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## **Community Cohesion Including Equality**

Policy Reference:	CC1
Created by:	Headteacher Mrs Kate Fuller
Responsibility:	Strategy Committee
Reviewed by:	Governing Body / SST
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Ratified by Full Governing Body on:	March 15 <sup>th</sup> 2010
Signed:	

A handwritten signature in black ink, appearing to read 'C. Norris', is written over a light grey rectangular background.

Mr Clive Norris

Chairman of Governors

## Introduction

This 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 policy applies to and includes everyone associated with the school; staff, Governors, volunteers, pupils, parents/carers and visitors alike.

### This policy statement sets out:

- Signposting to the school's context
- Duties and Principles
- The school's approach to community cohesion
- Roles and responsibilities
- Monitoring, reviewing and assessing impact

### Signposting to the school's context - what sort of school are we?

Please see the School Profile and school SEF that are updated annually.

### Duties and Principles

At Guillemont Junior School we aim to provide equality and excellence for **all**. This policy is based on the legal duties and the school's principles in relation to Community Cohesion and equality.

Legal duties:

1. We welcome our duties under the Race Relations 1976 as amended by the Race Relations Amendment Act 2000; the Disability Discrimination Acts 1995 and 2005; and the Sex Discrimination Act 1975 as amended by the Equality Act 2006.
2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
3. We recognise that these four sets of duties are essential for achieving the five outcomes of the Every Child Matters framework, and that they reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

### Our principles:

We celebrate the diverse nature of our society, are committed to ensuring race equality in all areas of our work and are determined to tackle inequality in all of its forms.

The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties

There is national guidance on how prejudice-related incidents should be identified, assessed, recorded and dealt with and we follow this guidance.

We take seriously our obligation to report regularly to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they were dealt with.

### The school’s approach to community cohesion

- **EQUALITY**
- **RECOGNISING AND CELEBRATING DIVERSITY**
- **TACKLING DISCRIMINATION**

At Guillemont junior School we promote community cohesion through Teaching, Learning and the Curriculum, Equity and Excellence and Engagement and Extended Services at many different levels;

- Within the school
- Within the local community
- Across the UK
- Globally

The overall objective of the school’s Community Cohesion including 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. The school follows Hampshire guidelines and statutory requirements.

Through the 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.

We recognise the complex and sensitive nature of ethnic group data, and respect the rights of individuals to define their own ethnic group and to choose whether or not to disclose information about their ethnic group. We will also ensure that information about an individual’s ethnic group is treated in confidence and strictly for the purpose of monitoring the operation and impact of the race equality policy.

Ethnic group information will be recorded on the basis of each individual’s self-identification through our pupil database and personnel records. Such information will be treated as sensitive and confidential, and its collection and use will comply with the provisions of the Data Protection Act 1998.

We recognise that some individuals may be reluctant to record their ethnic group and others may refuse to do so. That is their right. No attempt will be made to lobby individuals to provide the ethnic group data to the school; or to amend the ethnic group as recorded by an individual pupil/parent or members of staff; or to classify the ethnic group of individuals where they have failed or refused to do so.

We will develop and review our arrangements for the collection of ethnic group information to be used to monitor the operation and impact of the race equality policy. Equality monitoring information will be considered by the Governing Body on an annual basis.

In fulfilling the legal obligations referred to above we are guided by the following principles:

#### **1) We foster positive attitudes and relationships, and a shared sense of cohesion and belonging**

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people

- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, women and men, and an absence of sexual harassment

## **2) Society as a whole should benefit**

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds both women and men, girls and boys

## **3) All learners are of equal value**

We see all learners and potential learners as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whichever their gender.

## **4) We aim to reduce and remove inequalities and barriers that already exist**

In addition to avoiding or minimising possible negative impacts, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men.

## **5) We recognise and respect diversity**

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate, but are differentiated, as appropriate, to take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, women and men are recognised.

## **6) Staff recruitment, retention and development**

Policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whichever their gender.

## **7) Religious observance**

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

### **Action plans**

We recognise that the actions resulting from a policy are what make a difference. Each year we draw up an action plan within the framework of the overall school improvement plan, setting out the specific actions and projects we shall undertake to implement taking account of the principles above.

### **The curriculum**

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the seven principles above.

### **Ethos and organisation**

We ensure that the principles listed also apply to the full range of our policies and practices.

### **Roles and responsibilities**

The Governing Body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and strategies are implemented. A member of the Governing Body; the Governor with responsibility for Community Cohesion, has a watching brief regarding the implementation of this policy.

The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

A TLR post holder for Community Cohesion has day-to-day responsibility for co-ordinating implementation of the policy.

All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom
- promote good relations between persons of different racial groups
- deal with any prejudice-related incidents that may occur
- identify and challenge bias and stereotyping in the curriculum
- support pupils in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work.

### **Monitoring, reviewing and assessing impact**

Where children are involved parents will always be informed. Staff involved in racist incidents will be subject to disciplinary measures (see Hampshire County Council Personnel Manual)

We will monitor and report all incidents on a regular basis as follows:

- opposition to behaviour is demonstrated
- reasons are explained
- sanctions and/or counselling for offenders
- victims are supported (including parents and carers)
- the nature of the incidents is communicated through the agreed channels to HT / staff / Governors and Local Authority
- the Local Authority are involved in serious incidents and the police involved if necessary

We undertake regular monitoring of all pupils through curriculum assessment and progress, behaviour records, the SEN Audit and Annual Reports of Achievement. School Targets for curriculum will be set not for ethnic groups but on an individual's attainment based on previous performance and expected progress; evaluation will be made on an individual pupil basis not for ethnic groups.

Where staff groups are subject to Performance Management (appraisal) review, this will be carried out on an individual basis with all members of the group treated individually and equally, according to school or national arrangements (e.g. NQTs, Threshold Teachers, Post Threshold Teachers, Leadership Group Teachers) in line with Hampshire County Council Personnel practice recommendations. Monitoring and review will therefore not be carried out on ethnic groups.

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.

We collect study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate. In particular we collect, analyse and use data relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status, level of deprivation and gender.

## Guillemont Junior School

### Community Cohesion including Equality Policy

#### Appendix 1

We are opposed to all forms of racism, including those forms directed against individuals and groups on the grounds of their colour, racial group, ethnic, religious, cultural or national origins, traveller and refugee status, and asylum seekers. These may include but are not limited to:

- Physical assault against a person or group because of colour, ethnicity or nationality
- Use of derogatory names, insults or racist jokes
- Racist graffiti
- Provocative behaviour such as wearing racist badges or insignia
- Bringing racist materials into school
- Verbal abuse or threats
- Incitement of others to behave in a racist way
- Racist comments in the course of discussion
- Attempts to recruit others to racist organisations
- Ridicule of an individual for cultural difference e.g. food, music, religion or dress
- Refusal to cooperate with other people because of their colour, ethnic origin or nationality
- Written derogatory remarks
- Any of the above forms of racial harassment, or any other discrimination by employers in connection with work placements or work experience.