

# Equality, Diversity and Cohesion Policy

Incorporating Race, Disability, Gender, Nationality, Age, religion or belief and Sexual Orientation policies

## Context:

Stratford St Mary Primary School is a rural school, situated in Stratford St Mary, Suffolk. In addition to Stratford St Mary itself the school's recognised catchment area includes the nearby villages of Higham, Holton St. Mary and Raydon but receives a significant number of pupils from outside this area by parental choice. Our small school has a below average proportion of children with special needs and/or disabilities.

## Aims and Expectations:

Stratford St Mary Primary School is a welcoming school where everyone is valued highly and where tolerance, honesty, co-operation and mutual respect for others are fostered. We are committed to the development of the whole person within a supportive, secure and creative environment.

The school promotes equality across all areas of school activity and provides the best possible education for our children and working conditions for our staff without prejudice due to race, nationality, gender, disability, sexual orientation, age, religion or belief. We endeavour to promote positive relationships with parents, governors and members of the wider community. We aim to promote equality and tackle any form of discrimination and actively promote harmonious relations in all areas of school life. We seek to remove any barriers to access, participation, progression, attainment and achievement. We take seriously our contribution towards community cohesion.

## Guiding principles:

### Principle 1: **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 or sexual orientation.

### Principle 2: **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 in relation to:

- disability (physical, mental and emotional), 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.

**Principle 3: 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.

**Principle 4: 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 and age
- whichever their gender or sexual orientation.

**Principle 5: 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.

**Principle 6: 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 background
- both women and men, girls and boys.

## With these guiding principles in mind we aim to:

- give those people affected by the policy the opportunity to be consulted;
- provide a secure environment in which all our children can flourish;
- provide a learning environment where all individuals see themselves reflected and feel a sense of belonging;
- prepare children for life in a diverse society in which children are able to see their place in the local, regional, national and international community;
- include and value the contribution of all families to our understanding of equality and diversity;

- provide positive non-stereotyping information about different groups of people regardless of gender, ethnicity, disability, sexual orientation, religion and age
- plan systematically to improve our understanding and promotion of diversity;
- actively challenge discrimination and disadvantage;
- make inclusion a thread which runs through all our activities.
- involve stakeholders in the development, review, evaluation and impact assessment of all relevant improvement plans, policies and procedures

## Responsibilities:

- The Governing Body and the head teacher ensure that the school complies with all relevant equalities legislation and that the policy is implemented.
- The head teacher ensures that staff are aware of their responsibilities under the policy.
- The head teacher and the policy governors, have responsibility for co-ordinating action against prejudice due to race, nationality, gender, disability, sexual orientation, age, religion or belief.
- The expectation is that visitors and contractors will comply with the school policy.

## Breaches of the Policy:

All breaches of any part of this policy will be rigorously investigated using the appropriate procedures and reported to the Governing Body and LA as required.