



Equalities & Community Cohesion Policy

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This policy has been impact assessed against race, gender and disability and no adverse impact has been identified.	



At Carrington Junior School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, irrespective of race, gender, disability, belief, religion or socio-economic background. We strive to acknowledge the richness and diversity of British life and to help prepare children for their part in society. Attainment and progress across diverse groups is monitored regularly.

In order to further support pupils, raise standards and ensure inclusive teaching, we have set ourselves the following objectives for 2017/18.

Objective 1: To promote a positive self-image in all children and to respect their individuality, providing for all pupils according to their needs

Objective 2: To foster an environment of non-discriminatory practice and equal opportunities for all pupils, staff and governors at Carrington Junior School.

Objective 3: To remove barriers to encourage and promote parental and pupil engagement in learning opportunities and school life.

Objective 4: In delivering the curriculum, to ensure it contains non-stereotypical images in order to overcome preconceived ideas of gender, ethnic origin, culture or religion.

The policy's purpose is to:

- provide equality, fairness and respect for all in our employment, whether temporary, part-time or full-time
- not unlawfully discriminate because of the Equality Act 2010 protected characteristics of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race (including colour, nationality, and ethnic or national origin), religion or belief, sex (gender) and sexual orientation
- oppose and avoid all forms of unlawful discrimination. This includes in pay and benefits, terms and conditions of employment, dealing with grievances and discipline, dismissal, redundancy, leave for parents, requests for flexible working, and selection for employment, promotion, training or other developmental opportunities
 - **What is Equality?** Equality is the principle of equal treatment for all people irrespective of their gender, ethnicity, disability, religious belief/ non belief, sexual orientation, age, gender re assignment, marriage or civil partnership and pregnancy or maternity status.
 - **What is Diversity?** Diversity is the acceptance that we are all different but we are all equal. Diversity focuses on valuing and celebrating the strengths in people's differences.



- **What is Community Cohesion?** Community cohesion is to have common vision and civic pride, valued and celebrated diversity, clear rights and responsibilities, equal life chances for all and strong relations between different communities.

Equality and Diversity:

The Equality Act 2010 applies to all schools as providers of education to the pupils in their care, as providers of a service or public function and (where applicable) in their role as employers. The board is responsible for compliance with the public sector equality duties of the Act and the specific education sections (part 4) for school pupils.

The Equality Act's general and specific public sector equality duties mean that schools must:

- have due regard to the need to eliminate discrimination;
- advance equality of opportunity and foster good relations between people of all characteristics (those who share a protected characteristic, and those who do not); and
- publish equality objectives and information demonstrating how they are doing this.

The Equality and Human Rights Commission (EHRC) can enforce this duty by issuing a compliance notice to order a school to meet the duty within a certain timescale. The guidance on the Equality Act 2010 gives detailed information for schools.

Boards should make sure that their school complies with all aspects of discrimination law. The best way to do this is to ensure that they apply the principles of fairness and equality in everything that the school does. Schools with a religious character have legitimate exemptions.

Community Cohesion:

The Casey Review into social integration, published in December 2016, **is wide-ranging and calls for more to be done to bridge divides between people and to bind communities together.**

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/575973/The_Casey_Review_Report.pdf

Governors should be aware of the key findings from the [Casey Review](#), summarised as follows:

- Eradicating poverty and social exclusion and promoting social justice and social mobility creating a just, fair society where everyone can prosper and get on are the “cornerstone of British values”.
- Consequences of economic exclusion, poverty and segregation are wide-ranging and long-lasting.
- The changing nature of our society
 - Population increase
 - Population is getting older
 - Becoming more diverse
 - Becoming less religious
 - Becoming more liberal
 - Becoming less segregated overall
- Impact of the changes on how people feel about themselves, others and wider society
- Factors contributing to social and economic exclusion
 - Students eligible for free school meals are half as likely to go to top third of higher education institutions



- English language an enabler to integration
- Report highlights Children and Young People's Services as the main focus to address equality and division and stresses the importance of social mixing and schools with balanced pupil populations

A large amount of data is already collected by schools in RAISE online, which presents performance data for schools broken down by a number of relevant characteristics and which includes comparative analysis with national statistics.

We monitor and analyse pupil performance by ethnicity, gender, disability and special educational needs and take account of socio-economic circumstances. Any disparities which are identified will be addressed through targeted curriculum planning, teaching and support.

Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social and cultural development of all pupils.

The curriculum builds on pupil's starting points and is differentiated appropriately to ensure the inclusion of:

- Boys and girls
- Pupils learning English as an additional language
- Pupils from minority ethnic groups
- Pupil who are gifted and talented
- Pupils with special educational needs
- Pupils with a disability
- Pupils who are in public care
- Pupils who are at risk of disaffection and exclusion
- Lesbian, gay or questioning young people

The following areas are key elements of the school's assessment and tracking programme:

- pupils' attainment - analysis of end of key stage results for pupils of particular groups, e.g. boys/girls, SEN, FSM, summer born, ethnicity.
- the quality of particular groups of pupils' learning and the progress they make throughout the school
- the extent to which different groups of pupils feel safe (e.g. Incidents of prejudiced based bullying recorded)
- the extent to which pupils from particular groups adopt healthy lifestyles
- the extent to which pupils from particular groups contribute to the school and the wider community (e.g. participation and achievement on extracurricular/ extended school activities, participation on school trips for particular groups of pupils)
- attendance data for all pupils and for particular groups (e.g. extended leave/mobility issues for particular groups of pupils)
- the effectiveness of the school's engagement with parents/carers of particular groups of pupils (e.g. attendance at parents' meetings, involvement in planning provision, consultation with, results of parental feedback)

**The Governing Board will:**

The Governing Board will ensure that all pupils have equal access to the full range of educational opportunities provided by the school and will seek to remove any forms of indirect discrimination that may form a barrier to learning.

They are committed to preparing the pupils of Carrington Junior for life in a multicultural society and are totally opposed to racism and all other forms of oppressive behaviour. The Governing Board will ensure that the curriculum reflects the attitudes, values and respect that we have for all individuals and cultural groups. We will encourage the pupils to explore fully the origins and differences of all religions, nationalities and ethnicities in order to develop their better understanding of the world wide community. The Governing Board will ensure that all recruitment, employment, promotion and training systems are fair to all, and provide equal opportunities for everyone to achieve their potential regardless of their gender, sexual orientation, race or nationality.

The Governing Board will ensure that people with disabilities are not discriminated against and that all reasonable steps are taken to ensure that the school environment gives equal access to people with disabilities.

The Governors recognise that it is vital that all staff, teaching and non-teaching, understand the need for the promotion of equality in education. They will seek to ensure that suitable training and support is given to members of the school staff to fulfil their professional duties in line with school policy.

The Governing Board will be sensitive too and support all cultural, ethnic and religious backgrounds of the school staff. The School will report the number and nature of any incidents to the Governing Board.

Positive action measures may include:

- encouraging applications from specific groups which are under-represented in the school
- encouraging people with disabilities to apply for posts
- advertisements which encourage applications from individuals of a particular sexual orientation, or religion or belief, but make it clear that selection will be on merit
- flexible working – promoting the use of job shares and flexible working where operational factors make this possible
- language/literacy training
- supporting training measure for under-represented groups
- assistance with applications for candidates with language problems
- commitments to interviewing disabled people who meet the basic criteria for the post
- encouraging staff to become representatives of trade unions/associations

The Headteacher will:

The Headteacher will ensure that the Single Equality Policy is adhered to throughout the management, curriculum and ethos of the school community. The Headteacher will ensure that all staff are aware of the school policy and that all staff apply the guidelines fairly in all situations.

The Headteacher will ensure that the school curriculum promotes respect for other cultures, religions and nationalities and will ensure that all classroom resources and materials reflect the diverse nature of the school community and have respect for the sensitivities of all members of the class. The Headteacher will ensure that all appointments made to the school will have given due regard to the policy and that



no-one is discriminated against on the grounds of gender, sexual orientation, race, ethnic or national origins.

The Headteacher will treat all incidents of unfair treatment and any racist or discriminatory incidents with due seriousness. The Headteacher will present a termly report to the Governing Board on the nature and number of any such incidents.

- Along with the Governing body, providing leadership and vision in respect of equality and diversity;
- Overseeing the implementation of the Equalities and Cohesion Policy
- Co-ordinating the activities related to equality and diversity
- Ensuring that all who enter the school are aware of, and comply with, the Equalities and Cohesion Policy
- Ensuring that staff are aware of their responsibilities and are given relevant training and support
- Taking appropriate action in response to racist incidents, discrimination against persons with a disability and sexual harassment or discrimination against any persons because of their age, sexuality or religion, gender, belief / non belief.
- Supporting parents to become involved in their children's education.
- Considering and overcoming barriers to parents' involvement (i.e. work commitments, non-resident parents, and lone parents).

School Staff will:

- accept that this is a whole school issue and support the Equality & Community Cohesion Policy and procedures
- make known any queries or training requirements
- know how to deal with incidents of concern, and how to identify and challenge bias and stereotyping
- be aware of the procedures for reporting incidents of racism, harassment or other forms of discrimination
- ensure that those with protected characteristics are not discriminated against and are given equality of opportunity
- keep themselves up to date with relevant legislation and attend training and information events organised by the school or LA
- ensure that pupils from all groups are included in all activities and have full access to the curriculum
- promote equality and diversity through teaching and through relations with pupils, staff, parents, and the wider community.

Pupils are responsible for:

- Being aware of and complying with the Equalities and Cohesion Policy
- Not discriminating on grounds of race sexual orientation, religion, belief or non-belief, gender; or other equality characteristics
- Reporting any racist incident or act of discrimination in which they were directly or indirectly involved either in or out of school
- Understanding, valuing and celebrating diversity
- Challenging stereotypes, and prejudices



- Treating others as their equals

Parents/Carers are responsible for:

- Their children's education
- Being aware of, and complying with, the Equalities and Cohesion Policy
- Positively influencing their children's expectations about education as well as their attitudes and behaviour towards other pupils, staff and senior management including the Governors
- Understanding the ethos of the school and becoming involved in school life (i.e. open days, extended services, parents' councils, informal discussions with staff, parent evenings)

Monitoring and review:

The Governing Board is responsible for monitoring the Single Equality Policy and for ensuring its effectiveness in the daily life of the school community.

The monitoring process will include:

- Reviewing all school appointments to ensure the policy has been fairly applied
- Requiring the Headteacher to present a termly report to the Governors on any incidents covered by the Policy
- Monitoring the progress of pupils of protected characteristics
- Taking into serious consideration any complaints regarding equal opportunities from parents/carers, staff or pupils and the wider school community
- Monitoring all school policies to ensure that they are fairly applied to all staff, pupils and the wider school community.
- When necessary the Governing Board will initiate an investigation into any reported incidents and will inform the LA of any concerns raised.
- All such actions of the Governing Board will be recorded appropriately.

We ensure that the commitments embodied in our mission statement for equality apply to the full range of our policies and practices, especially those concerned with:

- Equal opportunities
- Pupils' progress attainment and assessment
- Behaviour discipline and exclusions
- Pupils' personal development and pastoral care
- Teaching and learning
- Induction
- Admissions and attendance
- The curriculum
- All subjects
- Teaching and learning
- Staff recruitment and retention
- Governor /staff training and professional development
- Partnerships with parents/carers and communities
- Visits and visitors

Each policy, and any other relevant policies as outlined in the specific duties placed upon us by the relevant legislation, will be evaluated and monitored for its impact on pupils, staff, parents and carers



from the different groups that make up our school. As part of the action plan a timeline of high, medium and low priority policies for impact assessment will be drawn up.

Appendix A

The Equality Act 2010

The Equality Act 2010 replaced all existing equality legislation from 1st October 2010.

It streamlines all the various legislation into a single requirement.

The Act prohibits schools from discriminating against, harassing or victimising:

- prospective pupils
- pupils at the school
- in some circumstances former pupils
- Schools also have obligations as employers, bodies which carry out public functions and service providers.

What the law protects against

These are the main forms of prohibited conduct.

Discrimination

This includes:

- Treating a person worse than someone else because of a protected characteristic (known as **direct discrimination**). Although in the case of pregnancy and maternity direct discrimination, this can occur if they have protected characteristic without needing to compare treatment to someone else. It is not possible to justify direct discrimination, so it will always be unlawful.
- Putting in place a rule or way of doing things that has a worse impact on someone with a protected characteristic than someone without one, when this cannot be objectively justified (known as **indirect discrimination**). Indirect discrimination will occur if the following four conditions are met:
 - You apply (or would apply) the provision, criterion or practice equally to all relevant pupils, including a particular pupil with a protected characteristic, and
 - The provision, criterion or practice puts or would put pupils sharing a protected characteristic at a particular disadvantage compared to relevant pupils who do not share that characteristic, and
 - The provision, criteria, practice or rule puts or would put the particular pupil at that disadvantage, and
 - You cannot show that the provision, criteria of practice is justified as a 'proportionate means of achieving a legitimate aim'.
- Treating a disabled person unfavourably because of something connected with their disability when this cannot be justified (**known as discrimination arising from disability**). Discrimination arising from disability occurs when you treat a disabled pupil unfavourably because of something connected with their disability and cannot justify such treatment. Discrimination arising from disability is different from direct discrimination. Direct discrimination occurs because of the protected characteristic of disability. For discrimination arising from disability, the motive for the treatment does not matter; the question is whether the disabled pupil has been treated unfavourably because of something connected with their disability.

Discrimination arising from disability is also different from indirect discrimination. There is no need to show that other people have been affected alongside the individual disabled pupil or for the disabled pupil to compare themselves with anyone else. Discrimination arising from disability will



occur if the following three conditions are met.



- you treat a disabled pupil unfavourably, that is putting them at a disadvantage, even if this was not your intention, and
- this treatment is because of something connected with the disabled pupil's disability, and
- you cannot justify the treatment by showing that it is 'a proportionate means of achieving a legitimate aim'.

Failing to make reasonable adjustments for disabled people.

- The reasonable adjustments duty was first introduced under the Disability Discrimination Act 1995. The reasonable adjustments duty under the Equality Act operates slightly differently and has been extended to cover the provision by a school of auxiliary aids and services; however this element of the duty will not come into force until a later date yet to be confirmed. The object of the duty is the same: to avoid as far as possible by reasonable means, the disadvantage which a disabled pupil experiences because of their disability.
- In some cases the support a disabled pupil may receive under the special educational needs framework may mean that they do not suffer a substantial disadvantage and there is no need for additional reasonable adjustments to be made for them. In other cases disabled pupils may require reasonable adjustments in addition to the special educational provision they are receiving. There are also disabled pupils who do not have special educational needs but still require reasonable adjustments to be made for them.

Harassment

- Unwanted conduct which has the purpose or effect of violating someone's dignity or which is hostile, degrading, humiliating or offensive to someone with a protected characteristic or in a way that is sexual in nature.

Victimisation

- Treating someone unfavourably because they have taken (or might be taking) action under the Equality Act or supporting somebody who is doing so. These are called 'protected acts'.

A 'protected act' is:

- Making a claim or complaint of discrimination (under the Act).
- Helping someone else to make a claim by giving evidence or information.
- Making an allegation that the school or someone else has breached the Act.
- Doing anything else in connection with the Act.

There is also protection for pupils who are victimised because their parent or sibling has carried out a protected act.

As well as these characteristics, the law also protects people from being discriminated against:

- By someone who wrongly perceives them to have one of the protected characteristics.
- Because they are associated with someone who has a protected characteristic. This includes the parent of a disabled child or adult or someone else who is caring for a disabled person.

New positive action provisions

Pupils with protected characteristics may be disadvantaged for social or economic reasons or for reasons to do with past or present discrimination. The Act contains provisions which enable schools to take action to tackle the particular disadvantage, different needs or disproportionately low participation of a particular pupil group, provided certain conditions are met.

These are known as the positive action provisions and allow (but do not require) schools to take proportionate action to address the disadvantage faced by particular groups of pupils. Such action



could include targeted provision, resources or putting in place additional or bespoke provision to benefit a particular disadvantaged pupil group.

Positive action is intended to be a measure that will allow schools to provide additional benefits to some pupils to address disadvantage and is not the same as positive discrimination. Positive discrimination would be providing preferential treatment for a particular disadvantaged pupil group that exceeded the positive action conditions.

It is never unlawful to treat disabled pupils (or applicants) more favourably than non-disabled pupils (or applicants). That is, a school is permitted to positively discriminate in favour of disabled pupils (applicants).