



Diversity, Equality and Community Cohesion Policy

www.actonhighschool.co.uk



ACTON HIGH SCHOOL

CENTRE FOR MEDIA ARTS AND APPLIED LEARNING

1. Context

Acton High School is a mixed comprehensive school providing for a culturally diverse student population which includes students with physical disabilities. This policy should be read in conjunction with our policies on the curriculum, teaching and learning, assessment, behaviour, recruitment and whistle blowing which all contribute to describing how we will promote diversity, equality and community cohesion through our work.

2. Mission Statement

Our school aims to secure Achievement for All and commits to provide a vibrant and engaging academic and social education for our students and their families which widens horizons, builds confidence, and independence and encourages excellence; so that all connected with the school are able to make a positive contribution to society, realise their dreams and live happy, healthy, fulfilling lives. To achieve these aims, we believe that we have a responsibility to create an inclusive community and to promote equality of opportunity and freedom from discrimination on the grounds of gender, race, colour, religion, disability, sexuality or social class. We will challenge all forms of prejudice and strive to develop an environment in which diversity and difference are welcomed, respected and celebrated.

3. Aims

- To create a school environment in which all staff, students and parents are encouraged to demonstrate mutual respect.
- To provide a curriculum which meets the needs of all pupils and is accessible to all.
- To provide a curriculum which encourages all pupils to understand and value cultural difference.
- To actively promote equal opportunities in all areas of the school's life.
- To challenge all forms of racism, sexism, homophobia and all other discriminatory responses to particular individuals or groups.
- To challenge all forms of discrimination on the basis of race, gender, disability, sexual orientation.
- To condemn all forms of prejudice that are based on social class.
- To challenge any prejudicial beliefs and/or discriminatory behaviour which could undermine community cohesion in our school and wider community.

4. Guiding Principles

The policy covers the following aspects of our school: **the curriculum, the school environment, ethos and atmosphere, language, resources, achievement, staff and community, is informed by our mission statements and has these guiding principles**

1. Every student should have opportunities to achieve the highest possible standards and the best qualifications for the next stages of her/his life and education.

2. Every student should be helped to develop a sense of personal and cultural identity that is confident and open to change and is receptive and respectful towards other identities.

3. Every student should develop the knowledge, understanding and skills that they need in order to participate in our multi ethnic society and in the wider context of an interdependent world.

4. We are working towards ensuring that our staff and governing body reflect the diversity of our community and are committed to achieving diverse representation.

5. We are committed to the continuing professional development for all staff and will monitor all training to ensure good practice in relation to equal opportunities.

6. We are committed to the active participation and involvement of parents/carers, other service users and stakeholders as well as the wider community in supporting and enhancing student achievement.

7. We are committed to developing our students as active citizens who make a positive contribution to the community.

4.1 Curriculum

Through the school curriculum we will:

- take full account of the interests of all students
- ensure that all students learn about different environments, cultures, religions and achievements across the world
- give consistent messages to girls and boys about the importance of equality of opportunity
- enable all pupils to study the political, social and economic reasons for racial, sexual and other inequalities across the world
- avoid all forms of racist, sexist, homophobic or disabling language
- provide all pupils with equal access to learning

4.2 Environment, Ethos and Atmosphere

We will actively:

- demonstrate in all possible ways that our school values and respects all its members.
- demonstrate through displays and exhibitions the range of cultures represented by the student population
- involve students in creating and maintaining an atmosphere of respect
- provide full access to all those with particular physical needs
- ensure that any incident in which a student is abused on account of their race, gender, class, sexuality, disability or ability is dealt with according to agreed guidelines
- celebrate the achievements of all groups of people through assemblies and extra curricular activities

4.3 Language

We will:

- ensure that our students have access to good models of standard English and understand the importance of being confident with this because it eases access into many professions
- reflect the linguistic diversity of our students, through signs, displays and through specific curriculum activities which explore differences and similarities across languages
- value the languages and dialects which students bring to school and celebrate the achievements of those students who are able to draw on more than one language or dialect
- be alert to the needs of those in the early stages of acquiring English and strive to ensure that these students have access to as full a curriculum as possible
- teach students about the potential of language to empower and to diminish people

4.4 Resources

The resources used in the school will:

- reflect the multicultural nature of the school population
- wherever possible be free from stereotypical representations of people
- avoid misrepresentations of world history and development and human achievement
- be used in ways which encourage students to analyse and challenge representations

4.5 Achievement

We will:

- ensure that teachers' expectations reflect positively on the behaviour and achievement of students
- group students in ways which address the needs of particular groups and be clear about the reasons for regrouping students
- understand the likely effects of different forms of assessment and, where possible, use assessment systems which are not likely to favour one group over another
- ensure that the language of assessment is clear, consistent and as free from cultural assumptions as possible
- analyse the results of assessment regularly and systematically to identify patterns of student achievement and to explore possible explanations for underachievement of specific groups in order to raise their achievement in the future

4.6 Dress

We will

- Make reasonable adaptations to school uniform in order to reflect cultural and religious requirements

4.7 Staff

The Senior Leadership Team and Governors will:

- Adopt recruitment procedures which promote equality of opportunity so that we build and nurture a diverse staff who reflect the communities we serve.
- value and encourage contributions from all staff to the life of the school
- regularly review the representation of men and women, those from minority ethnic groups and those with disability at all levels of school organisation
- challenge any examples of bias or stereotyping encountered within the school organisation
- provide in-service training on diversity, equality and community cohesion for all staff that is responsive to changes in equality legislation and any current equality issues
- ensure that all staff have equal access to training and career development opportunities
- operate robust policies relating to any harassment victimisation or bullying in the workplace and make it clear to every staff member that they have a responsibility to promote appropriate behaviour
- take robust action in the case of any form of harassment
- encourage all staff to be aware of their own cultural assumptions and alert to the implications of these assumptions

4.8 Community

We will:

- establish partnerships with parents, governors and local, national and international communities to broaden opportunity and raise attainment
- strive to be a learning organisation which recognises the contribution of all pupils, staff, parents and other partners and which is supportive, fair, and free from discrimination

5. Review and Monitoring of the Diversity, Equality and Community Cohesion Policy

This will be progressed taking into account our duties in regard to the Equalities Act 2010.

To fulfil our duties under the Equalities Act 2010 we will:

- Ensure that the Governing Body annually publishes an Equality Duty Statement, and regularly reviews how effectively it is carrying out its duties in this area
- Ensure that the Governing Body annually publishes Equality Objectives, and regularly reviews progress re these objectives
- Identify and communicate to all staff, students, parents/carers, other service users and stakeholders as well as the wider community, the targets and objectives that we have set

Approved by Governing Body: June 2009
Reviewed: March 2013
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Next review: June 2016