



High Ash C.E. School Equalities and Cohesion Policy

Introduction

At High Ash C.E. School we aim to provide an environment underpinned by Christian values, where everyone experiences the joy of learning. We believe equality and community cohesion is a core part of school life which we embed across the whole curriculum. Within equality and community cohesion we focus on three strands: Faith, Social economic factors and ethnicity and culture. Tackling racism is a vital aspect of this.

We recognise that within our school we have only a small variety of faith backgrounds and limited cultural diversity. In addition there are limited different socio/economic groups. However, we want our children to value and appreciate the rich and culturally diverse society in which they will live, develop a strong sense of common values, integrate actively with learners from other groups and be respectful of others differences thus contributing to the promotion of equalities and elimination of prejudice and discrimination.

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. At High Ash C.E. we promote equality of opportunities where strong and positive relationships, built on respect, exist and continue to be developed. Equality of opportunity at High Ash C.E. School is about providing equality and excellence for all in order to promote the highest possible standards of achievement.

Diversity

At High Ash C.E. we recognise that we live in a diverse society. We strive to create a sense of belonging for all our children where the diversity of people's backgrounds and circumstances is appreciated and valued. 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. Our school is rooted in the Christian faith, through our corporate life we attempt to glorify God in the development of the full human potential in each person whether child, member of staff, governor or parent. Our school values of faith, hope and love are the foundation to enable us to meet the diverse needs of children to ensure inclusion for all and that all are prepared for full participation in a diverse society.

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. Community cohesion addresses a wide range of potential social divisions including faith, ethnicity and culture and social economic factors.

Within the context of our Christian values of love, hope and faith we value the individuality of all our pupils. We are committed to giving all our pupils every opportunity to achieve the highest of standards. Within this ethos of achievement, we do not tolerate bullying and harassment of any kind. We actively tackle discrimination against those with a disability (disabilism), racial discrimination including discrimination based on religion or belief / non belief, sexual (orientation) harassment and discrimination, gender re-assignment, pregnancy or maternity, breastfeeding discrimination and promote equal opportunities and good relations between and amongst all. We aim to ensure that the school promotes the individuality of all our pupils, irrespective of ethnicity, sexual orientation, disability, gender, gender re-assignment, religion, belief / non belief or background. We are committed to ensuring that positive action is taken where necessary to redress the balance of inequality that may exist. Based on this our schools admissions policy is equally open to pupils of all groups.

Within the context of the school we aim to positively transform individual and shared circumstances, perceptions, attitudes and relations. We aim to reflect the diversity of our local community and society

and ensure that the education we offer reduces the chances of social divisions and parallel lives by recognising, celebrating and valuing different backgrounds, lifestyles and identities, fostering positive attitudes to all people.

We uphold fundamental British values and will endeavour to ensure that all children learn these as part of a broad and balanced curriculum. Through our work on preventing radicalisation and extremism (both violent and non violent) we will engage with our school community to enhance community cohesion. Our safeguarding policy reflects our commitment to ensuring our school is a safe place for all.

We believe that these commitments are as important in the context of a school with limited ethnic diversity as well as in a school with a diverse population whatever that diversity may be.

This policy applies to staff, governors, children, parents, carers and visitors. (Useful definitions see Appendix 2).

Profile of the School (2020)

High Ash CE is a Voluntary Controlled Church of England co-educational school for children aged 4 – 12 years. The school is situated in the village of Great Brickhill on the outskirts of Milton Keynes. The catchment area of the school comprises of Great Brickhill, Little Brickhill and Stoke Hammond. The school also has a significant amount of out of catchment children as we border two other authorities, Milton Keynes and Bedfordshire.

The school comprises of 155 boys (53%) and 138 girls (47%)

The ethnic make-up of the school is 75% White British; 3% White and Asian; 3% Black African, 2% Indian; 2% Any Other Mixed background; 2% White Irish; 2% White and Black Caribbean; 2% not specified; 1% Any other Asian background; 1% Any other White background; 1% Black Caribbean; 4% other classification or declined to answer.

The school has 31 children on roll with an SEN plan; 7 children on roll with a designated EHCP.
The school has 2 children on roll with a physical disability.

The staff is primarily represented by White British ethnic group. The governing body is also predominantly White British. There are no staff or governors who have declared a disability.

The school is physically accessible.

The age profile of the staff is 22 – 72.

Legislative Context

Equality is not about benefiting some people at the expense of others - equality benefits everyone. In an effort to ensure that marginalised groups are given equal opportunity this policy will prioritise the following groups.

Disabled persons - We follow the social model of disability which means that we understand that the barriers to disabled persons securing equality are due to the physical environment and people's attitudes. Disabled people include those with physical and sensory impairment (difficulties), learning disabilities, mental illness, long term illness all of which are substantial.

With regard to age our focus is on older persons (over 60) and younger people

With regard to race equality we accept the definition of a racist incident based on recommendation 12 of the Report of the Stephen Lawrence Enquiry: 'A racist incident is any incident which is perceived to be racist by the victim or any other person'.

With regard to sexual orientation we refer to the LGBT community i.e. lesbians, gay, bisexual and transgender people.

With regard to religion we actively support the rights of all to practice their belief /non beliefs equally. (See Appendix 1).

Aims

At High Ash C.E. we endeavour to provide a well ordered, stimulating and safe environment in which learning can flourish and every child has the opportunity to fulfil their potential. We seek to promote Community Cohesion by:

- Ensuring that all pupils have equality of opportunity to achieve according to their full capabilities, regardless of their faith, cultural or ethnic background or social economic background.
- Promoting positive attitudes towards life in a multi-cultural, multi-ethnic and multi-faith society and celebrating diversity;
- Raising awareness of key groups: Travellers, Refugee and Asylum Seekers, Black history.
- Establishing a close partnership with parents and the local community, with sensitivity and openness to the experiences, aspirations and perspectives of those of a minority background.
- Developing children's understanding of the need to tackle injustice and inequality as a Global citizen

Objectives

Knowledge and Understanding

- Social justice and equality Understanding of inequality and injustice within and between societies.
Knowledge of basic human needs and rights, and of responsibilities as Global Citizens.
- Peace and conflict Understanding of historical and present day conflicts and conflict mediation and prevention.
- Globalisation and interdependence Knowledge about the world and its affairs; the links between countries, power relationships and different political systems. An understanding of the complexities of global issues.
- Diversity Understanding of diversity within societies and how the lives of others can enrich our own. Knowledge of the nature of prejudice towards diversity and how it can be combated.

Skills

- Critical thinking Ability to assess viewpoints and information in an open minded and critical way and to be able to change one's opinion, challenge one's own assumptions and make ethical judgment as a result.
- Ability to challenge injustice and inequalities Ability to recognise injustice and inequality in whatever form it is met and to select appropriate action.
- Ability to argue effectively Ability to find out information and to present an informed persuasive argument.
- Co-operative and conflict resolution Ability to share and work with others effectively to analyse conflicts objectively and to find resolutions acceptable to all sides.

- Respect for people and things Ability to take care of things - animate and inanimate - and respond to the needs of others. Ability to make choices and recognise the consequences of choices.

Values and Attitudes

- Empathy Sensitivity to the feelings, needs and lives of others in the world. A sense of common humanity and common needs and rights. A capacity for compassion.
- Sense of identity and self esteem A feeling of one's own value and individuality.
- Belief that people can make a difference A realisation that individuals can act to improve situations and a desire to participate and take action.
- Value and respect for diversity Appreciation that everyone is different but equal and that we can learn from each other.
- Commitment to social justice and equity An interest in and concern about global issues. Commitment to fairness and readiness to work for a more just world.

Responsibility for the Scheme

The Governing Body is responsible for ensuring that:

- The school complies with all equalities legislation relevant to the school community;
- The school's Equalities and Cohesion scheme is maintained and updated regularly;
- That procedures and strategies related to the scheme are implemented;
- The named Race Equality Governor will monitor, on behalf of the governing body, all racist incidents and ensure that appropriate action is taken in relation to all said incidents.

Positive Action

The Governing Body recognises that the avoidance of discrimination is not sufficient to ensure that equality exists in the school. The Governing Body will therefore give full consideration to measures of positive action which may assist in achieving the aims of this policy. This is action designed to encourage or facilitate the employment or training of minority or disadvantaged groups.

The Governing Body will not discriminate in favour of individuals from specific groups (positive discrimination), but it will take positive action which enables members of those groups to compete on an equal basis. 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

Harassment and grievance procedures

Harassment has the effect of destroying dignity and undermining the confidence of employees. It can take many forms including physical contact, bullying, threatening or ignoring someone. It can be a series of offensive remarks or a single incident. It can be behaviour that staff find offensive even if not directed at them or harassment because of perception or association.

The Governing Body is committed to the principles of dignity at work for all its staff in the school. This includes the right to be treated with respect by all managers and colleagues. The Governing Body will consider any acts of harassment including those on the grounds of age, disability, gender reassignment, marital status and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation, as totally unacceptable and outside the ethos and culture of the school. Any such act by a member of staff against any adult or child will be treated as a disciplinary offence, and action taken accordingly.

The school has procedures to resolve grievances and for the handling of complaints of harassment and bullying at work. The Governing Body is committed to investigate any such complaint. These procedures will be followed carefully and promptly in response to any such complaint. The first point of contact for any such complaint should be Sara Boyce, the Headteacher. In addition, staff have the right to approach their professional association or trade union representative for support.

The Headteacher and Senior Management 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 ;
- 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, 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 and knowing how to identify and challenge bias and stereotyping;
- Not discriminating on grounds of race, disability, or other equality issues;
- Keeping up to date with equalities legislation by attending training events organised by the school or Local Authority. (See Appendix 3)

All 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).

All Children 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 issues;
- 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.

Eliminating discrimination, promoting equality and celebrating diversity

I. Learning and Teaching

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:

- Create an environment where all children can contribute fully and feel valued;
- 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 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 and space;
- 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; Promoting a critical approach to texts so that children understand that language is never neutral or impartial;
- 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;
- Provide an environment promoting diversity which is rich with artefacts, books, posters, dolls, puppets;
- Increase achievement of all pupils in English, Maths, Science and ICT 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 children, workers, staff, parents, carers and families
- Emphasise interconnectedness and interdependence of society members at local, regional, national and global levels
- Facilitate balance between leadership and team work 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

- Pastoral support takes account of disability needs, gender, religious and ethnic differences and the experience and needs of particular groups such as Gypsy Roma and Traveller, refugee and asylum seeker pupils.
- Remove unlawful distinctions, exclusions, restrictions or preferences that have the purpose or effect of limiting equal access to goods, facilities and services.
- All children/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, affirming children's personal, faith and cultural identities.
- All children develop communication, delegation, motivation and supervision skills, particularly those who come from vulnerable, excluded or deprived backgrounds.

II. Curriculum

- Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes towards equality and diversity with opportunities used within the curriculum to tackle racism, bias, stereotyping and prejudice and celebrate equality, justice and respect.
- Pupils will have opportunities to explore concepts and issues relating to identity and equality, exploring differences and similarities within and across different groups .
- 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.
- Provide reasonable means for children to have meaningful interaction with people from different backgrounds, lifestyles and identities.
- Provide opportunities to recognise similarities while appreciating, respecting and valuing differences across and between groups, using the curriculum, worship and circle time to promote human rights as well as global developments affected by political, social, historical and economic factors .
- Provide opportunities across the curriculum to emphasize the contributions and achievements of people from diverse faith, ethnic, cultural and social economic backgrounds.
- Challenge perceptions among majority groups about special treatment of minority groups.
- Challenge cultural, geographical or generational boundaries of the "community".
- Utilise food, arts, sports and PE as a means to foster participation, engagement, empowerment and consultation and develop an awareness of different foods and customs within our promotion of healthy eating.
- Use quality texts written by members of different ethnic and cultural groups.
- Utilise case studies to emphasise successful relations among members of different groups, areas, neighbourhoods, nations and countries.
- Increase awareness about rights and responsibilities of pupils, their parents and carers as community members, regardless of migratory status and/or nationality.
- Emphasise multiple dimensions of equality (opportunities, access, treatment, participation and outcome).
- Remove barriers to access, participation, progression, attainment and achievement. (See Appendix 4)

III. 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.

- Steps are taken to encourage people from under-represented groups to apply for positions at all levels of the school (give examples).
- Access to opportunities for professional development is monitored on equality grounds.
- Equalities policies and practices are covered in all staff induction (evidence – see staff induction pack).
- All supply staff are made aware of equalities policies and practices.
- Facilitate training for staff, teachers, governors and head teachers on community cohesion.
- Reduce direct, indirect and institutional discrimination with regards to staff recruitment, training and retention.
- Workforce at all levels reflects local, regional and national diversity in terms of age, race, gender, ability, faith, ethnicity, social condition, cultural background and sexual orientation.

IV. Partnerships with parents/carers and communities

- All parents/carers are encouraged to participate at all levels in the full life of the school.
- We will, as a school, establish and strengthen partnerships with other schools to share good practice, exchange information and foster multi-cultural, multi-geographical and multi-generational activities.
- Members of the local community regularly join in school activities e.g. school fair, worship in school and in church, open afternoons, concerts and productions etc.
- The school has a role to play in supporting new and settled communities.
- Establish links with community groups and organisations to increase range of activities and services they can offer.
- Establish links with community groups and organisations to share good practice and grassroots knowledge.
- Emphasise equal contribution to society of members from different backgrounds with various lifestyles and identities.
- Involve community members in activities that reflect similarities across heterogeneous groups and differences within homogeneous groups.
- Foster positive relationships between and within groups of pupils, workers, staff, parents, carers and families.
- Facilitate meaningful interaction between and within members of different groups.
- Establish and strengthen effective approaches to monitor, evaluate, manage and prevent conflict.

Monitoring and Reviewing

We have a rolling programme for reviewing our school policies. When policies are reviewed in future, governors will endeavour to 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, disablism, sexual harassment and all forms of bullying;
- Parental involvement.

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.

Impact Assessments and how this policy relates to other school policies

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.

Sara Boyce
Headteacher

In line with our rolling policy review programme, this policy is due to be reviewed in 2021

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).

Why we need to address race equality issues:

Legal Requirements:

- *The Equality Act 2010 outlines that all public authorities including schools have a statutory duty 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.*

Why we need to address gender issues:

Legal requirements:

The Equality Act 2010 states that it is unlawful to treat a person less favourably than another is treated in similar circumstances on the grounds of sex:

- 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 Equality Act 2010 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.

The Equality Act 2010 permits employers to act positively in favour of a particular gender by:

- Offering access to training to employees 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 purpose was to create a public duty to promote equality of opportunity between men and women and to prohibit sex discrimination.

The specific duties:

- 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.

Discrimination because of pregnancy and maternity

It is discrimination to treat a woman (including a female pupil of any age) less favourably because she is or has been pregnant, has given birth in the last 26 weeks or is breastfeeding a baby who is 26 weeks or younger.

It is direct sex discrimination to treat a woman (including a female pupil of any age) less favourably because she is breastfeeding a child who is more than 26 weeks old.

Gender reassignment

Gender reassignment is a personal process (rather than a medical process) which involves a person expressing their gender in a way that differs from or is inconsistent with the physical

sex they were born with.

This personal process may include undergoing medical procedures or, as is more likely for school pupils, it may simply include choosing to dress in a different way as part of the personal process of change.

A person will be protected because of gender reassignment where they:

- make their intention known to someone – it does not matter who this is, whether it is someone at school or at home or someone like a doctor:
 - once they have proposed to undergo gender reassignment they are protected, even if they take no further steps or they decide to stop later on
 - they do not have to have reached an irrevocable decision that they will undergo gender reassignment, but as soon as there is a manifestation of this intention they are protected
- start or continue to dress, behave or live (full-time or part-time) according to the gender they identify with as a person
- undergo treatment related to gender reassignment, such as surgery or hormone therapy, or
- have received gender recognition under the Gender Recognition Act 2004.

It does not matter which of these applies to a person for them to be protected because of the characteristic of gender reassignment.

This guidance uses the term 'transsexual person' to refer to someone who has the protected characteristic of gender reassignment.

Why we need to address disability issues:

The Equality Act 2010 outlines that a person is a disabled person (someone who has the protected characteristic of disability) if they have a physical and/or mental impairment which has what the law calls 'a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities'. There is no need for a person to have a medically diagnosed cause for their impairment; what matters is the effect of the impairment not the cause.

In relation to physical impairment:

- Conditions that affect the body such as arthritis, hearing or sight impairment (unless this is correctable by glasses or contact lenses), diabetes, asthma, epilepsy, conditions such as HIV infection, cancer and multiple sclerosis, as well as loss of limbs or the use of limbs are covered.
- HIV infection, cancer and multiple sclerosis are covered from the point of diagnosis.
- Severe disfigurement (such as scarring) is covered even if it has no physical impact on the person with the disfigurement, provided the long-term requirement is met (see below).
- People who are registered as blind or partially sighted, or who are certified as being blind or partially sighted by a consultant ophthalmologist, are automatically treated as disabled under the Act.
- Mental impairment includes conditions such as dyslexia and autism as well as learning disabilities such as Down's syndrome and mental health conditions such as

depression and schizophrenia. The other tests to apply to decide if someone has the protected characteristic of disability are:

- The length the effect of the condition has lasted or will continue: it must be long term. 'Long term' means that an impairment is likely to last for the rest of the person's life, or has lasted at least 12 months or where the total period for which it lasts is likely to be at least 12 months. If the person no longer has the condition but it is likely to recur or if the person no longer has the condition, they will be considered to be a disabled person.
- Whether the effect of the impairment is to make it more difficult and/or time-consuming for a person to carry out an activity compared to someone who does not have the impairment, and this causes more than minor or trivial inconvenience.
- If the activities that are made more difficult are 'normal day-to-day activities' at work or at home.
- Whether the condition has this impact without taking into account the effect of any medication the person is taking or any aids or assistance or adaptations they have, like a wheelchair, walking stick, assistance dog or special software on their computer. The exception to this is the wearing of glasses or contact lenses where it is the effect while the person is wearing the glasses or contact lenses, which is taken into account.

The Duty:

- *The Equality Act 2010 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.

Why we need to address sexual orientation issues:

Legal requirements:

- *The Equality Act 2010, covers 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 trans-sexuality 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*

Why we need to address Religious belief / non belief issues:

Legal requirements:

- *The Equality Act 2010 outlines 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 any one 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 law

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

Why we need to address age issues:

Legal requirements:

- *The Equality Act 2010 prevents 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

Why we need to address Community Cohesion issues:

Legal Requirements:

The Education and Inspections Act 2006 establishes general duties of governing bodies:

Section 38 states that governing bodies should conduct the school with regard to four new duties one of which is the duty to “promote community cohesion”.

Section 154 states the duty to report to OFSTED on the contribution of certain schools to community cohesion.

Section 33 about requirements to foundation school contains a subsection 96) which establishes an explicit requirement that a foundation school should “promote community cohesion”. This seems to be linked to the Government’s desire “to promote ethnic, religious, and cultural tolerance and respect between different groups of people living together.” Therefore, trusts will need to demonstrate that they are committed to providing “opportunities for young people from different backgrounds to learn from each other and encourage an understanding of, and respect for, other cultures and faiths and by activities in the community, which help build bridges between different ethnic groups.” This duty also implies assessing if certain activities would constitute an obstacle to meeting this requirement.

Schools play a fundamental role in decreasing deprivation and exclusion, in valuing and celebrating ethnic diversity, raising achievement and attainment, preventing and managing bullying, anti-social behaviour and discrimination incidents.

Beyond statutory requirements for schools to promote community cohesion, it is important that these policies are developed in a context-wise, evidence-based and problem-solving manner. Likewise, it is useful to acknowledge that the school’s efforts to promote community cohesion will be more significant if the duty is mainstreamed across all areas such as curriculum, teaching and learning, equity and excellence, engagement and extended services.

Appendix 2

Definitions and Terminology

ETHNICITY	Refers to a person's identification with a group which shares some or all of the same culture, lifestyle, language, religion, nationality, geography and history. Everybody has an ethnicity.
NATIONALITY	The fact of being a citizen of a particular nation.
MINORITY ETHNIC	A term used in Britain to describe groups of people who are identified in terms of common heritage or culture which is different to that of the majority within Britain.
RACE	A term that is commonly used to include people who share a common heritage or origin. It is, however, a meaningless term in this context, as it carries only one biological or scientific definition, which is that of the human race.
AFRICAN /CARIBBEAN	People whose origins are from Africa and from the Caribbean. This has replaced the term 'Afro Caribbean.
BLACK	Commonly used to refer to people of African / Caribbean origin. The term "coloured" is no longer acceptable.
ASIAN	People with origins in the continent of Asia (other than Chinese people) It is best to identify these people separately e.g. Pakistani, Indian....
DUAL HERITAGE OR MIXED HERITAGE	These terms have replaced the terms half-caste and mixed race. Although it is still acceptable to use the term mixed race.
TRAVELLERS	This is a generic term. The term covers Gypsies (Roma, English, Irish, Scottish, Welsh) Bargees, Circus and Fairground Showmen and New Travellers. It should always be written with a capital T.
REFUGEE	To be granted refugee status a person must have left his / her own country or be unable to return to it owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion.
ASYLUM SEEKER	Someone who has crossed an international border in search of safety and refugee status in another country.

Appendix 3

Characteristics of staff to promote Equality and Community Cohesion

Feels empathy with others

- Listens carefully to what children have to say and values their contributions and experiences
- Promotes and understanding that throughout the world people have common needs and rights
- Is compassionate and sensitive towards others
- Tries to see the world through others

Has a sense of identity and self esteem and promotes these feelings in others

- Recognises the value of individuality in one self and others
- Acknowledges that we all make mistakes and that we can learn from them
- Has high and achievable expectations of all children and tries to ensure that each child fulfils their potential
- Praises children and creates an inclusive secure and nurturing environment for them

Has an understanding of and active commitment to social justice and equality

- Is aware of causes of inequality in the world, deeply concerned by its injustices and committed to changing things
- Is aware of the educators own rights and responsibilities and respectful of the rights of others
- Behaves democratically within and outside school
- Uses fairness as the basis for decision making

Has an understanding of and respect for diversity

- Treats children as different but equal
- Enables all children to have equal access to education whatever their needs
- Is aware of issues related to diversity of faith, ethnicity and culture and socio economic backgrounds and is sensitive to the challenges faced by those who may be seen as different
- Is actively anti-discriminatory

Has a belief that people can make a difference

- Has the confidence to act in order to improve situations
- Is an active participant in their school and community and sees the two as interlinked
- Promotes active learning

Has an understanding of peace and conflict and has the ability and willingness to behave cooperatively and resolve conflict

- Encourages children to cooperate, share, take turns and take responsibility for their actions
- Ensures that there is a democratic class system in place where children can share their problems and where grievances can be resolved such as circle time
- Has a clear and fair procedure for children and educators to follow if conflict erupts

Has the ability to think critically, challenge injustice and argue effectively

- Is aware of their own opinions but able and willing to challenge and change them in the light of convincing evidence
- Is able to present an informed, persuasive argument based on reason
- Does not generalise about peoples, countries, continents
- Is able to recognise and challenge bias and manipulation of information in books ICT and the media

Has an understanding of diversity and an active commitment to learning more

- Is curious about the world and committed to life long learning in order to understand how it works in a variety of ways
- Has a range of resources available which engage children exploring diversity and promoting equality
- Realises that aspects of diversity have the potential to be contentious but that this does not reduce the need to address them.

Appendix 4: Resources

Diversity Books

Black Pride KS1

“A Safe Place” By Lucy Marcovitch
“All My Friends” By Gill Lobel
“Amazing Grace” by Mary Hoffman
“An Angel Just Like Me” By Mary Hoffman
“Anancy and Mr Dry-Bone” By Fiona French
“And Me!” By Karen King
“Baba’s Gift” By Beverley and Maya Naidoo
“Big Eyes, Scary Voice” By Edel Wignell
“Chidi Only Likes Blue” By Ifeoma Onyefulu
“Chinye” By Obi Onyefulu
“Clever Anansi and Boastful Bullfrog: A Caribbean Tale” By ‘H’ Pattern
“Dave and the Tooth Fairy” By Verna Allette Wilkins
“Eat Up, Gemma” By Sarah Hayes
“Ferris Fleet: The Wheelchair Wizard” By Annie Dalton
“Grace and Family” By Mary Hoffman
“Hair” By Kate Petty
“Home” By Kate Petty
“Hurricane” By Verna Allette Wilkins
“Jamela’s Dress” By Niki Daly
“Little Inchkin” By Fiona French
“Long-Long’s New Year” By Catherine Gower
“Made In China” By Deborah Nash
“Once Upon A Time” by Nick Daly
“One Child One Seed” By Kathryn Cave (Two copies)
“Playtime” By Katy Petty
“Purrfect” by Sarah Nash
“Starlight” By Gillian Lobel
“The Colour of Home” By Mary Hoffman
“The Coming of Night” By James Riordan
“The Day Ravi Smiled” By Gillian Lobel
“The Elephant’s Pillow: A Chinese Bedtime Story” By Diana Reynolds Roome
“Traditional Tales from Celtic Lands” By Vic Parker
“Welcome Dede!” By Ifeoma Onyefulu
“What Will I Be?” By Dawne Allette
“Handa’s Surprise” By Eileen Browne

Celebrating Difference: Infant Level

“All my Friends” By Gill Lobel (also another copy in Black Pride KS1)
“Apples and Honey: A Rosh Hashanah Story” By Jonny Zucker
“Cassio’s Day” By Maria de Fatima Campos
“Eating” By Gwennyth Swain
“Ebele’s Favourite: A Book of African Games” By Ifeoma Onyefulu
“Get Dressed” By Gwennyth Swain
“Grandfather and I” By Helen E. Buckley
“Let’s Eat!: Children and Their Food around the World” By Beatrice Hollyer
“Lighting A Lamp: A Divali Story” By Jonny Zucker
“Masai and I” By Virginia Kroll
“Nii Kwei’s Day: From Dawn to Dusk in a Ghanaian City” By Frances Provencal

“Rama and the Demon King” By Jessica Souhami
“Rebecca’s Passover” By Adele Geras
“Skip Across The Ocean” By Floella Benjamin
“Sweet Dates to Eat: A Ramadan and Eid Story” By Jonny Zucker
“The Day Ravi Smiled” By Gillian Lobel (also another copy in Black Pride KS1)
“The Feather” By Dot Cleave “All the Colours of the Earth” By Wendy Cooling
“The Friday Nights of Nana” By Amy Hest
“The Leopard’s Drum” By Jessica Souhami
“Tidy Up” By Gwenyth Swain
“Two Left Feet” By Jenny Sullivan
“We’ve All Got Bellybuttons!” By David Martin
“Where’s Jamela” By Niki Daly

Challenging Racism Through Literature

“A Life Like Mine: How Children Live Around The World” By Unicef
“All about... Malorie Blackman” By Shaun McCarthy
“An Angel Just Like Me” By Mary Hoffman (also another copy in Black Pride KS1)
“Ferris Fleet The Wheelchair Wizard” By Annie Dalton (also another copy in Black Pride KS1)
“Fly, Eagle, Fly: An African Tale” By Christopher Gregorowski
“For Every Child: the rights of the child in words and pictures” By Unicef
“Gregory Cool” By Caroline Binch
“My Hindu Community” By Kate Taylor and Henna Parekh
“My Muslim Community” By Kate Taylor and Faiza Qureshi
“My Sikh Community” By Kate Taylor and Jsveer Kaur Deogan
“Peter’s Song” By Pratima Mitchell
“Rebecca’s Passover” By Adele Geras (also another copy in Celebrating Differences)
“Talking About Being An Immigrant: Asks and answers the questions” By Franklin Watts
“Talking About Racism: Asks and answers the questions” By Franklin Watts
“Three Monsters” By David Mckee
“We Are Britain!” By Benjamin Zephaniah
“World Team” By Tim Vyner

KS2

“Antidote” By Malorie Blackman
“Dear Whiskers” By Ann Whitehead Nagda
“Grandpa Chattergi” By Jamila Gavin
“Hacker” By Malorie Blackman
“Iggie’s House” By Judy Blume
“Journey to Jo’burg” By Beverley Naidoo
“Talking Turkeys” By Benjamin Zephaniah

Global Issues: KS2 Fact and Fiction

“A Little Piece of Ground” Elizabeth Laird
“A Worm’s Eye View: The History of The World” By Caren Trafford
“Antidote” By Malorie Blackman (also another copy in Challenging Racism: KS2)
“Belonging” by Jeannie Baker
“Boy Overboard” By Morris Gleitzman
“Disaster!: Weather” By Jen Green
“Earth Watch: Changing Climate” By Sally Morgan
“Earth Watch: Wildlife in Danger” By Sally Morgan
“Go Facts Environmental Issues: Conservation” Edited By Mark Stafford

“Go Facts Environmental Issues: Endangered Animals” Edited by Mark Stafford
“How We Use and Abuse our Planet: Air and Energy” By Arthur Haswell
“How We Use and Abuse our Planet: Land” By Arthur Haswell
“How We Use and Abuse our Planet: Wildlife” By Arthur Haswell
“If The World Were a Village” By David J. Smith
“Judy Moody Saves the World” By Megan McDonald
“One Hen” By Katie Smith Milway
“Parvana’s Journey” By Deborah Ellis
“Planet Earth: Weather and Climate” By Jim Pipe
“Precious Earth: Energy Crisis” By Jen Green
“Weather or not... It’s A Climate for Change” By Caren Trafford
“Zlata’s Diary: A Child’s Life in Sarajevo” By Zlata Filipovic

Appendix 5

Equalities and Cohesion Action Plan

	ISSUE	ACTION	OWNER	TIMEFRAME	INTENDED OUTCOME
1.	Equalising opportunities	<ul style="list-style-type: none"> • Promote the take-up of extra-curricular opportunities • Monitor take-up of extra-curricular opportunities 	K Goodger	Ongoing	<p>All KS2 children encouraged to participate in extra curricular activities.</p> <p>No specific groups under represented.</p>
2	Challenge stereo types and discrimination	<ul style="list-style-type: none"> • Use Show racism the red card with Year 3 and 4 • Train all staff including challenging homophobic discrimination and bullying 	KS2 leader	June18	<p>Year 3 and 4 have a clear understanding of racism and there are no incidents of racism</p> <p>All staff quickly and effectively tackle any incidents of inappropriate language</p>
3.	Ensure curriculum promotes respect and understanding	<ul style="list-style-type: none"> • Develop link with international schools with Christianity across the world 	A Brakefield	June 18	<p>Children greater awareness of Christianity across the world and a respect for different traditions</p>

1. Appendices

Resources used or referred to in this document include:

Guidance for Education Providers: Schools

<http://www.equalityhumanrights.com/advice-and-guidance/guidance-for-education-providers-schools/>

The Employment Equality (Sexual Orientation Regulations 2003

<http://www.opsi.gov.uk/si/si2003/20031661.htm>

Guidance on New Measures to Outlaw Discrimination on Grounds of Sexual Orientation in the Provision of Goods, Facilities and Services

<http://www.communities.gov.uk/documents/communities/doc/485013.doc>

The Equality Act (Sexual Orientation) Regulations 2007, Guidance for Schools

<http://www.teachernet.gov.uk/docbank/index.cfm?id=12504>

For detailed guidance on:

- Admissions, teaching and the curriculum
<http://www.dfes.gov.uk/sacode/>
<http://www.teachernet.gov.uk/teachingandlearning/subjects/>
- Handling sex and relationship education
<http://www.dfes.gov.uk/sreguidance>
- Impact of Part 2 of the Equality Act 2007 (discrimination on grounds of religion or belief)
<http://www.teachernet.gov.uk/wholeschool/equality/religion>
- Anti-discrimination legislation
<http://www.teachernet.gov.uk/wholeschool/sexualhealthandorientation/homophobia/legislation>
- Tackling homophobic bullying
http://www.teachernet.gov.uk/teachers/issue33/secondary/features/Tacklinghomophobia_Secondary
- Code of Practices for Disability, Gender and Race
<http://www.equalityhumanrights.com>