



Equality and Community Cohesion Policy

Brookhill Leys Primary & Nursery School

Our vision Statement

"Laugh often, dream big and reach for the stars!"

BHLPS Summer 2011

Brookhill Leys Primary and Nursery School

EQUAL OPPORTUNITIES AND COMMUNITY COHESION POLICY

Introduction

This Equality 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.

This Equality Policy statement sets out:

- The school's context
- Aims and values
- The school's overall approach to promoting equality: community cohesion, recognising and celebrating diversity and tackling discrimination
- Specific reference to community cohesion, race equality, disability equality, gender equality
- Roles and responsibilities
- Monitoring, reviewing and assessing impact

The School Context - What sort of school are we?

Brookhill School is one of several schools located in Eastwood, Nottinghamshire, a large residential town in an area of social deprivation, ex mining community.

We feed into a secondary school Eastwood Comprehensive, where most of our children go on to attend.. There is good liaison and co-operation between local schools and a thriving family structure exists. There is also a strong commitment to traditional values.

To celebrate and promote international cohesion the school is committed to building a partnership with a Polish school, as well as applying to join an international link from a British Council sponsored project.

- Most children enter the school having experienced some form of pre-school provision, mostly attending our nursery school.
- Pupils with a wide range of attainment, background and family structure attend the school. When compared with the national average the numbers of pupils with special educational needs is slightly above whilst the percentage of pupils who speak English as an additional language is low. Overall, pupils come to school well motivated; they work hard and make the most of their educational experiences.
- The school is keen to develop initiatives beyond the demands of the national curriculum and takes opportunities to work with local artists , church groups and school partnership projects.
- The local community is used extensively to broaden and enrich the quality of education (i.e. The local Police, St. John's Ambulance service, The Life Education Van, The local places of worship etc).

- The school takes great pride in meeting the individual needs of all pupils.
- The school provides a range of after-school clubs which are well subscribed
- An increasing number of families have on line computer systems at home.

Equality - aims and values

At Brookhill 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 the school's aims set out below and which form part of each and every policy.

Our School Aims

These aims are considered to be equally important.

We aim

1. Ensure that all children have equal access to the opportunities the school and the wider community offer regardless of their abilities, gender, race or religion.
2. Develop a school community that children enjoy and have pride in being part of.
3. Provide a broad, balanced and exciting curriculum which challenges children's thinking and enables them to achieve the highest possible standards.
4. Enable children to take responsibility for and to have opinions about their own learning which they are able to share with others.
5. Support children with their learning, value their achievements and opinions and encourage them to learn from their mistakes.
6. Encourage children to have high expectations of their potential and to be self reliant and independent.
7. Enable children to become aware of and have the chances to become involved in their local community.
8. Develop good relationships and respect between home, school, other professionals and those from other services and the wider community.
9. Foster good effective ways of communicating and working together with parents, governors and the local community for the benefit of the children in our care.
10. Help children to acquire the physical, social and emotional skills and experiences to develop and progress safely through life.

11. Provide a safe and stimulating environment that enables children to access the curriculum fully.
12. Ensure children develop the skills and knowledge to achieve a healthy mind and body.
13. Help children to know the importance of good behaviour, what constitutes good behaviour, and to take responsibility for their own behaviour.

To achieve these aims, we want all our children to:

- Experience a broad and balanced curriculum
- Develop lively enquiring minds and a love of learning
- Have high self esteem
- Work with independence
- Value and care for others
- Be successful
- Have their achievements celebrated
- Feel safe
- Become good citizens
- Become positive contributors to the international community
- Care for their environment
- Be self-disciplined and courteous

We want all staff to:

- Continue raising our high standards of teaching and learning
- Develop professionally
- Feel valued and supported
- Be successful
- Have job satisfaction
- Enjoy a healthy work-life balance
-

We want all parents to:

- Feel welcomed in school
- Work in partnership with teachers
- Be well informed by clear communications

We want governors to:

- Work as friends and partners of the school
- Know the school and staff well
- Offer constructive advice
- Promote the school in the wider community

We want the wider community to:

- Develop good relations with our school
- Broaden our horizons

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, socioeconomic background. The principles of this policy apply to all members of the extended school community - pupils, staff, governors and parents/carers.

A cohesive community

In order to achieve a cohesive community, we endeavour to:

- Promote understanding and engagement between communities
- Encourage all children and families to feel part of the wider community
- Understand the needs and hopes of all our communities
- Eliminate discrimination
- Increase life opportunities for all
- Ensure teaching and the curriculum explores and addresses issues of diversity

How our school promotes community cohesion

Our approach includes a range of activities:

Within the school these include:

Faith,

- Working with the Church, regular visits by clergy and other worship leaders
- Off site visits to places such as local churches and places of worship
- Visits into school from different faiths (parents)

Ethnicity and Culture

- Visitors from various agencies and community groups to work with the children (eg theatre groups, taking part in the Eastwood Arts Festival)
- Social links to Poland and projects via British Council
- Cultural displays evident around school
- Links to festivals in the community ie Nottingham's Caribbean festival

Socio-economic factors

- Charity days/events (i.e. Red Nose Day, harvest festival, Salvation Army, UNICEF, Help for Heroes, Nottinghamshire Air Ambulance)

- Encouraging the pupils' voice through School Council, Eco Club , Monitor jobs and open dialogues with the Headteacher and staff (post its on the door ethos)
- Promoting engagement with parent through; parents' evenings, curriculum evenings, community events, the signposting of parent and child courses, family learning, the school website, Personal Organisers etc. open days coffee mornings , inclusion events in the High Street
- Strong links are fostered and encouraged, enabling multi-agency working between the school and other local agencies, such as the police, social care and health professionals
- Our choir sing for the elderly and different audiences, promoting respect for different sections of society.
- Providing access to (or signposting) extended services and community use of our facilities for activities that take place in and out of school hours, including adult and family learning in our family community room and access for all to the intern and computer use
- LA and school admission arrangements promote community cohesion and social equality
- Promotion of extended services within our school
- Provision of a Community Room for meetings etc relating to community matters. (Credit Union, Toddler Group)

With other schools these include:

- Sporting fixtures (friendlies and competitive)
- 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
- Links are built into existing schemes of work and grounded in the curriculum with pupils working together on joint projects or activities

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 ever changing 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 take steps to prevent it

- oppose all forms of racism, racial prejudice and racial harassment
- be proactive in tackling and eliminating unlawful discrimination

Disability Equality

The aim of our school is to ensure that wherever possible disabled people have the same opportunities as non-disabled people in their access to education and to prevent any form of unlawful discrimination on the grounds of disability.

Appropriate measures will be taken to ensure that statutory duties are met:

- not to treat disabled pupils and prospective pupils less favourably than other non-disabled pupils
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage

In addition, steps will be taken to ensure that employees and those working with the school's authority:

- support the governing body in meeting their duties
- do not act in such a way that renders the governing body liable to a claim of discrimination
- Staff and those working with the authority of the school are made aware of the basic requirements of the Disability Discrimination Act and Disability Code of Practice for Schools.

There will be occasions where the treatment of disabled children is different from non-disabled students. In such cases the school will be able to demonstrate that such treatment is justified. (including demonstrating to other children) The reason for the different treatment will be both material to the circumstances of the particular case and substantial (e.g. health and safety reasons). The school will also demonstrate that all reasonable steps have been taken to avoid the disabled pupil being placed at a significant disadvantage.

Careful consideration will be given to how participation can be best facilitated. A number of factors may be part of this consideration including:

- the need to maintain academic, musical, sporting and other standards
- the financial resources available
- the cost of taking a particular step
- the extent to which it is practicable to take a particular step
- health and safety requirements
- the interest of other pupils

The consideration of these factors may lead to the adoption of certain reasonable adjustments rather than others.

We recognise that the duty to make reasonable adjustments for disabled students is anticipatory. To meet this duty we will review policies, practices and procedures to

ensure that we do not discriminate against disabled pupils. Examples of the specific measures we will be taking include:

- ensuring providers of facilities for school trips and extra curricular activities can accommodate disabled pupils before making bookings in advance
- reviewing staffing arrangements to ensure that the school is in a position to administer medication if required in exceptional circumstances
- ensuring there are special arrangements in place for disabled pupils who are taking examinations
- ensuring our policies and procedures for bullying cover issues of disability
- working closely with parents and disabled pupils to identify potential barriers to participation and devising reasonable adjustments to overcome them
- ensuring that staff are briefed on the Disability Code of Practice for schools issued by the Disability Rights Commission

We will also take reasonable steps to find out whether prospective or existing pupils have a disability. This will include:

- creating an ethos and culture which is open and welcoming so that parents and pupils feel comfortable about sharing information about the disability
- asking parents during the admissions process about the existence of any disability
- providing continuing opportunities to share information (e.g. when seeking permission to go on a school trip)
- monitoring levels of participation, achievement and behaviour that may indicate a disability that has not been identified and referring the matter to specialist agencies

Our school believes that improving access to education and educational achievement by disabled pupils:

- ensures equality of opportunity
- encourages full participation in society
- improves the likelihood of independent living and economic self-sufficiency in the future

We believe that disabled people should be valued for what they can do rather than labelled for what they cannot.

- We improve the accessibility of the physical environment within the resources available in response to needs arising.
- We identify and monitor the performance of different groups of pupils:
- boys/girls; minority ethnic groups; SEN; disabled pupils; "Looked After pupils; EAL; chronic medical conditions.
- Assessment procedures take into account the SEN Code of Practice (2001) and its Toolkit; the needs of EAL pupils; the needs of minority ethnic pupils.

- We have procedures for involving all parents/carers in their children's learning and we monitor this involvement and the outcomes.
- We have procedures for involving all pupils in their own learning and we monitor this involvement and the outcomes.
- Educational inclusion is an integral part of the school development programmes, continuous professional development and governors' meetings.
- We deploy resources to pupils with SEN in excess of the expectations of the SEN Code of Practice 2001

Gender Equality

The school promotes equality of opportunity between males and females and endeavours to eliminate all unlawful sex discrimination and harassment. Conditions for learning (eg. environment, teaching and learning, resources, social and emotional aspects of learning) provide equal access and opportunities to both boys and girls and their learning needs and styles.

Roles and responsibilities

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

Our governors are responsible for:

- Making sure the school complies with all current equality legislation
- Making sure this policy and its procedures are followed

The Headteacher is responsible for:

- Making sure the policy is readily available and that the governors, staff, pupils and their parents 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
- 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
- Taking training and learning opportunities

Responsibility for overseeing equality practices in the school is as follows:

- Coordinating and monitoring work on equality issues (Headteacher and Deputy Head)
- Dealing with and monitoring reports of harassment, including racist and homophobic incidents (Headteacher and Deputy Head)
- Monitoring the progress and attainment of vulnerable groups of pupils e.g. Black and minority ethnic pupils, including Travellers
- Monitoring exclusions (Headteacher and Deputy Head)

The school has adopted and follows the LA guidelines for Dealing with Racial Incidents. This includes the Common Monitoring Policy and reporting racial incidents to the LA

Monitoring, reviewing, assessing impact

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.



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- prepare pupils for life in a diverse ever changing 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 take steps to prevent it

- oppose all forms of racism, racial prejudice and racial harassment
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Disability Equality

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Appropriate measures will be taken to ensure that statutory duties are met:

- not to treat disabled pupils and prospective pupils less favourably than other non-disabled pupils
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage

In addition, steps will be taken to ensure that employees and those working with the school's authority:

- support the governing body in meeting their duties
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- monitoring levels of participation, achievement and behaviour that may indicate a disability that has not been identified and referring the matter to specialist agencies

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- encourages full participation in society
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Roles and responsibilities

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The Headteacher is responsible for:

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Responsibility for overseeing equality practices in the school is as follows:

- Coordinating and monitoring work on equality issues (Headteacher and Deputy Head)
- Dealing with and monitoring reports of harassment, including racist and homophobic incidents (Headteacher and Deputy Head)
- Monitoring the progress and attainment of vulnerable groups of pupils e.g. Black and minority ethnic pupils, including Travellers
- Monitoring exclusions (Headteacher and Deputy Head)

The school has adopted and follows the LA guidelines for Dealing with Racial Incidents. This includes the Common Monitoring Policy and reporting racial incidents to the LA

Monitoring, reviewing, assessing impact

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.