

St Andrew's CEVC Primary School, Great Yeldham

Policy for Social Cohesion



Reviewed by Maria Trappitt November 2010

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Social Cohesion is not new and there is already a strong background of cohesion in all schools:-

- **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 ethos** – 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.

<h2 style="text-align: center;">Our Vision</h2>

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

Our 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. Pupils are provided with the opportunity to experience, understand and celebrate diversity.

Our school community will not tolerate harassment of any kind and we are committed to combating ALL forms of discrimination.

We recognise that the monitoring and the evaluation of equality is essential to ensure that pupils are not being disadvantaged, and that monitoring leads to action planning.

We intend that our workforce should reflect 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.

We 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.

The community cohesion standards are framed by four strategic aims and their related objectives:

- 1. Close the attainment and achievement gap**
 - 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 has an equal opportunity for promotion to all levels within the school.
 - The school contributes to capacity building within the community

- 2. Develop common values of citizenship based on dialogue, mutual respect and acceptance of diversity.**
 - Curriculum content contributes to an appreciation of cultural diversity, and challenges prejudice, bias and stereotype.
The mainstream 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.
 - All staff and governors have the knowledge and understanding to provide opportunities to develop common values of citizenship based on dialogue, mutual respect and acceptance of diversity.

- 3. Contribute to building good community relations and challenge all types of discrimination and inequality.**
 - The school works with the Local Education Authority and other providers to train its staff and governors on their responsibilities under relevant legislation.
 - All staff and governors have the knowledge and understanding to promote good community relations and challenge discrimination.
 - The school takes positive steps to promote good community relations.
 - Partnership arrangements are conducted in line with the school's equality policies.

- 4. Remove the barriers to access, participation, progression, attainment and achievement.**
 - The criteria and terms of offering a place at school, or placement at a college or work-based learning reflect the local 'catchment area' or produce a mixed intake.
 - The school excludes the minimum number of pupils with no significant differences in exclusion rates between different social or ethnic groups.
 - All pupils have access to the full curriculum and no one group is over-represented in vocational routes or disappplied from the National Curriculum.
 - The staff profile represents the diversity of British society.
 - The governing body reflects the communities it serves.
 - All pupils, parents and community members have equal access to education and training provision in the local area.

We recognise that the school is one of the most important hubs of the community and that we should lead 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, but particularly that which is aimed at groups as well as individuals, such as racist bullying;
- promoting community cohesion, for example, through involvement with other religious communities in the area and the village Twinning Project;
- giving a high profile to rights and responsibilities by promoting human rights, justice and fairness throughout the curriculum and wider school community;
- developing an Equality, Diversity and Cohesion Strategy that includes all equality strands and will begin to link targets and actions with our School Improvement Plan;
- developing and supporting a workforce that reflects at all levels the local community and the urban areas beyond it;
- working in partnership with, and consult, pupils, parents, staff, stakeholders and the wider community to develop good practice and help to establish the equality agenda within our community;
- reviewing and auditing our equality, diversity and cohesion activities.

Our Principles

- To promote equality, diversity and cohesion within the local community. We believe that any modern 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 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 and responsibility for dependants.
- We take note of 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 areas of equality.
- 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 also experience harassment and bullying and in tackling these issues in school 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's doing it, and what it involves by providing a range of means for the bullied and harassed to communicate their concerns.
- We are striving to be 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 Social and Emotional aspect of Learning (SEAL), 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 practice demonstrates our commitments to Pupil Participation, Parent Partnership, Resource Allocation and Curriculum Access.
- Involvement and engagement with pupils, staff, governors, parents and with the wider community will form part of our equality, diversity and cohesion strategy.
- 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 and forms a key part of our Equality, Diversity and Cohesion Strategy and School Improvement Plan.
- 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 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.

Reviewed by M Trappitt – **November 2010**

Shared with all staff – **November 2010**

Shared with Governors – **November 2010**

Review date – **November 2010**