



BROADWAY JUNIOR SCHOOL COMMUNITY COHESION POLICY

The policy is based upon guidance from the department for Children, Schools and Families and the legal duties under the Race Relations Act 1976, as amended by the Race Relations Amendment Act 2000, the Disability Discrimination Acts 1995 and 2005 and the Sex Discrimination Act 1975, as amended by the Equality Act 2006.

At Broadway, we welcome our duty under the Education and Inspections Act 2006, to promote community cohesion.

We recognise that these four sets of duties are essential for achieving the five outcomes of the Every Child Matters framework and that they reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities and the Human Rights Act 1998.

Guiding Principles

In fulfilling the legal obligations referred to above and summarised in Appendix A, at Broadway we are guided by seven principles.

PRINCIPLE 1: *All learners are of equal value.*

- We firmly believe that all learners and potential learners are of equal value whether or not they are disabled
- Whatever their ethnicity, culture, religious affiliation, national origin or national status
- Whatever their gender

PRINCIPLE 2: *We recognise and respect diversity.*

We believe that treating people equally, does not necessarily involve treating them all the same.

Our policies and procedures as well as the activities which we plan should not discriminate, but are in fact differentiated as appropriate, to take account of the differences of life experience, outlook and background, and in the kinds of barrier and disadvantage which people may face in relation to:-

- Disability, so that reasonable adjustments can be made.
- Ethnicity, so that different cultural backgrounds and experiences of prejudice can be recognised.
- Gender, so that the different needs and experiences of girls and boys, men and women are recognised.

PRINCIPLE 3: *We foster positive attitudes and relationships and a shared sense of cohesion and belonging.*

At Broadway, 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, men and women and an absence of sexual harassment.

PRINCIPLE 4: *Staff recruitment, retention and development.*

At Broadway, 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
- Whichever their gender

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, men and women

PRINCIPLE 6: *We consult widely.*

At Broadway, we believe that people affected by a policy or activity, should be consulted and involved in the design of new policies and in the review of existing ones.

We involve:

- Disabled people as well as non-disabled
- People from a range of ethnic, cultural and religious backgrounds
- Both men and women, girls and boys

PRINCIPLE 7: *Society as a whole should benefit.*

At Broadway, 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 from a range of ethnic, cultural and religious backgrounds
- Both men and women, girls and boys.

ACTION PLANS

We recognise that the actions resulting from a policy are what make a difference.

Each year, we draw up an action plan within the framework of our school improvement plan, which sets out the specific actions and projects that we will seek to undertake.

THE CURRICULUM

Each curriculum area is reviewed in order to ensure that teaching and learning reflect the seven principles.

ETHOS AND ORGANISATION

At Broadway, we ensure that the principles outlined also apply to the full range of our policies and practice, including those that are concerned with:

- Learner's progress, attainment and assessment
- Learner's personal development, welfare and well-being
- Teaching styles and strategies
- Admissions and attendance
- Staff recruitment, retention and professional development
- Care, guidance and support
- Behaviour, discipline and exclusions
- Working in partnership with parents, carers and guardians
- Working in partnership with the wider community.

Addressing Prejudice and Prejudice Related to Bullying.

Broadway Junior School is opposed to all forms of prejudice including:

- Prejudices around disability and special educational needs.
- Prejudices around racism and xenophobia including those that are directed towards religious groups and communities for example anti-Semitism and those that are directed against refugees, travellers and asylum seekers.
- Prejudices reflecting sexism and homophobia.

Staff are made aware of how prejudice related incidents should be identified, assessed, recorded and dealt with.

ROLES AND RESPONSIBILITIES

The Governing Body is responsible for ensuring that the school fully complies with legislation, and that this policy and its related procedures and strategies are implemented.

The headteacher is responsible for implementing the policy, for ensuring that all staff are aware of their responsibilities and are given appropriate training and support, and for taking appropriate action in any cases of unlawful discrimination.

All staff are expected to:

- Promote an inclusive and collaborative ethos within their classroom
- Deal with any prejudice related incidents that may occur
- Identify and challenge bias and stereotyping in the curriculum
- Support pupils in their class, for whom English is an additional language
- Keep up to-date with equalities legislation relevant to their work.

INFORMATION AND RESOURCES

All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion.

RELIGIOUS OBSERVANCE

At Broadway, we respect the religious beliefs and practice of all staff, pupils and parents and comply with reasonable requests relating to religious observance and practice.

STAFF DEVELOPMENT AND TRAINING

At Broadway, we ensure that all staff receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

BREACHES OF THE POLICY

Breaches of this policy will be dealt with in the same ways that breaches of other school policies and procedures are dealt with, as determined by the headteacher and governing body.

MONITORING AND EVALUATION

At Broadway, we collect, study and use quantitative and qualitative data relating to the implementation of this policy and make adjustments as appropriate.

For example, we collate, analyse and use data in relation to achievement, broken down as appropriate, according to disabilities and special educational needs, ethnicity, culture, language, religious affiliation, national origin and status and gender.

M Acklam
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