

EQUALITY
WITHIN
ST MICHAEL'S
CE (VC)
PRIMARY
SCHOOL

**Legislation, The Equality Policy, Equality Objectives 2012 – 2016,
Accessibility Plan 2012 – 2015, Community Cohesion Statement,
Racial Equality Statement**



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Section 1

Introduction

It is recommended that schools develop a document that sets out how they comply with equality legislation. Although, there is no longer a legal obligation to produce a “Scheme”, schools are still required to publish information showing how they are meeting the Equality duty and publish their equality objectives. In this way, they are encouraged to make transparent their actions and plans in relation to equality.

Background and legislative drivers

Over recent years, schools have (in line with other institutions and public bodies) been working towards an improved understanding of the diverse nature of their communities, and recognising their role in promoting an understanding of equality for different groups of people. Much of this work is in response to legislation that places an increased duty on schools and other settings, but it also sits within the specific context of a school’s role in providing learning and opportunities for all – it is about fairness, rights and justice.

Equality legislation exists to protect people but also to try and advance equality. Inequality still persists in the UK despite 40 years of equality legislation. The recognition of diversity and promotion of inclusion and equality will help to overcome this disparity.

The Equality Act 2010 harmonises and streamlines legislation that has come before it. The Act refers to protected characteristics:

- Age (for staff only)
- Disability
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

The Equality Act 2010 introduced a single Public Sector Equality Duty (PSED) on public bodies including maintained schools and Academies.

This combined **Equality Duty** came into effect in April 2011. It has three main elements. In carrying out their functions, public bodies are required to **have due regard to the need to:**

- **Eliminate unlawful discrimination, harassment and victimisation** and other conduct prohibited by the Act
- **Advance equality of opportunity** between people who share a protected characteristic and those who do not



- **Foster good relations** between people who share a protected characteristic and those who do not

Having **due regard** means consciously thinking about the three aims of the Equality Duty as outlined above ie:

- Decision makers in schools must be aware of the duty to have “due regard” when making a decision or taking an action which may have implications for people with particular protected characteristics.
- Schools should consider equality before and at the time that they develop policy and take decisions, not as an afterthought, and they need to keep it under review on a continuing basis.
- The equality duty has to be integrated into the carrying out of the school’s functions, and the duty has to be carried out seriously, rigorously and with an open mind – it is not just a question of ticking boxes.

Having due regard to the need to **advance equality of opportunity** involves considering the need to:

- Remove or minimise disadvantages suffered by people due to their protected characteristics.
- Meet the needs of people with protected characteristics.
- Encourage people with protected characteristics to participate in public life or in other activities where their participation is low.

Fostering good relations involves tackling prejudice and promoting understanding between people who share a protected characteristic and others.

Specific Duties

The Act also introduced specific duties, which are designed to help public authorities to meet their obligations under the PSED. The PSED is set out on the face of the Act, while the specific duties are set out in the secondary legislation.

The Specific Duties require schools to:

- Publish information annually to demonstrate compliance with the Equality Duty.
- Publish equality objectives every four years (one or more, as is proportionate to the organisation).

All information must be published in a way that is accessible to the public.

What information to publish or what or how many objectives to set has not been prescribed and will be proportionate to the size of the school, the extent to which its functions affect equality and the evidence that such objectives are needed. A starting point will be to look at what information the school is already publishing and consider whether this gives an accurate picture of progress on equality issues affecting staff and pupils. Looking at the data and knowing the school community will help with setting specific and measurable objectives.



Schools must publish their initial information and objective by 6 April 2012, and then will need to update the information at least annually and to publish objectives at least once every four years.

The Equality and Human Rights Commission (EHRC) and the government equalities office have produced a number of guides to help public bodies including schools to understand their duties in relation to the Act and they can be downloaded from their websites.

<http://www.equalityhumanrights.com/advice-and-guidance/guidance-for-education-providers-schools/>

<http://www.homeoffice.gov.uk/publications/equality-act-publications/equality-act-guidance/specific-duties>



Section 2

Equality Policy

Date agreed by Governors: _____

Review date: _____

Governor signature: _____

Date of next Review: September 2016

General Introduction:

This policy supports the work of the school in promoting its mission statement, aims and values.

Mission statement:

St Michael's VC School endeavours to provide a happy, safe, caring and stimulating learning environment, based on Christian principles in which all members of the school community are valued as individuals and are encouraged to reach their full potential.

School aims:

At St Michael's we value every member of our school community and our aims are for every child, whatever their background or circumstances, to have the support they need to:

- Develop their understanding of the value of leading a healthy lifestyle
- Work and play in a secure and safe environment in which they are encouraged to develop moral values and mutual respect
- Experience an exciting curriculum which fosters their enthusiasm, develops an enquiring mind and enables every child to achieve his/her full potential
- Access an education for life where they are able to learn how to become effective and reliable members of the wider community
- Foster ambition and expectation to carry through to adult life

To achieve these aims all learners, staff, parents and governors will work together to promote our **core values** of peace, courage and respect.



Why we have developed this Equality Policy

This Equality Policy for St Michael's CE (VC) Primary School brings together all previous policies, schemes and action plans around equality including those that we had previously for Race, Gender and Disability. It includes all the protected characteristics covered under the Equality Act 2010 as well as other aspects which have the potential to discriminate against or to devalue any individuals within our community. We are further committed to the development of cohesive communities both within our school's physical boundaries and within our local, national and global environments. Our school embraces the aim of working together with others to improve children's educational and wellbeing outcomes and notes the rights set out in the UN Convention on the Rights of the Child.

Our Equality Policy is inclusive of our whole school community – pupils, staff, parents/carers, governors, visitors and partner agencies - who we have engaged with and who have been actively involved in and contributed to its development.

The purpose of this policy is to set out how our practice and policies have due regard to:

- eliminating discrimination, harassment and victimisation;
- advancing equality of opportunity; and
- fostering good relations between groups.

It explains how we aim to listen to and involve pupils, staff, parents/carers and the community in achieving better outcomes for our pupils.

Our school within the wider context

The national demographic presents an ever-changing picture in terms of age, ethnicity, disability and social deprivation.

St Michael's CE (VC) Primary School serves a diverse cultural community and this is reflected in the pupil body. 44.6% of pupils speak English as an additional language, with 47 different languages/dialects being spoken throughout the school.

We take pupils from across the socio-economic spectrum. The last 10 years has seen a change in the demographics of the area and the school has responded to the changing needs of the community.

The area in which the school is located is a mixture of commercial and high density residential properties. The most recent census shows that 80% of the accommodation in the area consists of flats and apartments. Although the majority of our pupils live within the catchment area, a significant proportion live in other parts of Bournemouth and Poole.

Whilst much of the population is settled there is a noticeable amount of turbulence and this is reflected in the pupil mobility of the school.



Overall aims of our Equality Policy

- To eliminate discrimination, harassment and victimisation
- To promote equality of access and opportunity within our school and within our wider community
- To promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins

Our Approach

We seek to embed equality of access, opportunity and outcome for all members of our school community, within all aspects of school life.

We actively seek out opportunities to embrace the following key concepts:

- Shared Humanity. Identifying commonality and shared values, aspirations and needs underpins our approach to equality. We value our fundamental similarities and universality.
- Valuing difference and diversity. We appreciate the richness within our differences and look for ways of celebrating and understanding them better.
- Interdependence, interaction and influence. We recognise that, as they evolve, distinct cultures, beliefs and lifestyles will impact on and inform each other.
- Social cohesion within our school and within our local community.
- Excellence. We aim to inspire and recognise high personal and collective achievements throughout our community, the UK and the wider world. Excellence is to be found everywhere.
- Personal and cultural identity. We will develop our understanding of the inequality that exists in society and explore ways of individually and collectively promoting a more equitable society.

These key concepts are reflected in the school's mission statement and aims identified earlier in this policy and our **core values** of caring, happiness, understanding and compassion, responsibility, working together and perseverance.

Our vision statement about equality

St Michael's CE (VC) Primary School seeks to foster warm, welcoming and respectful environments, which allow us to question and challenge discrimination and inequality, resolve conflicts peacefully and work and learn free from harassment and violence.

We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access and learning



and to create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same.

We will build on our similarities and differences and seek enrichment from our differences and so promote understanding and learning between and towards others to create a cohesive community.

Our duties

We recognise and accept our equality duties as set out in the Equalities Act 2010 and have sought to involve the whole school community in the process in order to ensure better outcomes for all.

We will ensure we identify opportunities for promoting our vision, the key concepts and our duties on equality legislation across all aspects of school life, including the provision of extended services.

These opportunities are likely to include all or some of the following, dependent on our current priorities:

- The engagement, participation and involvement of a broad range of pupils, their parents and partner agencies
- Preparation for entry to the school
- School policies
- Breaks and lunchtimes
- The provision of school meals
- Interaction with peers
- Opportunities for assessment and accreditation
- Assessment and testing arrangements
- Behaviour management approaches and sanctions
- Exclusion procedures
- School clubs and activities
- School trips
- The school's arrangements for working with other agencies
- Preparation of pupils for the next stage of their education
- Learning and teaching and the planned curriculum
- Classroom organisation
- Timetabling
- Grouping of pupils
- Home learning
- Access to school facilities
- Activities to enrich the school curriculum, for example, a visitor to the school, theatre company or Mini BSO
- School sports
- Employees' and staff welfare



The roles and responsibilities within our school community

Our Headteacher will:

- Ensure that staff, parents/carers, pupils and visitors are engaged in the development of and informed about the Equality Policy.
- Oversee the effective implementation of the policy.
- Ensure staff have access to training which helps to implement the policy.
- Develop partnerships with external agencies regarding the policy so that the school's actions are in line with the best advice available.
- Monitor the policy and report to the Governing Body at least annually on the effectiveness of the policy and publish this information.
- Ensure that the Senior Leadership Team (SLT) is kept up to date with any development affecting the policy or actions arising from it.

Our governing body will:

- Designate a governor with specific responsibility for the Equality Policy.
- Ensure that the objectives arising from the policy are part of the Operational Plan for the school.
- Support the Headteacher in implementing any actions necessary.
- Engage with parents and partner agencies about the policy.
- Evaluate and review the policy annually and objectives every 4 years.

Our Senior Leadership Team will:

- Have responsibility for supporting other staff in implementing this policy.
- Provide a lead in the dissemination of information relating to the policy.
- With the Headteacher, provide advice/support in dealing with any incidents/issues.
- Assist in implementing reviews of this policy as detailed in the Operational Plan.

Our pupils will:

- be involved in the development of the policy and will understand it relates to them, appropriate to age and ability;
- be expected to act in accordance with the policy;
- be encouraged to actively support the policy.

Our parents/carers will:

- be given opportunities to become involved in the development of the policy;
- have access to the policy;
- be encouraged to actively support the policy;
- be encouraged to attend any relevant meetings and activities related to the policy;
- be informed of any incident related to this policy which could directly affect their child.



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Our school staff will:

- be involved in the development of the policy;
- be fully aware of the Equality policy and how it relates to them;
- understand that this is a whole school issue and support the Equality policy;
- make known any queries or training requirements.

Relevant voluntary or community groups and partner agencies will:

- be involved in the development of the policy;
- be encouraged to support the policy;
- be encouraged to attend any relevant meetings and activities related to the policy.

How we developed our policy – participation and involvement

The development of this policy has involved the whole of our school community. We have involved and listened to what they have to say, including people from broad and diverse backgrounds and of different abilities, taking account of all the protected characteristics listed under the Equality Act 2010.

- We accessed our pupils' views through the School Council and through PSHE lessons
- We accessed our staff's views through a series of staff meetings
- We accessed parents' views through our parental questionnaire

How we developed our policy – using information

We have used data and other information about our school as a common sense measure to determine the effects of a policy, practice or project on different groups. Our analysis helps us to understand whether our planning potentially has a differential impact on one or more particular groups (either positively or negatively). It helps us to ensure there is no unlawful discrimination against certain individuals or groups and that the positive duties are promoted. It helps us to ensure we meet the diverse needs of our pupils and staff and that diversity, equality and inclusion run through all areas of school life.

Commissioned services (buying in services)

Increasingly we are directly responsible for the purchase of goods and services. We ensure that equality issues are given full regard. When buying goods and services from external suppliers, we ask the following questions to help ensure that equality issues and duties are taken into account:

- Could the proposed procurement affect the duty to eliminate discrimination and harassment and to promote equality of opportunity amongst the school community?



Equality Policy

- If so, is there a need to include some equality requirements within the contract and what would this be?

We ensure that contract conditions require contractors to comply with the relevant legislation and with our equality policy and we require similar compliance by any sub-contractors.

Our staff

We comply fully with legislation which protects our staff from discrimination based on the protected characteristics. With regard to disability, we make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled.

This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures. In accordance with the Equality Act 2010 we do not enquire about the health of an applicant until a job offer has been made (unless the questions are specifically related to an intrinsic function of the work – for example, ensuring that applicants for a PE teaching post have the physical capability to carry out the duties) or require job applicants to complete a generic ‘all encompassing’ health questionnaire as part of the application procedure.

We will ensure the safety and well-being of our staff and take seriously and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators.

We are aware of the specific exceptions to the religion or belief provisions of the Equality Act 2010 for employment by schools designated as having a religious character. See the SfE website for further guidance on this:

<http://www.education.gov.uk/aboutdfe/policiesandprocedures/equalityanddiversity/a0064570/the-equality-act-2010>

We interpret our duties positively; take the necessary actions to remove barriers to inclusion and work hard to ensure a safe, positive and inclusive environment.

Responding to hate or prejudice-based incidents and bullying

We recognise that hate incidents or prejudice-based bullying behaviour is driven by negative assumptions, stereotypes or misinformation. These are then directed against an individual or group, based on difference (real or perceived), and linked to, for example, racism, homophobia, negative views of disabled people or sexism. We will take action to prevent, challenge and eliminate any such behaviour.



Equality Policy

We recognise that we as individuals and society often struggle with difference of any kind (perceived or actual), which can result in seizing upon the most visible sign of difference e.g. skin colour or disability.

Through our school ethos, core values and curriculum, we want our pupils to fully understand the diversity that exists in society. We want to provide opportunities for them to explore the subtleties and complexities in order to prevent and respond to incidents and situations. We will address the experience, understanding and needs of the victim, the perpetrator, bystanders and the wider school community through our actions and responses.

We will record all hate incidents and prejudice based bullying. We will use this information to identify trends and patterns, so that we have approaches in place to provide appropriate responses in terms of support for victims and their families, sanctions and support for perpetrators and their families and education for our pupils.

Recording of such incidents is done using the Local Authority online form.

Implementing, monitoring and reviewing

This policy was published on 1 April 2012. It will be actively promoted and disseminated through staff meetings (staff), assemblies and the School Council (pupils), governor meetings (governors) and by making reference to it in the School's prospectus and by publishing it on the School's website (parents and others).

Implementation, monitoring and review are the responsibility of our Senior Leadership Team and our governors who have agreed and published this policy which sets out our priorities and supports these with specific and measurable objectives.

We will report annually on the policy and analyse whether our policy and related objectives have furthered the aims of the general equality duty and in particular educational outcomes for all within our school community with reference to the protected groups.

Equality objectives

In taking into account our school data and the views of stakeholders we have set ourselves specific and measurable objectives that will help us achieve the aims of the general equality duty. These will be reviewed every four years. See section 3.



Section 3

EQUALITY OBJECTIVES 2012 – 2016

Link to Public Sector Equality Duty	Advance equality of opportunity Fostering good relations
Protected Characteristic	Race
Target Group	All EAL pupils with particular reference to Madeira/Portuguese pupils
Objective	To increase the percentage of EAL pupils attending off-site visits out of Bournemouth & the year 6 residential trip.
Action	The law no longer requires parental permission for school trips if they take place within the normal school day. For longer trips, where parental permission has not been given, teachers will contact parents to explain the social and educational benefits to pupils of attending trips.
Success Criteria	At least 95% of EAL pupils attend off-site visits out of Bournemouth and the Y6 residential trip.
Time Scale	2012 onwards
Progress Checks When & Who	Annually in May teachers to report on attendance of off-site visits Y6 teachers to report on uptake for forthcoming residential.
Resources & Support	Time to pursue parents of pupils not attending. Possible help needed with translation.



Link to Public Sector Equality Duty	Advance equality of opportunity
Protected Characteristic	Sex
Target Group	Boys - with particular reference to Years 2 & 6
Objective	To raise attainment in writing for boys.
Action	All teachers to be aware of this target group through their target setting and tracking procedures and ensure that monitoring and feedback of progress in boys writing is given to the inclusion team in termly meetings of vulnerable groups. Personalise learning through use of intervention groups.
Success Criteria	The percentage of boys attaining at least L2b at the end of KS1 and L4+ at the end of KS2 is at least equal to that of boys nationally.
Time Scale	By 2013 onwards
Progress Checks When & Who	Termly in report meeting to Inclusion Team and annually with statutory and non-statutory tests.
Resources & Support	Supply cover is required to release class teachers to meet with Inclusion Team leader and to carry out APP for writing termly. Teaching and teaching assistant staff to provide intervention programmes for boys writing.



Link to Public Sector Equality Duty	Advance equality of opportunity
Protected Characteristic	Race
Target Group	Pupils from Madeira
Objective	To raise attainment for pupils from Madeira speaking Portuguese in reading, writing and mathematics.
Action	All teachers to be aware of this target group through their target setting and tracking procedures and ensure that monitoring and feedback of progress in reading for this target group. Support with additional reading sessions in school.
Success Criteria	Pupils from Madeira who speak Portuguese attain as well as other groups and all pupils taking into account other contributory factors on attainment such as SEN, FSM etc.
Time Scale	by 2013 onwards
Progress Checks When & Who	Termly in report meeting to Inclusion Team and annually with statutory and non-statutory tests.
Resources & Support	Supply cover is required to release class teachers to meet with Inclusion Team leader and to carry out APP for [writing] termly. Teaching and teaching assistant staff to provide intervention programmes for target group of pupils.



Link to Public Sector Equality Duty	Advance equality of opportunity
Protected Characteristic	
Target Group	Pupils recorded on the School's Able, Gifted and Talented Register as academically able or gifted.
Objective	To continue to raise attainment of Able, Gifted and Talents pupils throughout the school.
Action	Planning form for literacy and numeracy includes additional prompts for teachers to think about ways of stretching more able pupils. Teachers to monitor progress towards end of year targets which should be challenging and be such that they aim towards L3 by the end of KS1 and at least L5 by the end of KS2.
Success Criteria	The percentage of pupils attaining L3 at KS1 and L5/L6 at KS2 is at least equal to that of pupils nationally.
Time Scale	2013 onwards.
Progress Checks When & Who	Termly by teachers via APP, tests and other teacher assessment recorded on G2 Integris.
Resources & Support	Supply cover for teachers to carry out APP assessments. Class TAs to be trained to input pupil data into G2 Integris.



Link to Public Sector Equality Duty	Advance equality of opportunity
Protected Characteristic	
Target Group	Pupils identified by the Inclusion Team as socially/economically/emotionally vulnerable.
Objective	To ensure that those pupils identified by the Inclusion Team as socially/economically/emotionally 'vulnerable' are set and achieve challenging end of year targets in reading, writing and numeracy.
Action	Teachers to be aware of their 'vulnerable' pupils and ensure that they monitor this particular group of pupils in their termly assessments and report on progress to the Inclusion Team. Personalised learning for pupils from the intervention team to be organised by the class teacher if a child is likely to fail to meet his/her target.
Success Criteria	Pupils within this target group make better than expected progress over a Key Stage, that is, more than 6 sub-levels or 12 APS.
Time Scale	2013 Onwards
Progress Checks When & Who	Termly through APP, tests and other teacher assessments and progress reported to the Inclusion Team.
Resources & Support	Supply cover for teachers to carry out APP assessments and to meet with Inclusion Team leader. Teachers and teaching assistants to provide intervention programmes.



Section 4

ST MICHAEL'S CE PRIMARY SCHOOL ACCESSIBILITY PLAN 2012-2015

Improving the Physical Access

Objective	Success Criteria	Action	Time-Scale	Resources
To improve accessibility to the first floor of the school building.	All pupils, staff and visitors will be able to access the first floor without assistance.	Installation of lifts into both Key Stage areas during the expansion/renovation project	By July 2012 for KS2 By May 2013 for KS1	Incorporated as part of the building project.
To allow wheelchair access on to the planned MUGA.	Wheelchair users will be able to access and make use of the proposed MUGA.	To ensure that Wheelchair access is incorporated into the design of the MUGA before installation.	Design meetings in January 2013. Installation in August 2013	Between £100,000 and £150,000. This funding is not guaranteed through the expansion project and the school may have to look for other sources of funding.
To enhance the listening experience of people with impaired hearing in the Hall	???			



ST MICHAEL’S CE PRIMARY SCHOOL ACCESSIBILITY PLAN 20012-2015

Improving the Curriculum Access

Objective	Success Criteria	Action	Time-Scale	Resources
To ensure access to the curriculum for pupils with specific learning needs such as speech and language or medical conditions.	Pupils can access the national curriculum and measurable progress is made in reading, writing and numeracy.	Training for teachers and teaching assistants to be identified and arranged by SENCo. SENCo to ensure appropriate levels of support from outside agencies such as physiotherapy or speech and language.	2012 onwards	Staff meeting time for teachers and teaching assistants. Time for SENCo to liaise and meet with outside agencies.
Training for teachers on differentiating the curriculum for children who speak English as an Additional Language.	All teachers are able to fully meet the requirements of EAL children’s needs with regard to accessing the curriculum. Strategies known to be effective to teachers are shared in staff meetings	EAL Co-ordinator to monitor training needs of staff including induction programme for new staff. Liaise with EMTAS [in full] staff for pupil assessment and staff training.	2012 onwards	Staff meeting time for teachers and teaching assistants and use of EMTAS staff.



ST MICHAEL’S CE PRIMARY SCHOOL ACCESSIBILITY PLAN 20012-2015

Improving the Delivery of Written Information

Objective	Success Criteria	Action	Time-Scale	Resources
To make available written material in alternative formats for parents/carers.	The school will be able to provide written information in different formats when requested for individual purposes.	The school will make itself aware of the services available through the LEA for converting written information into alternative formats.	2012 onwards	Cost of providing written information in alternative formats e.g. audio, braille etc
To make available written material in other languages.	The school will be able to provide written information in other languages (subject to LEA support) when requested for individual purposes.	The school will make itself aware of the services available through the LEA for translating written material into other languages.	2012 onwards	Cost of translating schools written documents into other languages



SECTION 5

COMMUNITY COHESION STATEMENT

Introduction

Under the Education and Inspections Act 2006, all schools have a duty to promote Community Cohesion. By community cohesion we mean working towards a society with a common vision and a sense of belonging for all, where diversity is valued and relationships are positive. St Michael's School is part of a number of communities:

- The school community i.e. the pupils, their families and staff
- The local community i.e. the area in which the school is geographically located and the people who live and work there
- The national community i.e. the country in which the school is located and by whose rules we are governed
- The global community i.e. countries across the world with whom we may be linked through the EU, through common interests or through formal linking arrangements

We also have links with the network of Bournemouth primary schools through the Primary Head Teachers' Association, Bournemouth Church Schools, and a Learning Network with four other Bournemouth schools.

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.'

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. St Michael's is a member of the Bournemouth Primary Schools' Association, the Bournemouth Church Schools group, and [also works in close partnership with four other Bournemouth schools as part of a learning network] the Bournemouth Septenary Trust.



Promoting Community Cohesion

We believe our school has a key part to play in promoting community cohesion through our approach to:

- **Learning, Teaching & Curriculum:** teaching pupils to understand others, promoting discussion and debate about common values and diversity.
- **Equality and Excellence:** removing barriers to access and participation, offering equal opportunities for all pupils to succeed to the best of their ability.
- **Engagement, Ethos & Extended Services:** providing opportunities for children and their families to interact with each other regardless of their background or circumstances.

Learning, Teaching and Curriculum

Our Teaching for Learning Policy, Religious Education, Collective Worship and Personal, Social, Health and Citizenship policies all make reference to promoting discussion, understanding and appreciation of others with their diverse backgrounds, cultures and needs. As a School we promote awareness of human rights and responsibilities, actively encourage pupils and staff to uphold and defend them and develop skills of participation and responsible action. We have adopted a thematic Curriculum to bring breadth and depth to the curriculum, including teaching about 'own and other' communities.

Equity and Excellence

We focus on securing optimum progress for **all** pupils. We specifically check the progress of **all** vulnerable groups (e.g. those with SEN, accessibility needs, EAL, Ethnic Minority backgrounds, looked after children, young carers, families where there is domestic violence or alcohol/drug abuse or parents with mental health issues).

All pupils receive the support and/or intervention identified through our tracking system.

Staff and pupils share targets to enable the pupils to achieve the highest possible individual success.

Ethos, Engagement and Extended Services

We have an inclusive ethos and actively seek ways in which all pupils can be involved in a wide range of activities.

We share our facilities and engage with the local Children's Centre and churches. We welcome parents/carers into our school for informal as well as formal settings. We have a Parent Support Worker to cement relationships with parents/carers and the local community and to help families access activities and appropriate support. The school is fully involved with other local agencies.



How does the school promote community cohesion?

- ✓ Responds to educational, social, economic and spiritual needs of a range of cultural groups (languages) – EAL TAs, signage, Portuguese classes
- ✓ Faith community which embraces common values of major faiths and teaches about different faiths in curriculum. Children visit different places of worship
- ✓ PSW to support vulnerable families
- ✓ Access to activities for vulnerable groups
- ✓ Responds to needs of transient school population – induction and buddying, target setting and tracking
- ✓ Curriculum teaches about own and other communities
- ✓ Play equipment on school grounds (prior to park opening in gardens provided play opportunities & children, with parents allowed to use it after school
- ✓ Access to internet for those children who do not have it at home
- ✓ Garden in school grounds response to number of children who live in flats
- ✓ Extended school core offer allows parents to work
- ✓ FSM children have hot lunches, healthy lunch workshop to support parents
- ✓ Travel plan and cycle rack to encourage healthy life choices
- ✓ A wide range of extra-curricular activities available encourages children to be active members of their community, Y6 run stalls at Christmas Fayre
- ✓ Visitors to school and assemblies gives children understanding of different groups within their community
- ✓ Encourage children to see themselves as active, useful members of wider community – harvest festival, choir singing in retirement homes, library, church; of the national community – children in need; of the global community – shoe box appeal & other fund raising

What impact does this have?

- ✓ Play equipment provides enrichment and enjoyment for children and gives them extra opportunities for physical activity
- ✓ Clubs – children feel part of a group and are able to enjoy and achieve
- ✓ PSW – helps vulnerable families access services, helps children access activities, helps some families with transition between schools
- ✓ Home learning involves parents with children’s learning
- ✓ Creative curriculum outcomes provide opportunities for parents to come in to school and share in children’s curriculum learning
- ✓ School’s approach to supporting EAL and new pupils enable them to settle in to the school community and continue learning
- ✓ JIGSAW provides child care and helps parents to access employment. It also provides play opportunities for children and supports with home learning



Equality Policy

- ✓ Class led assemblies provide children with the opportunity to contribute to school community and encourages parent to attend and see themselves as part of that community



SECTION 6

Racial Equality Statement

Commitments

We are committed to:

- actively tackling racial discrimination and promoting equal opportunities and good race relations
- encouraging, supporting, and helping all pupils and staff to reach their potential
- working with parents and guardians, and with the wider community, to tackle racial discrimination and to follow and promote good practice
- making sure the race equality policy and its procedures are followed

Responsibilities

Governing body:

The governors are responsible for:

- making sure the school complies with the amended Race Relations Act 1976 (the Act)
- making sure the race equality policy and its procedures are followed

Head teacher:

The head teacher is responsible for:

- making sure the Race Equality Policy is readily available and that the governors, staff, pupils, and their parents and guardians know about it
- making sure the race equality policy and 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 racial harassment and racial discrimination

All staff:

All staff are responsible for:

- dealing with racist incidents, and being able to recognise and tackle racial bias and stereotyping
- promoting equal opportunities and good race relations and avoiding discrimination against anyone for reasons of race, colour, nationality or ethnic or national origins
- keeping up to date with the law on discrimination and taking up training and learning opportunities



Staff with specific responsibilities

The Head teacher is the member of staff responsible for coordinating work on race equality and dealing with reports of racist incidents.

Visitors and contractors

Visitors and contractors are responsible for knowing and following the School's Race Equality Policy.

