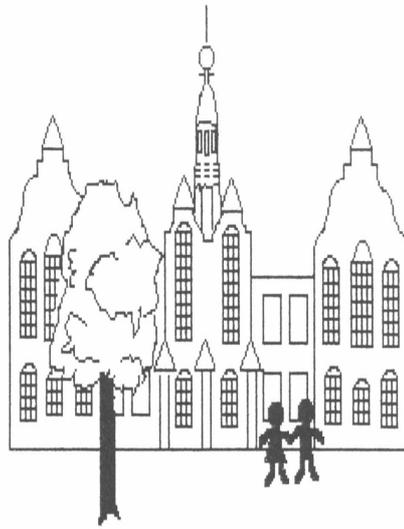


Stepney Primary School



A Small School With Great Expectations

Community Cohesion Policy

At Stepney raising the achievement and basic skills of pupils and ensuring that they reach their full potential is the responsibility of all staff

1. OUR VISION

To create a fair and just school community which promotes social inclusion, community cohesion and equality, which respects diversity, and which challenges and acts upon discrimination and inequality including bullying.

Stepney Primary School provides education for all, acknowledging that the society within which we live is enriched by diversity. We strive to ensure that the culture and ethos of the school reflects the diversity of ALL members of the school community, where everyone is equally valued and treats one another with respect and fairness, while reflecting and celebrating British and Christian values. Pupils are provided with the opportunity to experience, understand and celebrate diversity.

Stepney Primary School will not tolerate harassment of any kind. We are committed to combating ALL forms of discrimination.

Stepney Primary School recognises that monitoring and evaluation of equality is essential to ensure pupils are not being disadvantaged, and that monitoring leads to action planning.

We intend that our workforce reflects Hull's diversity at all levels of the organisation. We aim to be an inclusive employer that positively values the contribution of all employees. Through both our employment policies and strategies, we aim to achieve equality for all sections of the workforce and the community we serve.

Stepney Primary School will work towards eliminating all discrimination, on the grounds of race, gender, gender reassignment, disability, sexuality (including sexual orientation), age, religion and belief. We believe that all pupils, employees and other service users should be treated with dignity and respect at all times and we will not tolerate bullying, harassment or victimisation of any groups or individuals.

Stepney Primary School will be an equality champion and community leader in:

- promoting equality, for example by assessing the impact of our policies on different groups;
- challenging and eradicating discrimination, for example , by acting quickly to deal with all bullying, including that which is aimed at groups as well as individuals, such as racist bullying;
- promoting community cohesion, for example, through involvement with the our neighbouring/cluster/ trust schools;
- giving a high profile to rights and responsibilities by promoting human rights, justice and fairness throughout the curriculum and wider school community;
- developing, implementing, monitoring and reporting equality work throughout the school community as part of our business planning, school development, and school self evaluation processes;

- developing and supporting a workforce that seeks to reflect at all levels the resident community of Hull;
- working in partnership and consulting with pupils, parents, staff, stakeholders and the wider community to develop good practice and lead the equality agenda within our community;
- ensure that our school curriculum reflects, celebrates and promotes British and Christian values at its core.

2. OUR PRINCIPLES

- to promote equality, diversity and cohesion within the local community. We believe that our organisation has to reflect all the communities and people it serves;
- challenge discrimination on the grounds of gender, race, age, disability, sexuality (including sexual orientation), religion or belief;
- our vision for equality and diversity goes beyond establishing processes to achieve change. We will monitor progress made towards meeting objectives to:
 - take adequate steps to prevent discrimination
 - take steps to promote British culture and Christian values
 - take decisive action when discrimination occurs
 - take steps to promote equality, diversity and cohesion
- all our staff will consistently challenge all put-downs, harassment, name-calling, bullying, threatening or hurtful behaviour (physical and psychological) that violates a group or individual and leads to marginalisation, exclusion, and feelings of powerlessness and worthlessness because of: colour, culture, ethnicity, faith, religion, belief, national origin, national status, disability or impairment, perception of sexuality including sexual orientation, gender, marital status, socio-economic background, age, responsibility for dependants and trade union membership;
- we accept the findings of the Stephen Lawrence Inquiry Report, with particular respect to the Macpherson definition of 'institutional racism', which is:

'The collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture, or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness, and racist stereotyping which disadvantage minority ethnic people'
- we recognise that the Macpherson definition of 'institutional discrimination' in relation to race can be equally applied to other equality strands;

- we acknowledge The Stephen Lawrence Enquiry definition of a racist incident is "any incident which is perceived to be racist by the victim or any other person".
- we also recognise that all pupils may experience harassment and bullying and in tackling these issues in school, we use the same definition that such an incident is perceived to be harassment or bullying by the victim or another person, until proven otherwise;
- we will strive to be a 'listening school'. We listen to all our school community members including pupils, parents, staff, visitors, wider community members, stakeholders and partners. We take seriously all experiences of bullying and hurtful behaviour resulting from bullying such as racism. We invite all our pupils in particular to talk to us about bullying, where it happens, who is doing it, and what it involves;
- we adhere to the principles stated in the document 'Promoting fundamental British values as part of SMSC in schools: Departmental advice for maintained schools' DfE Nov 2014. (Please refer to this document)
- we are committed to being a learning organisation which recognises the contribution of all pupils, staff, parents and other partners and which is supportive, fair, just and free from discrimination;
- we will continue to develop preventative measures to deal with discrimination including promoting human rights and equality through the Citizenship Curriculum and in particular focusing on the 'rights of the child' , the 'right to education' and the right to be safe;
- our SEN policy and Accessibility Plan demonstrate our commitments to Pupil Participation, Parent Partnership, Resource Allocation and Curriculum Access. Some of the outcomes of how these aspects are reflected in our school practice and the steps we need to take to develop them link directly to the disability dimensions of our Single Equality Policy;
- involvement and engagement with pupils, staff, governors, parents and with the wider community will form part of our equality, diversity and cohesion strategy with clear objectives and timescales;
- partnerships with parents, governors and the wider community are essential to promote equality, diversity and community cohesion. The schools engagement with partners is central to our overall strategy;
- encourage diversity and eliminate unfair treatment and discrimination through a full range of human resource policies and procedures in particular in the areas of recruitment, training and development and promotion;
- monitor staff in post, all applicants, short listed candidates and candidates appointed;
- recognise that staff have rights as employees to work in a supportive, safe and harassment free environment and that staff have individual and collective responsibility to value and respect each other's contributions;

- promote an environment where standards of conduct are of the highest level and to ensure that no one is harassed, bullied or victimised;
- ensure that equality and diversity are central to our everyday work;
- ensure that in planning, delivering and monitoring strategies and policies, equality and diversity issues are considered at the outset of that work and that we will consult with pupils, parents, staff, partners where appropriate and the wider community.

3. PUBLIC SECTOR EQUALITY DUTY

Please note: When we have updated policies from April 2012 onwards, we have referred to the requirements of the PSED, which state that as part of their statutory duties, schools need to comply with this by 6th April 2012.

The Equality Act 2010 replaced and unified all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It aims to ensure that people have equality of opportunity in accessing and experiencing public services. Schools when carrying out their day to day work should have regard to the following:

- eliminating discrimination
- advancing equality of opportunity and
- foster good relations across all characteristics

Schools cannot unlawfully discriminate against pupils because of their disability, gender, race, religion or belief, sex and sexual orientation. Protection is now extended to pupils who are pregnant or undergoing gender reassignment. This means it is now unlawful to discriminate against a transgender pupil or a pupil who is pregnant or recently had a baby.

This policy was reviewed and updated with reference to this duty. The author/s of this document and the Policy Committee of the Governing Body, which checks all policies before publication, considered this policy in the light of these requirements to ensure that Stepney Primary School adheres to these statutory regulations.
PBrowning, Head Teacher (April 2012)

4. PERSON RESPONSIBLE

Updated in Summer 2015
Mr P Browning
To be reviewed Summer 2017