



# Equality, Diversity and Community Cohesion Policy

**REVIEW:ANNUALLY      LAST REVIEW DATE: September 2024**

## Statement of Intent

All stakeholders in a school community should have the right to enjoy, achieve, and feel valued and safe from discrimination, across the whole range of school activities.

The overall objective of this policy is to provide a framework for Westvale Park Primary Academy 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.

## School Context

Our school is located in the Westvale Park development; whilst rural in setting it is less than a mile from the town of Horley.

At Westvale Park Primary Academy, we pride ourselves on celebrating and embracing diversity that a range of socio- economic backgrounds bring and we work very hard in promoting an inclusive environment for all our families.

Westvale Park Primary Academy is a Free school, maintaining close links with the other 6 schools in the Aurora Academy Trust. Whilst also working with the other schools in the Horley Community, as part of the Horley Learning Partnership.

The school has a pan of 60 in each year group and a nursery. When the children enter school, they are placed in classes according to their age and not by race, ability or gender, although we do aim to have a gender balance as far as possible in each class. The Early Years operates a 'Foundation Village' approach, which allows the children from the nursery and reception classes to mix, and teaching is focused at their stage of development rather than their age.

## 1. Equality

We are committed to supporting the achievement of everyone in the school, enabling them to fulfil their potential and to develop as independent learners. We realise that certain social divisions and prejudices may act as obstacles to achieving that goal. We are, therefore, committed to challenging racism, classism, sexism, religious intolerance and discrimination. We aim to develop a community of learners where diversity is accepted and valued and to prepare young people to be tolerant, humane and just members of society. We realise that this will involve everyone - pupils, staff, parents and Local Academy Board members - in processes of examining and possibly changing the way that we think and behave. Any behaviour which is contrary to the equal opportunities mantra of this school will be responded to openly, honestly and fairly in the spirit of this policy statement.

We aim to provide equality and excellence for all to promote the highest possible standards. We will:

- Work within a culture of respect for others
- Recognise and celebrate differences between people.
- Nurture a community where pupils are well prepared for life in a diverse society.

We seek to ensure that no pupils, staff, parents/carers or any other person through their contact with the school receives less favourable treatment on any grounds which cannot be shown as justified. This covers race, ethnic or national origin, language, religion or belief, gender, sexual orientation, marital status, disability, age, responsibility for children and other dependents, trade union or political activities, social class, where the person lives or spent convictions.

## 2. Race

### **Aims and Values**

This policy aims to build on the school's core values and ethos. In accordance with the statement of aims:

- We acknowledge that racism exists in society today and are committed to work towards its elimination by preparing children for life in a multi-ethnic society. The school aims to tackle racial discrimination and promote race equality and good relations across all areas of school activity.

### **Delivery**

- The school curriculum takes account of different religious and cultural values across all subject areas and welcomes visitors who contribute to the diversity of daily life in the school.
- Students learn about religions from around the world, look at art forms, study Artefacts and listen to stories.
- The school actively seeks to create an environment which respects and values cultural, linguistic and religious differences.
- Teachers plan activities and learning that will ensure an even balance of views from cultures other than their own and will also challenge cultural bias and stereotyping.
- All staff deal with racist incidents if they occur and report to the Head of School.
- The school environment, lessons and assemblies will promote positive images and stories or contexts from different ethnicities, degrees of physical ability, gender, age and race.

### **Monitoring**

- All staff are responsible for monitoring racial equality in the school. Racial incidents and occurrences are reported immediately and recorded electronically in school on CPOMS. Parents are informed immediately.

## 3. Disability

There is a significant overlap between those who count as disabled under the Disability Discrimination Act and those who have special educational needs as defined by the Education Act 1996. The definition of Special Educational Needs (SEN) includes many, but not necessarily all, disabled children: a disabled child has special educational needs if they have a disability and need special educational provision to be made for them to be able to access the education which is available locally.

The National Curriculum Inclusion Statement reminds us that all teachers are required to follow three inclusive principles:

1. Setting suitable learning challenges enabling all children to experience success and achieve as high a standard as possible through appropriate differentiation.
2. Responding to pupils' diverse learning needs and disabilities by:
  - creating effective learning environments;
  - securing their motivation and concentration;
  - providing equality of opportunity through teaching approaches;
  - using appropriate assessment approaches;
  - setting targets for learning.
3. Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

#### 4. The Duty

The Disability Discrimination Act 2005 (DDA) and the Equality Act 2010 places a general duty on schools to have due regard for the following when carrying out their functions:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination that is unlawful under the DDA;
- Eliminating harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

This duty requires schools to take a more proactive and comprehensive approach to promoting disability equality and eliminating discrimination. It is acknowledged that there needs to be a move from individual focus/response to an approach that builds disability equality considerations in from the start.

As school policies are reviewed, consideration is given to their impact on pupils, staff and parents with disabilities.

#### **What are the school's duties?**

- Prepare and publish a disability equality scheme
- Involve disabled people in its development
- Report on it annually
- Review and revise the plan as necessary

The school is not required to do anything under this plan that is unreasonable or impracticable.

## 5. Gender

We have a general duty to promote equality of opportunity between boys and girls, men and women.

- We shall raise awareness of stereotypes and prejudices, patronising behaviour and bias in books, curriculum and behaviour. Parental roles will be shown as a shared endeavour between men and women, as will all types of careers in society.

### Monitoring

The headteacher will report on any decisions involving gender categorization to the Local Academy Board. This will be monitored to ensure there is no discrimination on the grounds of gender.

## 6. A Cohesive Community

Community Cohesion is working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace and wider community.

### We will:

- 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
- Provide opportunities across the curriculum to promote shared values and help pupils to
- value differences and to challenge prejudice, discrimination and stereotyping.
- Provide a programme of curriculum based activities whereby pupils' understanding is enriched through visits and meetings with members of different communities.
- Provide opportunities for pupils to interact through curricular and extra-curricular activities such as sport, drama, school trips
- Use assemblies which involve members of the wider community to promote engagement and shared understanding, as well as the school's ethos and values.
- Engage in and build successful partnerships with families.
- Work closely with outside agencies to support the needs of our pupils and their families.
- Offer extended learning opportunities through the school trust and/or local partnership arrangements (Horley Learning Partnership)

- Offer the use of our facilities to the local community for them to meet and learn.

## 7. Delivery

### **Within the school:**

At Westvale Park Primary Academy there is considerable emphasis on the holistic development of the 'whole child' and to this end, we work hard at preparing pupils for life beyond, maximizing the personal/independence skills as this can be the barrier to successful transition to secondary school. We have a highly motivated and effective School Parliament, child-subject ministers, whole school and class monitors. Our PSHE/SRE lessons often relate to our learner qualities and much work is done to build a cohesive community. Our 'Learning Values' supports promotion of a whole school community as do the "Team events" and House team, reward events. We operate a successful range of lunchtime and after school clubs, based on pupils' interests and these are reviewed termly in order that we continue to gauge what pupils would like to participate in. The Parents of Westvale (POW) offer events for parents/carers to attend alongside their child. School Assembly is used to help address issues that affect us all and encourage pupils to consider the impact of certain behaviours on their immediate surroundings. Throughout the curriculum we focus on oracy to ensure that every child has a voice and knows how to express themselves. This focus on oracy, also sets every child up with the skillset for a successful work life and the ability to stand up for what they know is right.

### **The local community:**

Learning is related to real life experiences to help pupils make sense of themselves within their society.

The local community is used in a variety of ways to support the curriculum, whether it be visiting local places of worship, using the locality, or continually encouraging visitors to come into school.

We take part in sporting events and competitions with our local school cluster (Horley Learning Partnership). We offer HLP extended learning activities to pupils and advertise local events for both pupils and families.

### **The UK Community:**

We offer school journeys in all year groups and residential trips in years 2, 4 and 6. We encourage participation in National Days such as World Book Day and Red Nose Day and we have our national weeks e.g. Road Safety, Mental Health week. .

### **Global Community:**

Our curriculum is planned to enhance the understanding of our pupils that they are citizens of a diverse global community. Pupils undertake arrange of fund-raising events and this

helps them to understand how lives can be very different around the world. Our links with Pansophic Learning ensure that we are thinking globally.

## 8. Roles and responsibilities

### **Trustees 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 that this policy is readily available and that Local Academy Board members, staff, pupils and their parents/carers know about it
- Making sure that procedures are followed
- Producing regular information for staff and Local Academy Board members about the policy and how it is working
- Making sure all staff know their responsibilities and receive necessary training and support in carrying these out
- Taking appropriate action in cases of harassment and discrimination

### **All school staff are responsible for:**

- Modelling good practice, reporting to leadership, and then sensitively using any racist or homophobic incidents as teaching points and being able to recognise and tackle bias and stereotyping
- Promoting equality and good race relations and avoiding discrimination against anyone for reasons of race, ethnic or national origins, language, culture, religion or belief, disability, gender, sexual orientation, or social class
- Keeping up to date with the law on discrimination and taking training and learning opportunities

### **Pupils are responsible for:**

- Keeping equality and diversity issues 'alive', through School Parliament, discussions with the Class Teacher and reporting areas of concern

### **Parents/carers are responsible for:**

- Keeping the school informed of any aspect of this policy that affects them and/or their child
- Encouraging their children to develop positive and inclusive attitudes

## 9. Monitoring and Evaluating

This policy will be reviewed annually. We will gather evidence regarding the implementation of this policy by:

- observing actions and relationships in and out of the classroom; raising issues to address
- taking appropriate action to address the range of needs to ensure equality of opportunity
- monitoring exclusions and behavioural referral forms and reporting to the local authority and to Local Academy Board members
- scrutinizing racism, racial harassment, homophobic and bullying incidents (see Anti-Bullying Policy); reporting to the local authority, LAB and parents/carers where required
- monitoring teaching and learning; ensuring all policy documents conform to this policy
- analysing performance data by groups based on ethnicity, gender, disability and other needs; reporting back to staff and Local Academy Board members
- ensuring any action arising from our monitoring is addressed in the School Improvement Plan/ Head's Report to Local Academy Board members