



St Thomas á Becket CE (Aided) Primary School

Equality, Diversity and Community Cohesion

Non statutory	
Policy agreed	22 September 2015
Policy published	September 2015
Next review date	FGB free to determine
Approved by	FGB
May be delegated to committee, individual governor or head teacher	

Key Principles

The school is committed to working towards race equality, promoting positive approaches to difference and opposing all forms of racial prejudice and discrimination. Race equality and acceptance of diversity is enshrined within the Christian ethos of the school. Language or behaviour which is racist or potentially damaging to any ethnic or racial group is not tolerated and will always be challenged. We value and encourage involvement of all people from all sections of the local community. We recognise that British society is made up of people from many different racial, cultural, linguistic and religious backgrounds, and that all pupils must be fully prepared to live in such a diverse society.

Aims of the policy

The purpose of this policy is to:

- Eliminate unlawful discrimination and promote equality of opportunity and good relations between different racial groups, including Travellers, refugees and asylum seekers, across all areas of school life.

To that end the school aims to:

- Promote a positive, supportive ethos in which all pupils whatever their race, religion or culture feel valued, that their needs are met, and that they are able to achieve their full potential.
- Respect and value differences between people, promote good relations between different groups within the school and wider community, and prepare all pupils for life in a diverse society.
- Ensure that racial equality and consideration of diversity is an integral part of planning and decision making across all areas of the school.

- Work in partnership with parents and the wider community to tackle and eliminate racial or any other sort of discrimination, making the school a place where everyone feels safe, welcome and valued.

Leadership and Management

The following hold key roles in ensuring that the provisions of this policy are made effective:

- **The Governing Body**
 - Ensure that the school fulfils its legal responsibilities.
 - Maintain an overview of implementation of this policy and its related procedures and strategies.
- **The Head teacher**
 - Ensures that this policy and its related procedures and strategies are implemented.
 - Ensures that all staff are aware of their responsibilities under the policy and that they receive appropriate training and support within the school's programme of CPD.
 - Takes appropriate action in any cases of racial discrimination.
- **All staff**
 - All teaching and support staff have a responsibility to comply with this policy and avoid any form of discrimination on racial grounds or discrimination because of diversity.
 - All staff, through teaching and other relations with pupils, parents, colleagues and the wider community, should promote race equality, good race relations and understanding of diversity.
 - All staff are responsible for applying school policy appropriately to deal with racist incidents and to identify and challenge any type of bias and stereotyping.
 - Staff should keep themselves up to date with race relations legislation by attending training and information events as necessary and available.
- **Staff with specific responsibilities**
 - When teaching PSHE or RE acknowledge and act with responsibility for promoting awareness of race equality issues, positive images, balance and appreciation of diversity through the curriculum.
- **Visitors**
 - Care is taken to ensure that all visitors, including contractors, are aware of and adhere to, the school's policy on race equality.

1. Policy and Practice

It is recognized that making the race equality and diversity principles stated above a reality in all aspects of school life requires a continuous process of review and development.

- **Planning and development**
 - The criteria set out in this policy, together with the standards identified in the Wiltshire self-evaluation audit, form the basis for regular audit and evaluation of race equality issues in all areas of school policy and practice.
 - In the light of this, priorities are set, school policies and strategies are amended as necessary, and appropriate targets for action are identified and incorporated into the school development planning process.

- **Monitoring – Patterns and trends are identified, and used to inform planning, through regular monitoring of key indicators by ethnic group:**
 - The pupil population (following national guidelines)
 - Pupil admissions and attendance
 - Pupil progress and attainment
 - Rewards, sanctions and exclusions
 - Bullying and racist incidents. Relevant data and issues emerging from monitoring are communicated as appropriate at staff meetings and governors meetings ensuring that information cannot be used to identify individuals.

2. Building in Race Equality, Diversity and Community Cohesion

Set out below are the key criteria that we undertake to use as a school to evaluate our provision and to inform our targets and plans for development. Where appropriate, our approach will be guided by the more detailed standards incorporated in the CRE document 'Learning for All'

- **Curriculum and Teaching**
 - Racial equality and ethnic and cultural diversity are promoted, and racism and discrimination challenged, through the resources and teaching methods used
 - Every effort is made to ensure that all the pupils have equal access to the mainstream curriculum, by taking account of their individual cultural backgrounds and linguistic needs, and by differentiating work appropriately
 - Wherever possible, steps are taken to provide experience of diversity through personal encounter with other cultures.
- **Admission, Attendance and Discipline**
 - The admission process (and selection criteria) are fair and equitable to pupils from all ethnic groups
 - The school monitors pupil attendance by ethnic group and uses the data to develop strategies to address poor attendance – making appropriate allowance for religious observance
 - The school's procedures for discipline and behaviour management, including exclusion, are fair and applied to all pupils, irrespective of ethnicity.
- **Personal Development, Attainment and Progress**
 - The school recognizes and values many forms of personal and academic achievement, and all pupils are encouraged and enabled to reach the highest personal standards
 - Planned and targeted support are given to address any disparities in progress or achievement that are identified through our ethnic monitoring procedures
 - Provision for pastoral care and guidance (including careers guidance) takes account of ethnic and cultural diversity, seeking to promote equality and challenging stereotyping.
- **Attitudes and Environment**
 - Every care is taken to ensure that all aspects of the communal life, environment and ethos of the school promote equality, celebrate diversity and negate all forms of prejudice and discrimination
 - All incidents of racism or racial harassment are dealt with according to Wiltshire LEA's published guidance on dealing with racist incidents.

- **Parents, Governors and Community Partnership**
 - All the school's forms of communication with and involvement of parents and carers are designed to be inclusive and accessible to all
 - Community members of all ethnic groups are encouraged to participate in the life of the school, whether as governors or in other capacities, and positive steps are taken to include under-represented groups
 - Community access to school premises and facilities is equally available to all ethnic groups

- **Staff Recruitment and Professional Development**
 - All procedures for recruitment , selection, promotion and professional development of staff are planned and monitored to ensure equality and avoid conscious or unconscious racial discrimination
 - Staff are supported through training and management to develop their effectiveness in dealing with race equality issues.

Signed: 22/09/2015

Position: Chair of Governors