we are committed to promoting the understanding of the principles and practices of equality- treating all those associated with our school as individuals, according to their needs, with an awareness of our diverse society and appreciating the value of difference.
- To actively promote and anti-bullying stance which included making explicit the unacceptability of racist, disablist, homophobic and transphobic remarks.

The school is committed to proving equality of opportunity for all, irrespective of:

- Age
- Disability
- Race or racial group (including colour, nationality and ethnic origin)
- Religion or belief
- Sex
- Marriage or Civil Partnership
- Gender reassignment
- Pregnancy and maternity
- Sexual orientation
- Caring responsibilities
- Social class
- Trade Union activity

Direct discrimination occurs when an individual receives less favourable treatment than another person in similar circumstances. This includes discrimination based on factual information or the perception or assumptions relating to the above categories.

Indirect discrimination occurs when there is a practice, policy or rule which applies to everyone in the same way, places a group who share a characteristic at a particular disadvantage.

Discrimination by association occurs when someone discriminates against someone else because they associates with another person who possess a protected characteristic.

Additional Needs

Within the umbrella of inclusion we understand that, as individuals, children and adults alike all require some form of support. We recognise for this may be specific and sometimes require the help of professionals and outside agencies.

Accessibility

The school is working hard to become as accessible as possible- acknowledging the restraints of the nature of our building. However, should any individual encounter difficulty with our provision we would actively seek to support them.

Application of the policy

This policy will apply to all pupils, staff employed by the Governing Body of the school, all Governors, volunteers, contactors, job applications, student placements, trainees and people holding contracts with the school.

Recruitment & Selection – Recruitment advertising will encourage applications from all sectors of the community, reflecting the school’s commitment to equality and diversity. Recruitment advertising will appear in publication appropriate to the audience capable of producing the best candidates. Job descriptions, personal specifications and recruitment advertising will be written on the basis of the essential and justifiable requirements of the position. Shortlisting, appointment and rejection decisions will be transparent and justifiable and will be supported by written comments.

Staff development – All staff will have equal access to induction, personal and career development opportunities and facilities.

Appraisal – Probation and appraisal procedures will be clear and transparent and will be applied fairly across all staff. Pay decisions will be in line with the Pay Policy and decisions made will be applied fairly across all Teaching staff including those on maternity leave.

Disciplinary and Grievance – Disciplinary and grievance procedures will be applied fairly and transparently for all staff; allegations of discrimination, harassment or inappropriate behaviour will be dealt with under the appropriate disciplinary procedure for staff.

Our community- The school will contribute to promoting community cohesion by developing its teaching, learning and curriculum to help our children to learn to understand others, to value diversity whilst also promoting shared values. It will promote awareness of human rights, apply and defend them. We will develop the skills of participation and responsible action necessary for living together as citizens of England within the United Kingdom. We will promote equity and excellence to ensure equal opportunities for all to succeed and do well. We will provide access and participation in learning and wider activities and working to eliminate variations in outcomes for different groups. We will provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds and build positive relations: including where appropriate, links with different schools and communities. Where we can we will offer access to provision of extended service with opportunities for pupils, families and the wider community to take part in activities and receive services which build positive interaction and achievement for all groups

The Curriculum

At Kirkstall St Stephen’s CE Primary School we provide a broad and balanced curriculum that is accessible to all children, recognising individual needs and working in close partnership with parents and other professionals. We plan our curriculum to extend our children’s knowledge and experience of Christianity as a global faith and of and other religions, cultures, languages and celebrations. We ensure that our curriculum echoes the diversity of our society. Our curriculum planning, the resources we select and the

behaviour that we expect reflect the commitment from staff, parents/carers and volunteers to actively include all our children.

Educational inclusion is about equal opportunities, for all children, whatever their age, gender, ethnicity, attainment and background. It ensures particular attention to the provision made for the achievement of different groups of pupils within our school. We are aware that specific groups of children are more likely to under achieve or suffer discrimination and will work hard to address this in our school.

These groups could include;

- Girls, boys and transgender children
- Minority ethnic and faith groups, travellers, asylum seekers and refugees
- Pupils who family members are in prison
- Pupils who need support to learn English as an additional language (EAL)
- Pupils with disabilities
- Pupils with additional needs
- Gifted and talented pupils
- More Able pupils
- Summer born pupils
- Children classed as 'looked after' by the LEA
- Other groups of children, such as; sick children, young carers, children under stress, children from single parent families, children with same sex parents/ carers, children with parents who are dealing with addictions
- Any pupils who are at risk of disaffection and exclusion

At Kirkstall St Stephen's CE Primary School we are committed to constantly monitoring, evaluating and reviewing our practice to ensure that the entire school community and, in particular, all our pupils:

- Make good progress and achieve
- Are able to learn effectively without interference and disruption
- Are treated equally
- Receive additional support according to their need
- Have access to a broad and balanced curriculum
- Feel safe, secure and happy in the school setting

We take seriously our legal duties regarding discrimination. When drawing up this policy we felt that, whilst this is a stand-alone document, inclusion permeates all aspects of school life and this document should therefore be read in conjunction with other policies (Inclusion, SEND, Behaviour, Anti- Bullying)

Any cases of harassment, discrimination, bullying or victimisation will be taken very seriously by the school. Anyone who makes a complaint of discrimination have the right to do so without fear of victimisation and the school will make every effort to ensure victimisation does not occur and the complaints are dealt with promptly and fairly.

Through our work and partnerships we will promote cohesion and provide a common point of communication for a wide range of people. We will equip young people to make a positive contribution, to care for and contribute to the community, to understand human rights and gain an international perspective of their world. We will develop responsible young citizens who support cohesion. This policy will make a key contribution to the school's positive ethos.

Governors

The Governing Body has a responsibility for ensuring all the school policies promote and sustain equality and diversity in employment practices and the provision of the service. It will ensure that there are effective policies for managing recruitment and selection, appraisal, bullying and harassment and grievances and complaints.

The Governors on the Curriculum Committee will monitor the effectiveness of this policy.

Staff & Governors will ensure the policy is adhered to and revised as appropriate.

The Governing body, Headteacher and the Deputy Headteacher will review the needs of the teaching and support staff and provide INSET via external courses and in school training. The needs of the school, pupils and the interests of staff will also be taken into account when planning INSET.

Equality Impact Assessment

Equality, Diversity, Cohesion and Integration Screening

As a school via the public authority we need to ensure that all our strategies, policies, service and functions, both current and proposed have given proper consideration to equality, diversity, cohesion and integration. Please also take due regard of Equalities considerations

A screening process can help judge relevance and provides a record of both the process and decision. Screening should be a short, sharp exercise that determines relevance for all new and revised strategies, policies, services and functions. Completed at the earliest opportunity it will help to determine:

- the relevance of proposals and decisions to equality, diversity, cohesion and integration.
- whether or not equality, diversity, cohesion and integration is being/has already been considered, and
- whether or not it is necessary to carry out an impact assessment.

School:	Chair of Committee:
Lead person:	Contact number:

1. Title
Is this a Policy? Yes/ No (delete where appropriate)
If No, please specify:

2. Please provide a brief description of what you are screening:

3. Relevance to equality, diversity, cohesion and integration

All the school’s policies affect service users, employees or the wider community – city wide or more local. These will also have a greater/lesser relevance to equality, diversity, cohesion and integration. The following questions will help you to identify how relevant your proposals are. When considering these questions think about age, carers, disability, gender reassignment, race, religion or belief, sex, sexual orientation and any other relevant characteristics (for example socio-economic status, social class, income, unemployment, residential location or family background and education or skills levels).

Questions	Yes	No
Is there an existing or likely differential impact for the different equality characteristics?		
Have there been or likely to be any public concerns about the policy or proposal?		
Could the proposal affect how services are organised, provided, located and by whom?		
Could the proposal affect our workforce or employment practices?		
Does the proposal involve or will it have an impact on <ul style="list-style-type: none"> · Eliminating unlawful discrimination, victimisation and harassment · Advancing equality of opportunity · Fostering good relations 		

4. Considering the impact on equality, diversity, cohesion and integration

If you can demonstrate you have considered how your proposals impact on equality, diversity, cohesion and integration you have carried out an impact assessment.

Please provide specific details for all three areas below (use the prompts for guidance).

How have you considered equality, diversity, cohesion and integration? (think about the scope of the proposal, who is likely to be affected, equality related information, gaps in information and plans to address, consultation and engagement activities (taken place or planned) with those likely to be affected)

· **Key findings** (think about any potential positive and negative impact on different equality characteristics, , perception that the proposal could benefit one group at the expense of another)

Actions (think about how you will promote positive impact and remove/ reduce negative impact)

5. Governance, ownership and approval Please state here who has approved the actions and outcomes of the screening

Name:	Job title:	Date:

6. Publishing

This screening document will act as evidence that due regard to equality and diversity has been given. For record keeping purposes a copy will be kept on file with a copy of the policy and one with the governor minutes.

Date Screening Completed:	
Date agreed by Governors:	