



LENT RISE SCHOOL

EQUALITY AND COMMUNITY COHESION POLICY

Responsibility: Senior Management Team
Governing Body

Approved by:

Mrs Maggie Young
Chair of Governors

Mrs Jill Watson, Headteacher

Last reviewed by governors: February 2017



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Lent Rise School's Equality and Community Cohesion Policy

This Equality Policy sets out the school's approach to promoting community cohesion, equality and diversity. The term Community Cohesion refers to when people from different backgrounds work together; this policy is going to help the school community work together. It covers disability, gender and race/ethnicity, in response to the statutory duties on schools to publish disability and gender equality schemes and a race equality policy.

This policy has been carefully considered and the impact of the policy has been analysed on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Equality – aims and values

These aims are designed to ensure that the school meets the needs of everyone. This policy aims to eliminate discrimination, taking account of all minorities and taking account of gender, ethnicity, culture, religion, language, disability, ability, sexual orientation, age and social circumstances. We strive to include and engage all students and to prepare them for full participation in a diverse society. This school will take steps to:

- Promote equal opportunity and access;
- Promote and celebrate diversity, regardless of race, gender, ethnic origin, religious belief or disability;
- Treat all people equally and operate a zero tolerance policy towards any form of discrimination;
- Oppose all forms of prejudice for example: sexism, homophobia;
- Ensure students have disabled access if needed;
- Give every child the best opportunity to learn and achieve high standards and to take part in all school activities;
- Promote community cohesion within the school, amongst the local community, in the country and worldwide.

Community Cohesion – aims and values

Community Cohesion fosters a sense of shared future, a new model of rights and responsibilities, an emphasis on mutual respect and civility and a visible social justice.

Our vision for Community Cohesion

Our school constitutes a community hub that fosters meaningful and continuous interactions between pupils, workers, governors, parents, carers, families, local businesses, police, volunteers, visitors and neighbours. Our activities, goods,

facilities and services are orientated to positively transform individual and collective circumstances, perceptions, attitudes and relations. We facilitate capacity building, engagement, participation and empowerment of all. Our training and learning processes, as well as the curriculum and extended services, are orientated to promote mutual adaptation and challenge prejudice, stereotyping, discrimination and bias.

Our school aims to enable a balance between similarities and differences among persons and groups that reduces the chances of social divisions and parallel lives. We recognise, celebrate and value diversity as well as promote acceptance and respect of different backgrounds, lifestyles and identities. Our staff, teachers, governors and pupils acknowledge that individuals simultaneously belong to overlapped and interconnected groups. Therefore, we do not assume that a person will act, think or feel in a certain way because he or she belongs to a determined group.

Our direct and indirect interventions in the community foster the development and strengthening of leadership and a strong sense of membership at the local, national, regional and global levels. They promote acceptance and respect of different backgrounds, lifestyles and identities.

Our approach to promoting equality and cohesion

The overall objective of the school's Equality Policy is to provide a framework for the school to pursue its equality duties to eliminate unlawful discrimination and harassment; promote equality of opportunity; and promote good relations and positive attitudes between people of diverse backgrounds in all its activities. No member of the school community should receive less favourable treatment than any other member. The principles of this policy apply to all members of the extended school community – students, staff, governors and parents/carers.

Our school's aim is to promote understanding and engagement between communities as well as to promote and encourage all students and families to feel part of the wider community. We aim to develop an understanding of the needs and hopes of all our communities and to eliminate discrimination. We want to increase future life opportunities for all and to ensure the teaching and the curriculum address issues of diversity

Scope

This policy replaces the previous school policies on Disability Equality, Gender Equality, and Race Equality. It applies to pupils, staff, governors, parents/carers and all visitors to our school. The school has separate but related policies regarding Admissions, Accessibility, Behaviour, Anti-Bullying, Curriculum and Collective Worship which reinforce the school's anti-discriminatory ethos. The school's uniform policy is also non-discriminatory and is defined within the Parent Packs.

Race Equality

The school is fully committed to meeting its obligations under the Race Relations Amendment Act 2000. To meet this Act the school will ensure that all students and staff are encouraged and able to achieve the best of which they are capable.

Disability Equality

The aim of our school is to ensure that wherever possible disabled people have the same opportunities as non-disabled people in their access to education and to prevent any form of unlawful discrimination on the grounds of disability. Appropriate measures will be taken to ensure that statutory duties are met and not to treat disabled students and prospective students less favourably than other non-disabled students.

Gender Equality

The school aims to provide equal opportunity between both males and females and endeavours to eliminate all unethical and unlawful discrimination and harassment. The school will provide equal access and opportunities to both boys and girls for example: environment of teaching and learning, resources and social emotional aspects of learning.

Religious tolerance

The school wants to make sure that the students and staff do not discriminate against any minority or religion and give equal opportunity to students with different religious beliefs.

Lesbians, Gays and Bisexuals: (LGB)

The school is committed to undertaking its obligations under The Equality Act (Sexual Orientation) Regulations 2007. This policy ensures that gay, lesbian or bi-sexual students, or the children of gay, lesbian or bi-sexual parents, are not singled out for different and less favourable treatment from that given to other students. Homophobic bullying is taken as seriously and dealt with as firmly as bullying on any other ground. Homophobic bullying causes permanent damage to young people and blights the schools and colleges where it takes place. Making all young people - regardless of their sexuality - feel included and valued is a major opportunity for the educational system to transform the lives of a significant number of pupils and students. This policy acknowledges that aim.

Responsibilities

The **Governing Body** is responsible for ensuring that:

- The school complies with all equalities legislation relevant to the school community (see Appendix A for a summary of these);
- The school has a documented and approved Equality and Cohesion Policy;
- Procedures and actions plans related to this policy are implemented and monitored;

- There are named Governors responsible for PSHE/Diversity and SEND;
- The named PSHE/Diversity Governor monitors all racist incidents and ensures that appropriate action is taken;
- The SEND Governor monitors the progress of children with disabilities and learning difficulties.

The **Headteacher and Senior Leadership Team** are responsible for:

- Along with the Governing body, providing leadership and vision in respect of equality and diversity;
- Overseeing the implementation of the Equalities and Cohesion policy;
- Ensuring that every job applicant is given an equal opportunity;
- 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 Scheme;
- Ensuring that class teachers and teaching assistants are aware of their responsibilities and are given relevant and specific training and support;
- Ensuring that staff implement the recommended support strategies and use any specialist teaching aids that are provided;
- Engaging with other professionals to ensure that children with specific needs have specialist 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, 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).

All **Staff** are responsible for:

- Dealing with incidents of discrimination appropriately in accordance with school policies;
- Knowing how to identify and challenge bias and stereotyping;
- Not discriminating on the basis of race, disability, gender or any other equality issues;
- Supporting children with a disability or learning difficulty;
- Knowing best current methods to ensure children achieve to the best of their ability and keeping up to date with training;
- Using the resources made available to support children with disability or learning difficulty.

- Their children's education;

All **Parents/Carers** are responsible for:

- Their children's education;
- Being aware of, and complying with, the Equalities and Cohesion Scheme;
- 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).

All **Pupils** are responsible for:

- Learning what it means to be inclusive;
- Reporting any racist incident or act of discrimination in which they were directly or indirectly involved;
- Understanding, valuing and celebrating diversity;
- Challenging stereotypes and prejudices;
- Treating others as their equals.

Promoting Equality

Teaching and Learning

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect diversity within society in terms of age, race, gender, ability, faith, ethnicity, social condition, cultural background and sexual orientation, without stereotyping;
- Develop learning materials and activities that emphasise the benefits of having diverse communities, neighbourhoods, schools and groups;
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- Promote attitudes and values that will challenge discriminatory behaviour;
- Strengthen individual and collective skills to deal with change across time;
- Provide opportunities for pupils to identify shared interests among members of different social groups and categories;

- Use a range of sensitive teaching strategies when teaching about different cultural traditions;
- Develop pupils' awareness so that they can detect bias and challenge discrimination;
- Ensure that the PSHE and Citizenship curriculum cover issues of equalities, diversity, human rights and inclusion;
- Promote and celebrate the contribution of different ethnic groups to the subject matter in all subject departments, where appropriate;
- Seek to involve all parents in supporting their child's education;
- Provide educational visits and extra-curricular activities that reflect all pupil groupings;
- Take account of the performance of all pupils when planning for future learning and setting challenging targets;
- Make best use of all available resources to support the learning of all groups of pupils;
- Increase achievement of all pupils in all subjects across all stages;
- Reduce direct, indirect and institutional discrimination;
- Reduce group segregation, disproportion and under/over representation;
- Foster social bonding (intra-group relations) and social bridging (inter-group relations) among pupils, workers, staff, parents, carers and families;
- Emphasise interconnection and interdependence of society members at local, regional, national and global levels;
- Facilitate balance between leadership and teamwork among pupils, staff, teachers and governors;
- Challenge negative stereotypes and prejudices about leadership/membership to certain groups in relation to specific persons and groups;
- Challenge assumptions and expectations about specific lifestyles or identities of certain persons and groups.

Personal Development and Pastoral Guidance

The school takes account of disability needs, gender, religious and ethnic differences in their pastoral care. As a school with high mobility we are experienced at settling in new children mid-year and welcome them wholeheartedly whatever their background. If we have particular groups with special pastoral requirements such as Gypsy Roma Traveller, refugee and asylum seeker pupils we enlist the help of the LEA specialist support teams.

All pupils are encouraged to consider the full range of opportunities available to them with no discriminatory boundaries placed on them due to their disability, gender or race as well as their religion/ belief or non belief.

All pupils/staff/parents/carers are given support, as appropriate, when they experience discrimination. We also recognise that the perpetrators of discrimination are themselves sometimes victims of their personal circumstances and therefore, where appropriate, remedial work is done to ensure that the actions do not occur again.

Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community. All pupils develop communication, delegation, motivation and supervision skills, particularly those who come from vulnerable, excluded or deprived backgrounds.

Curriculum

Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes towards equality and diversity. Pupils will have opportunities to explore concepts and issues relating to identity and equality.

All steps are taken to ensure that all pupils have access to mainstream curriculum by:

- Taking into account the cultural and lifestyle backgrounds of all pupils, their linguistic needs and their learning styles;
- Providing reasonable means for children, young people, their friends and families to have meaningful and continuous interaction with people from different backgrounds, lifestyles and identities;
- Providing children with opportunities to recognise similarities while appreciating, respecting and valuing differences across and between groups;
- Challenging perceptions among majority groups about special treatment of minority groups;
- Challenging cultural, geographical or generational boundaries of the “community”;
- Utilising food, arts, sports and PE as a means to foster participation, engagement, empowerment and consultation;
- Utilising case studies to emphasise successful relations among members of different groups, areas, neighbourhoods, nations and countries;
- Fostering social bonding (intra-group relations) and social bridging (inter-group relations) among pupils, workers, staff, parents, carers and families;
- Facilitating meaningful and continuous interaction between people from all walks of life;
- Increasing awareness about rights and responsibilities of pupils, their parents and carers as community members, regardless of migratory status and/or nationality;
- Removing barriers to access, participation, progression, attainment and achievement;

- Emphasising multiple dimensions of equality (opportunities, access, treatment, participation and outcome).

Staff Recruitment and Professional Development

- All posts are advertised formally and open to the widest pool of applicants;
- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality good practice throughout the recruitment and selection process;
- Access to opportunities for professional development is monitored on equality grounds;
- Equality policies and practices are covered in all staff induction and in the staff induction pack;
- All supply staff are made aware of equality policies and practices;
- Reduce direct, indirect and institutional discrimination with regards to staff recruitment, training and retention.

Partnerships with Parents/Carers and Communities

- All parents/carers are encouraged to participate at all levels in the full life of the school;
- We have established links with other schools to share good practice, exchange information and foster multi-cultural, multi-geographical and multi-generational activities;
- We have established links with the local Parish Council, the PCSO, social care, the school nurse, dental teams, the local church and St John's Ambulance.

Monitoring and Reviewing

- We have a rolling programme for reviewing our school policies. When policies are reviewed governors will ensure that due regard is given to the promotion of all aspects of equality within each policy;
- We regularly review the impact of our policies on the needs, entitlements and outcomes for pupils, staff and parents from the equality strands referred to in this policy. We pay specific attention to the impact that our policies have on the attainment of pupils from different groups;
- We make regular assessments of pupils' learning and use this information to track pupils' progress, as they move through the school. As part of this process, we regularly monitor the performance of different groups, to ensure that all groups of pupils are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary. Resources are available to support groups of pupils where the information suggests that progress is not as good as it should be. The governing body receives regular updates on pupil performance information;

- School performance information is compared to national data and Local Authority data, to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances;

- As well as monitoring pupil performance information, we also regularly monitor a range of other information. This relates to:
 - Exclusions;
 - Incidents of racism, against those with a disability, sexual harassment and all forms of bullying;
 - Parental involvement;
 - Leavers

- Our monitoring activities enable us to identify any differences in pupil performance. This allows us to take appropriate action to meet the needs of specific groups and to set targets in our strategic plan, in order to make the necessary improvements.

Appendix A – Legal Requirements The Equalities Act 2010

The Equality Act 2010 prohibits schools from discriminating against, harassing or victimising for the following protected characteristics:

The protected characteristics for the school's provisions are:

- Disability;
- Gender reassignment;
- Pregnancy and maternity;
- Race;
- Religion or belief;
- Sex;
- Sexual orientation.

Those protected are:

- prospective pupils;
- pupils at the school;
- in some limited circumstances, former pupils.

New disability discrimination provisions:

- direct disability discrimination;
- indirect disability discrimination;
- discrimination arising from disability.

New protected characteristics:

- gender reassignment;
- pregnancy and maternity.

Also unlawful under the Act are harassment and victimisation:

- Pupils must not be harassed or victimised for any of the protected characteristics;
- Schools must not victimise parents who make complaints;
- Pupils are protected if they are victimised because their parent or sibling has carried out a protected act.

Victimisation is defined in the Act as:

“Treating someone badly because they have done a ‘protected act’ (or because the school believes that a person has done or is going to do a protected act)”

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.

Positive action

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).

Race Equality

The Race Relations Act 1976 prohibits schools from discriminating on grounds of race, colour, nationality or ethnic or national origin.

The Race Relations (Amendment) Act 2000 places a general duty on schools to:

- Eliminate racial discrimination;
- Promote equality of opportunity;
- Promote good relations between people of different racial groups.

The specific duties require us to:

- Prepare a written policy on racial equality;
- Assess the impact of our policies, including this policy, on pupils, staff and parents of different racial groups including, in particular, the impact on attainment levels of these pupils;
- Monitor the operation of our policies through the impact they have on such pupils, staff and parents, with particular reference to their impact on the attainment levels of such pupils.

Gender Equality

The Sex Discrimination Act 1975 states that it is unlawful to treat a person less favourably than another is treated in similar circumstances on the grounds of sex:

- To apply a condition which discriminated against a man or a woman because they are less able to comply with it than a member of the opposite sex is and
- Discriminate against somebody because they are married.

The Equal Pay Act 1970 requires that men and women should be paid equally where they are carrying out:

- The same job;
- Work of equal value;
- Work related as equivalent under the job evaluation scheme.

Section 47 and 48 of the Sex Discrimination Act permits employers to act positively in favour of a particular gender by:

- Offering access to training to employers and/or non employees to help fit them to particular work in the organisation in which their gender group has been identified as under represented and
- Encouraging employees and/or non employees to take up opportunities for work.

The Equality Act 2006's purpose was to create a public duty to promote equality of opportunity between men and women and to prohibit sex discrimination. The specific duties require us to:

- Consider the need to include objectives to address the causes of any gender pay gap;
- Gather and use information;
- Consult stakeholders and take account of relevant information;
- Assess the impact of its current and proposed policies and practices;
- Implement the actions set out in its scheme;
- Monitor, evaluate and report.

Disability Equality

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long term adverse effect on his or her ability to carry out normal day to day activities'.

The DDA 2006 has also extended the definition of disability as follows: People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long term and substantial adverse effect on their activities. Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised", although the person

must still demonstrate a long-term and substantial adverse effect on his/her ability to carry out normal day to day activities.

The Duty:

- The Disability Discrimination Act 2005 places a general duty on schools, who need to have due regard for the following when carrying out their functions:
 - Promoting equality of opportunity between disabled people and other people;
 - Eliminating discrimination that is unlawful under the DDA;
 - Eliminating harassment of disabled people that is related to their disability;
 - Promoting positive attitudes towards disabled people;
 - Encouraging participation in public life by disabled people;
 - Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

The specific duty requires us to:

- Publish a disability equality scheme showing how it is meeting its duty;
- Implement the actions in their scheme within a three year cycle;
- Report on the scheme annually;
- Review and revise the scheme every three years.

Sexual Orientation

The Employment Equality (sexual orientation) Regulations 2003 cover discrimination, harassment and victimisation in work and vocational training. They make it unlawful to deny people jobs because of prejudice about their sexual orientation. They enable individuals to take prompt and effective action to tackle harassment, and enable people to have an equal chance of training and promotion, whatever their sexual orientation or the sexual orientation of those with whom a person is associated or related.

The Equality Act 2006 included an order making power that allows Regulations to be made to prohibit sexual orientation discrimination in the provision of all goods, facilities and services in education and in the execution of public functions. These Regulations entered into force on the 30th of April 2007.

Sexual orientation means an individual's sexual orientation towards:

- people of the same sex as him or her (gay or lesbian);
- people of the opposite sex (heterosexual);
- people of both sexes (bisexual)

It does not include transsexuality which is related to gender and is covered in the employment context by sex discrimination legislation.

The Regulations prohibit discrimination on the basis of a person's:

- Actual sexual orientation;
- Perceived sexual orientation by him or her;
- Sexual orientation of someone with whom he/she is associated.

Discrimination is defined as:

- Direct discrimination on the grounds of sexual orientation happens when a person is treated less favourably than another person is, or would be, treated in the same circumstances, and that treatment is because of their sexual orientation, perceived sexual, or that of a person with whom he or she is associated- such as a parent.
- ☐ Indirect discrimination on the grounds of sexual orientation happens where a provision, criterion or practice is applied to everyone, but it has the effect of putting a person of a particular sexual orientation at a disadvantage- and it cannot be reasonably justified by reference to considerations other than sexual orientation.
- Victimising someone by treating them less favourably because of anything they have done or intend to do in relation to these regulations such as making a complaint or giving evidence for a complainant, is also unlawful discrimination.

The specific duties require us not to unlawfully discriminate against a person:

- In the terms on which it offers to admit him or her as a pupil;
- By refusing to accept an application to admit him or her as a pupil;
- In the way in which a pupil is afforded access to any benefit, facility or service;
- By refusing access to any, benefit, facility or service;
- By excluding him or her;
- By subjecting him or her to any other detriment.

Religious Belief

The Employment Equality (religion or belief) (amendment) Regulations 2006 apply to discrimination on grounds of religion, religious belief or similar philosophical belief. They cover direct or indirect discrimination, harassment and victimisation in work and vocational training on grounds of perceived as well as actual religion or belief (i.e. assuming – correctly or incorrectly - that someone has a particular religion or belief). It is illegal to discriminate against anyone because of their religion or faith when providing goods or services.

- Exceptions may be made in very limited circumstances if there is a genuine occupational requirement for the worker to be of a particular religion or belief in order to do the job or to comply with the religious or belief ethos of the organisation.
- Religion or belief is defined as being any religion, religious belief or similar philosophical belief. This does not include any philosophical or political belief unless it is similar to religious belief. It will be for the Employment Tribunals and other Courts to decide whether particular circumstances are covered by the Regulations.

For example it is unlawful to:

- Decide not to employ someone;
- Dismiss them;
- Refuse to provide them with training;

- Deny them promotion;
- Give them adverse terms and conditions

because they follow, or do not follow, a particular religion or belief.

Age

The Employment Equality (Age) Regulations 2006 prevent unjustified age discrimination in employment and vocational training. It protects against discrimination that is directly against anyone:

- That is, to treat them less favourably than others because of their age – unless objectively justified
- Discriminate indirectly against anyone – that is, to apply a criterion, provision or practice which disadvantages people of a particular age unless it can be objectively justified
- Subject someone to harassment. Harassment is unwanted conduct that violates a person's dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment for them having regard to all the circumstances including the perception of the victim
- Victimise someone because they have made or intend to make a complaint or allegation or have given or intend to give evidence in relation to a complaint of discrimination on grounds of age

Out of school activities

This policy applies to school run out of school clubs.