



**Sunnybrow**  
**Primary School**

**Equality**  
**and**  
**Community Cohesion Policy**

## **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.

Our school values the individuality of all our children. We are committed to giving all our children every opportunity to achieve the highest standards because we believe it is every child's right! Within this ethos of achievement, we do not tolerate bullying or harassment of any kind. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background. We aim to reflect the multi-ethnic nature of our society and ensure that the education we offer fosters positive attitudes to all people.

This policy must be read in conjunction with other related school policies such as Behaviour, Equal Opportunities and Special Educational Needs.

### **This Equality Policy statement sets out:**

- The school's context
- Vision Statement and Aims
- The school's overall approach to promoting equality: community cohesion
- 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?**

Sunnybrow Primary School is a smaller than average primary school near Crook in County Durham, serving a residential area in a semi rural setting.

In May 2013, Ofsted inspectors judged it to be a good school.

- Most children enter the school having experienced some form of pre-school provision, often from a nursery school. However, the majority also enter school with very poor speaking and language skills and very poor social skills.
- At present, 95.7% of our pupils come from a white British, Christian background and 2.5% are of mixed race. (Raise 2014)
- The school is keen to develop both national and international links with other schools. We have a link school in Kenya and have had links with schools across Europe and in Venezuela.
- Overall, pupils come to school well motivated; they work hard and make the most of their educational experiences.
- Most parents value the educational provision and are extremely supportive. Some are eager to work in close partnership with the school and give their time each week to help in school, or to fundraise, through "The Friends of Sunnybrow".
- We have a high percentage of children with Special Educational Needs and we take great pride in meeting the individual needs of all pupils.
- Attainment at the end of key stage 1 is in line with that of similar schools in English, mathematics and science. Attainment at the end of key stage 2 is higher than that of similar schools.

- As part of the Parkside cluster of schools we are able to offer a variety of extended services and access to outside agencies. These services are well used by both.
- The local community is used extensively to broaden and enrich the quality of education.

## **Vision statement**

Imagine a place where everyone can learn together in a safe, caring and stimulating environment while growing in self-esteem and confidence.

Sunnybrow Primary School: a place where everyone has a chance to shine.

## **Aims**

We aim to:

- create an inclusive community, in which everyone is equally valued, regardless of gender, race, culture, religion or disability;
- strengthen partnerships between pupils, staff, governors and the wider community;
- develop an awareness, tolerance, respect and understanding of other cultures and different ways of life;
- encourage social, moral, cultural and spiritual growth; developing self-esteem, confidence, respect and responsibility for both themselves and their environment;
- provide a creative and challenging curriculum which encourages independence and promotes lifelong learning and high aspirations;
- raise awareness of personal safety while providing a secure environment with clear and effective procedures ensuring the safety of everyone;
- create a positive, vibrant environment which motivates and inspires;
- promote the importance of a healthy lifestyle;
- equip pupils with the skills and knowledge required to function well as citizens of the future;
- recognise and nurture the unique qualities and achievements of each individual.

These aims are designed to ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, disability, ability, sexual orientation, age, and social circumstances. We strive to include and engage all pupils and to prepare them for full participation in a diverse society.

### **This school will take steps to:**

- promote equality of opportunity and access;
- promote racial equality and good race relations;
- oppose all forms of prejudice and negative discrimination;
- ensure pupils with a disability have access to the school buildings and to the curriculum.

## **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.

## **Community cohesion**

By community cohesion, we at Sunnybrow mean 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, in schools and in the wider community.

## **Community from a school's perspective**

For schools, the term 'community' has a number of dimensions including:

- the school community – the pupils it serves, their families and the school's staff;
- the community within which the school is located – the school in its geographical community and the people who live or work in that area;
- the community of Britain - all schools are by definition part of this community;
- The global community – formed by EU and international links.

*In addition, schools themselves create communities – for example, the networks formed by schools. In our case the "Parkside cluster".*

*Broadly, schools' contribution to community cohesion can be grouped under the three following headings:*

- 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.

## **Teaching, learning and curriculum**

An effective school will have a high standard of teaching and curriculum provision that supports high standards of attainment, promotes common values and builds pupils' understanding of the diversity that surrounds them, recognising similarities and appreciating different cultures, faiths, ethnicities and socio-economic backgrounds. Opportunities for discussing issues of identity and diversity will be integrated across the curriculum.

**We need to ensure:**

- lessons across the curriculum that promote common values and help pupils to value differences and to challenge prejudice and stereotyping;
- a programme of curriculum based activities whereby pupils' understanding of community and diversity is enriched through visits and meetings with members of different communities;
- support for pupils for whom English is an additional language (EAL) to enable them to achieve at the highest possible level in English;
- an effective voice and involvement of pupils in the governance and organisation of the school in a way that teaches them to participate in and make a difference in school, in their local community and beyond.
- SMSC is fully embedded in school and that a range of activities are provided which give the pupils the opportunity to learn about other religions and cultures as well as allowing pupils to examine their own beliefs.

**Equity and excellence**

We should continue to focus on securing high standards of attainment for all pupils from all ethnic backgrounds and of different socio-economic statuses, ensuring that pupils are treated with respect and supported to achieve their full potential.

The school tracking systems will enable us to evaluate progress of different groups and to tackle underperformance by any particular group.

We need to monitor incidents of prejudice, bullying and harassment. Monitoring of whether pupils from particular groups are more likely to be excluded or disciplined than others should be accompanied by appropriate behaviour and discipline policies in place to deal with this.

**Engagement and ethos****School to school**

We shall seek to broaden the ways that we work in partnership with other schools. We shall look either locally or further afield and the means of developing the relationship may be through exchange visits or more likely through the internet.

Sharing facilities also provides a means for pupils to interact, as do opportunities for meaningful intercultural activities such as sport and drama.

**School to parents and the community**

Good partnership activities with the local and wider community might include:

- working together with community representatives, for example through mentoring schemes or bringing community representatives into school to work with the pupils, ensuring that the pupil voice is heard and able to effect change;
- maintaining strong links and multi-agency working between the school and other local agencies, such as the youth support service, the police and social care and health professionals;
- engagement with parents through The Friends of Sunnybrow, curriculum evenings, parent and child courses and family liaison work;
- provision of extended services, and in particular bringing parents together from different backgrounds through parenting and family support and community use of facilities for activities

that take place out of school hours, including adult and family learning, ICT and English for speakers of other languages (ESOL) classes.

### **Our current situation**

We are one of a number of schools in the area which feed into Parkside Academy and which, together with Parkside, form a community of schools called the Parkside Cluster. This community of schools share expertise and resources where possible and form a mutually supportive group. We have links with other schools in Co. Durham.

Most children enter the school having experienced some form of pre-school provision; often from a nursery school. Pupils with a wide range of attainment, attend the school. The percentage of pupils with special educational needs and access to free school meals is well above national average. We have a 95.7% white British population.

At present, we have a link with a school in Kenya and have plans to establish links with other schools nationally where pupils have different ethnic backgrounds and cultures.

An energetic PTA (Friends of Sunnybrow) supports the life of the school, raising funds each year to enrich educational provision. Some parents are also very committed to helping the school in many capacities, most especially as volunteer helpers within school and out on trips.

The local community, the City of Durham and other resources in the area are used extensively to broaden and enrich the quality of education.

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.

### **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 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.

The school will follow the LA Guidelines in dealing with incidents of racial harassment.

Any incident of racial harassment is unacceptable in our school. Incidents could take the form of physical assault, verbal abuse, damage to a pupil's property, or lack of cooperation in a lesson, due to the ethnicity of a pupil.

Any adult witnessing an incident or being informed about an incident must follow these agreed procedures:

- stop the incident and comfort the pupil who is the victim;
- reprimand the aggressor and inform the victim what action has been taken;
- if the incident is witnessed by other pupils, tell them why it is wrong;
- report the incident to the Headteacher or Assistant Head and inform him/her of the action taken
- inform the class teacher(s) of both the victim and the aggressor, then record what happened in the incident book;
- inform both sets of parents, if appropriate.

All racist incidents will now be recorded and reported to the governing body by the head teacher. They will also be reported to the LA.

## **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;
- 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. 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 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 for 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 will 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; SEND; "Looked After" pupils; EAL; chronic medical conditions; Disadvantaged / FSM pupils
- assessment procedures take into account the SEND Code of Practice: 0-25 years (2014) 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 SEND Code of Practice : 0-25 years 2014.

## **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.

## **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 Assistant Head);
- dealing with and monitoring reports of harassment, including racist and homophobic incidents (Headteacher and Assistant Head);
- monitoring the progress and attainment of vulnerable groups of pupils e.g. Black and minority ethnic pupils, including Gypsies and Travellers (Inclusion Manager for EAL); (Headteacher and Assistant Head)

- monitoring exclusions (Headteacher and Assistant Head).

### **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.

November 2008

This policy will be reviewed and updated in November 2010-

Reviewed June 2012

Reviewed March 2015