



EQUALITY, DIVERSITY AND COMMUNITY COHESION

1. Equality Objectives

Parkfield School recognises and celebrates the diversity within our catchment area and welcomes the contribution which different groups and individuals make to the school community.

We recognise that fostering good community relations is an integral part of our school planning, development and improvement. We will work with our school community and wider stakeholders to share a common vision that fosters a sense of belonging and enables our pupils to achieve.

Our school ethos is based on the values of respect, diversity, equality and equity as outlined in the Equality Act 2010 and we will develop our school community to embrace these values recognising the complexities of our modern British society.

Through our innovative teaching and learning we will be supporting our pupils to understand their place and role in the school, the community and wider society. We will do this through our teaching and learning and a range of extended and enrichment services that engage our pupils in wider community engagement activity and through actively promoting fundamental British values in the curriculum and assemblies.

Community cohesion is at the core of our schools values and we recognise that it plays a vital part in helping to keep communities safe with a sense of well being.

Parkfield School is a school that:

- Offers a warm and welcoming atmosphere that is both stimulating and nurturing, where pupils are able to learn.
- Builds the self esteem and confidence of our pupils so they are proud of their school, their community and themselves.
- Encourages positive behaviour and does not tolerate bullying or anti-social behaviour.
- Each pupil achieves his or her best, is confident to challenge discriminatory behaviour and see themselves as an integral and valuable asset in the world.

2. Aims

- To encourage and support the learning of all our pupils whatever their gender, race, culture, origin or ability to attain the highest levels possible.
- Support pupils' development as active citizens within the community, citizens who know their own rights and responsibilities as well as knowing those of others.
- To celebrate diversity and challenge racism.
- To ensure that our teaching styles and materials do not reinforce stereotyping.
- To create a whole school approach based on social justice and fairness so that we promote social inclusion, community cohesion, equality and respect for all.
- To challenge and act upon discrimination and inequality including bullying.

3. Our Commitment to Equality, Diversity and Cohesion

- Parkfield School will not tolerate harassment of any kind
- We are committed to combating all forms of discrimination and will work towards eliminating all discrimination on the grounds of race, gender, gender reassignment, disability, sexuality (including sexual orientation), age, religion and belief.
- We believe that all pupils, staff and everyone who comes into Parkfield School should be treated with dignity and respect at all times and we will not tolerate bullying, harassment or victimisation of any groups or individuals.
- We aim to be an inclusive employer that positively values the contribution of all employees.
- Through both our employment policies and strategies, we aim to achieve equality for all sections of the workforce and the community we serve.

4. Our principles

- We will strive to promote equality, diversity and cohesion within the local community by actively promoting fundamental British values.
- We will embrace people of all faiths, races and cultures with respect and tolerance
- We will not tolerate any extremist views or actions that undermine fundamental British values and equality.
- We will challenge discrimination on the grounds of race, gender, age, sexuality (including sexual orientation), religion or belief.
- All our staff will consistently challenge all put-downs, harassment, name-calling, bullying, threatening hurtful behaviour (physical and psychological) that violates a group or individual and leads to marginalisation, exclusion, and feelings of powerlessness and worthlessness because of: colour, culture, ethnicity, faith, religion, belief, national origin, national status, disability or impairment, perception of sexuality including sexual orientation, gender, marital status, socio-economic background, age, responsibility for dependants and trade union membership.
- We acknowledge the Stephen Lawrence Enquiry definition of a racist incident is 'any incident which is perceived by the victim or any other person'
- We recognise that the Macpherson definition of 'institutional discrimination' in relation to race can be equally applied to other equality strands.
- We aim to be a "listening school". We listen to all our members including students, staff, parents, visitors, wider community members and other partners.

Within the school, all students are able to mix with other year groups and to work collaboratively with both older and younger children. Within this, students will mentor each other and will be able to address problems collaboratively.

- We will promote human rights and equality particularly focusing on the rights of the UN Convention on the rights of the child, especially the right to education and the right to be safe.
- Our SEND policy and practice demonstrates our commitment to inclusion, working with parents, appropriately allocating resources.
- Through our partnership with parents policy we will promote equality, diversity and community cohesion.
- We will aim to encourage diversity and eliminate unfair treatment and discrimination through our school policies and procedures in particular in the areas of recruitment, training and development and promotion.
- We recognise that staff have rights as employees to work in a supportive, safe and harassment free environment and that we all have an individual and collective responsibility to respect each other's contributions.
- We promote an environment where standards of conduct are of the highest level and to ensure that no-one is harassed, victimised or bullied.

5. Equality, Diversity and Cohesion in Practice

Racial discrimination

We have a general duty in law to eliminate unlawful racial discrimination, promote equality of opportunity and encourage good relations between people from different racial groups.

Admissions

We should not refuse to admit pupils or place special conditions, or allow unfavourable treatment because of a pupil's race, gender or disability.

Curriculum

All pupils are entitled to equal access to our curriculum. This means that barriers need to be overcome should there be reasons why students find certain aspects difficult.

Each case will be considered independently. Our lunchtime and after school activities are open to all students.

All subject areas will be reviewed annually to ensure the curriculum promotes awareness of diversity, shared values, exploration of identity and human rights where appropriate and this will be monitored by the Montessori, KS2 and IB Coordinators.

Staff will receive relevant training and support to ensure they feel confident in promoting discussions around sensitive issues. Subject leaders will monitor teaching, learning, resources and the curriculum in their subject area to ensure they meet the aims of this policy.

The Hidden Curriculum

Parkfield School acknowledges that there might be some misconceptions amongst pupils, parents and teachers – for example:

- Certain subjects are not suitable for them (they are boys/girls subjects...)
- That girls and women are inferior to boys
- That special needs pupils have 'problems' and cannot tackle some curriculum areas
- That pupils are somehow quirky or difficult because of their race or religion

6. Community Cohesion

The curriculum of Parkfield School aims to promote the spiritual, moral, cultural, mental and physical development of our pupils and prepare them for the opportunities, responsibilities and experiences of later life. At Parkfield School we believe that as migration and economic change alter the shape of our increasingly diverse local communities, it is more important than ever that our school plays a full part in promoting community cohesion. Parkfield School works hard to secure a thriving, cohesive community, while recognising the vital part it has to play in building a cohesive society for the future.

At Parkfield School we wish to show that through our ethos and curriculum we can promote a common sense of identity and support diversity, showing pupils how different communities can be united by common experiences and values. We believe that it is our duty to address issues of 'how we live together' and 'dealing with difference' however challenging they may seem.

What is community cohesion?

By community cohesion, we 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. The term 'community' includes the following dimensions: the school community, the community within which the school is located, the UK community and the global community.

How Parkfield School contributes towards community cohesion?

At Parkfield School, we promote equality of opportunity and inclusion linked to our strong commitment to diversity within our school community. The 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 increase life opportunities for all by ensuring equal opportunities to succeed at the highest level possible, by tackling discrimination and removing barriers to access and participation in learning and wider activities, and by eliminating variations in outcomes for different groups to close the attainment gap
- **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, so that all feel part of the wider community.

This policy will be regularly monitored and reviewed by staff and governors to ensure that it is effective in securing positive relations between different groups and shared communities, and that it does not disadvantage any particular sections of the community.

Review of policy

In line with all Parkfield School policies, this policy will be reviewed annually.

Ratified by the Governing Body: _____(date)

Principal

On behalf of the Governing Body

Policy Review date: SEPTEMBER 2013