



Bourneville School and Sixth Form Centre

Business Enterprise and Music College *where learning leads to great opportunities*

EQUALITY, DIVERSITY & COMMUNITY COHESION POLICY

RATIONALE

Bourneville School and Sixth Form Centre recognises its statutory duty to prevent discrimination or harassment on the grounds of race, gender, sexual orientation, age and religion/belief and to promote equality of opportunity and positive attitudes and good relations between people from diverse backgrounds.

This policy outlines the framework for ensuring this duty is met and the principles of this policy extend to all members of the extended school community, students, staff, governors, parents/carers and others associated with the school community.

GUIDELINES

Community

The school recognises that its work takes place within four different levels of community

- the school community
- the local community
- the national community
- the global community

Discrimination

The school recognises that under the law there are different categories of discrimination. These are

- **Direct discrimination**

Where an individual or group receives less favourable treatment with some unjustifiable reason, for example because of race, disability, gender, age, religion/belief or sexual orientation.

- **Indirect discrimination**

Applying unjustifiable requirements and conditions that have a disproportionate impact on an individual or particular group.

- **Institutional discrimination**

Institutional discrimination is the collective failure of an organisation to provide an appropriate and professional service to people because of their background or experience. It can be seen in our attitudes, behaviours and procedures that amount to discrimination through unwitting prejudice, ignorance, thoughtlessness, and stereotyping which disadvantage people.

Disability

The school has due regard to the need to:

- promote equality of opportunity between disabled people and other people
- eliminate discrimination that is unlawful under the Disability Discrimination Act;
- eliminate harassment of disabled people that is related to their disability;
- promote positive attitudes towards disabled people;
- encourage participation by disabled people in public life;
- take steps to meet disabled people's needs.

AIMS

Bournville School aims to

- value and include all who contribute to the life and growth of the school
- nurture mutually respectful, supportive relationships
- create a happy, purposeful and secure learning environment which engenders in all a hunger to fulfil potential
- inspire a zest for learning which extends beyond the ordinary and endures beyond the temporary
- model and promote the value of lifelong learning
- develop enthusiastic, self-disciplined and motivated learners who respect themselves, others and the world around them
- recognise the unique talent within every individual and realise its full potential
- harness, integrate and develop the wealth of resources available to us within all of the communities of which we are part
- ensure the uncertainties of the future are anchored by strong self-belief, continuous development of skills and an unwavering determination to realise the best in all of us.

The school's aims support the concept of community cohesion in its main endeavour to ensure that the school is a place "*Where learning leads to great opportunities*", through equal opportunity for all;

"In partnership with parents and with the wider community, Bournville School aims to work with our partners in the pursuit of excellence through the provision of a secure, well ordered, caring environment giving our students the opportunity to:

- develop their full academic potential
- increase their self confidence, self esteem and respect for others
- develop their understanding of themselves as learners, their skills and confidence to meet the demands of the changing world."

We value

LEARNING	PEOPLE
Independence	Respect <input type="checkbox"/>
Challenge	Diversity
Risk-taking	Responsibility
Celebration	Safety
Success	Honesty
Enjoyment	Belonging
Resourcefulness	Aspirations
Resilience	Identity
Collaboration	
Working together	

IMPLEMENTATION

The Curriculum

- The curriculum will seek to develop common values and to value diversity
- The curriculum will promote awareness of human rights and of the responsibility of individuals to uphold and defend them
- Students will be encouraged to develop an understanding of others and to develop the skills of participation and responsible action
- All students learn about discrimination and equal opportunities through their citizenship studies at KS4 & 5
- The programme of assemblies also seeks to build tolerance and understanding and to address issues of discrimination and stereotyping
- Students are encouraged to make non-traditional choices in their work experience placement at KS4 and in post-16 education, employment and training
- The school will maximise opportunities for developing links with other schools and communities both locally, nationally and globally in order to broaden students' understanding of other cultures and interests, to enrich the curriculum experience and develop students as global citizens

The School aims to provide:

- Schemes of work which provide opportunities for all students to succeed
- Teaching materials which contain positive images and messages of a range of cultures ages and abilities
- Assessment methods which are free from unfair bias and take account of the needs of the learner
- Fair and open criteria on which the setting and grouping of students is based
- An analysis of assessment outcomes in order to identify the specific needs of any students who may be underachieving
- Displays which are free from bias and which represent the work of all students, regardless of ability
- A range of extra-curricular activities which are open to all students

Equity and excellence

The school will ensure equal opportunities for all stakeholders to succeed at the highest level possible by

- removing barriers to access and participation in learning
- offering breadth of activities
- eliminating variations in outcomes for different groups.

In addition

- Staff recruitment and selection procedures are consistent with the relevant legislation relating to race, gender, disability, sexuality, religion and age
- Steps are taken to identify, support and provide opportunities for the professional development of all staff irrespective of ethnic group, gender, disability, sexuality or religion.
- Where a religious festival occurs during term time, staff and students of that religion are entitled to take the day as an authorised absence.

Engagement and ethos

- The school will provide a means for 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.
- The School Council encourages all students regardless of background to take an active role in determining the development of the school and in developing a sense of community through the organisation of whole school events and activities
- The school aims to encourage parents of all ethnic groups to seek election as Parent Governors on the Governing Body.
- The school regularly informs all parents of their child's progress through annual profiles and review meetings. The school is able to provide a translator for these meetings where this is required and if advance notice has been given.
- The school also aims to have active links with ethnic minority community groups and organisations. Wherever there are opportunities such groups are involved in the provision of learning activities or enrichment activities for students.

ROLES & RESPONSIBILITIES

Deputy Headteacher (Learner Outcomes)

- The responsibility for ensuring that the policy complies with the relevant legislation and is implemented rests with the Deputy Headteacher (Learner Outcomes) through the Headteacher and the Governing Body. They may seek advice and support from the Local Authority as and when necessary. They also have the responsibility for keeping themselves and the School staff briefed on new legislation.

Governing Body

- The Learner Outcomes Committee is charged in particular with reviewing the policy and responding to queries, challenges and complaints relating to the policy.

Assistant Headteacher (Behaviour) & Student Progress Leaders

- The Assistant Headteacher (Behaviour) together with the Student Progress Leaders will monitor the issue of alert and praise slips, internal and external exclusion and praise letters to ensure that there is no discrimination against groups of students

All staff

- All staff have a responsibility to challenge stereotyping and promote racial equality at all key stages and in post 16 education, employment and training choices.
- All staff have a responsibility to ensure that procedures for managing behaviour are fair and applied equally to all students irrespective of ethnicity, ability, age or gender.

Parents and Community

- Parents/carers and other stakeholders are expected to support the school in celebrating diversity, promoting equality and developing community cohesion

MONITORING & EVALUATION

The impact and effectiveness of this policy will be monitored in the following ways:

- The progress of different groups of students is monitored regularly via student tracking procedures within faculties
- Examination analysis includes an analysis of the performance of different groups of students to establish any patterns of achievement e.g. in relation to ethnicity, ability, and 'looked after children'.
- Data relating to attendance is collected, analysed and acted upon where necessary
- Student and parent forums and questionnaires are used to help monitor the effectiveness of this policy
- Lesson observations & learning walks provide the opportunity to ensure that the principles of this policy are being applied
- The Equality, Diversity and Community Cohesion Policy is reviewed regularly by the Learner Outcomes Committee of the Governing Body.
- The curriculum is reviewed annually by the Learner Provision Committee of the Governing Body
- Appointments are reviewed by the Learner Outcomes Committee of the Governing Body

Links with other policies

SEN Policy

Race Policy

Behaviour Policy

Teaching & Learning Policy

Looked after Children Policy

Approved by:

Signature:

Position:Date:

Date of ratification by Governors: June 2010

Renewal Date: June 2012