



Service Delivery Policy (Schools)

Equality and Cohesion

POLICY STATEMENT

- To demonstrate how the school promotes and advances equal opportunities and community cohesion, and tackle inequalities and discrimination.
- Highlight how the school will ensure that all Pupils access the wider community and understand that although individuals may hold different views, all views are subject to the law and all should embrace equality, diversity and tolerance within the school, local and global community.

Document Control

Policy Code:	Neptune 06	Policy Owner:	Quality Team
Version:	23.07_v1.01	Policy Author(s):	Abbie Heard (Quality Manager)
Date ratified:	15/06/2023		
Review Frequency:	4 years		
Next review date:	May 2027	Ratifying Committee:	PRG

Document History (last 3 versions)

Date of Issue	Version No.	Person(s) responsible for change	Nature of Change
July 2023	V1.01	Sam Butland	Changes made to formatting.
April 2023	V1.0	Abbie Heard	

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1. Scope

1.1 Rationale

- 1.1.1 It is our belief that every school, irrespective of its pupil profile and location, is responsible for educating young people who will live and work in a country which is diverse in terms of age, culture, religion, or belief, ethnic or national origins, nationalities, sex/gender, gender identify, sexual orientation, disability, and socio-economic backgrounds.
- 1.1.2 We are committed to ensuring that we enable all Pupils to take part as fully as possible in every part of school life by developing each Pupil's self-confidence, recognising their strengths, and encouraging them to achieve their full potential.
- 1.1.3 We recognise that people have different needs, and we understand that treating people equally does not always involve treating them exactly the same. We recognise that for some Pupils, additional support is needed to help them to achieve and be successful.
- 1.1.4 We are committed to the Equality Act 2010, which is about ensuring inclusion and equity for all so that no policies or practices result in unfair or less favourable treatment of our Pupils or Team Members.
- 1.1.5 This policy applies to and aims to benefit all Team Members, Pupils, Parents/Guardians, and Carers.

1.2 Our Values and Commitment

- 1.2.1 We take reasonable and necessary steps to meet Pupils' needs by using a variety of approaches and planning reasonable adjustments, enabling our Pupils to take as full a part as possible in all the activities of the school. We make reasonable adjustments to ensure the school environment and its activities are as accessible and welcoming as possible for Pupils, Team Members, and visitors to the school. We are also committed to ensuring Team Members with a disability have equality of opportunity.
- 1.2.2 We actively encourage positive attitudes towards Pupils and Team Members and expect everyone to treat others with dignity and respect.
- 1.2.3 We regularly consider the ways in which the taught and wider enrichment curriculum will help to promote awareness of the rights of individuals and develop the skills of participation and responsible action.
- 1.2.4 We regularly consider the ways in which our teaching and the curriculum provision supports high standards of attainment, promote common values, and help Pupils understand and value the diversity that surrounds them, and challenge prejudice and stereotyping.
- 1.2.5 We monitor the progress and achievement of Pupils by the relevant and appropriate protected characteristics. This information helps the school to ensure that individual Pupils are achieving their potential, the school is being inclusive in practice, and trends are identified which inform the setting of our equality objectives.
- 1.2.6 We ensure that the curriculum is accessible to all Pupils with special educational needs and disabilities (SEND)/Additional Learning Needs (ALN), or those for whom English is not their first language. By planning ahead, we ensure that all Pupils are able to take part in extra-curricular activities and residential visits, and we monitor the uptake of these to ensure no one is disadvantaged on the grounds of a protected characteristic.

- 1.2.7 We seek the views of advisory Team Members and outside agencies and partnerships with other schools where this is needed. In planning the curriculum and resources we take every opportunity to promote and advance equality.
- 1.2.8 Bullying and Prejudice Related Incidents are carefully monitored and dealt with effectively. Regular training is given to both existing and new Team Member to ensure that they are aware of the process for reporting and following up incidents of prejudice-related bullying.
- 1.2.9 We expect that all Team Members are role-models for equal opportunities, deal with bullying and discriminatory incidents and be able to identify and challenge prejudice and stereotyping.
- 1.2.10 Throughout the year, we plan on-going events to raise awareness of equality and diversity, developing community cohesion and an understanding of the effects of discrimination.
- 1.2.11 We ensure Pupil/Parent/Team Member consultation is regularly sought in the development and review of this policy. We will regularly seek the views of Pupils, parents, advisory Team Members, and visitors to the school, to ensure that the school environment is as safe and accessible as possible to all school users. We will regularly review our accessibility plans.
- 1.2.12 We ensure that all Team Members are aware of their legal duties under the Equality Act 2010, the different forms of discrimination and what 'reasonable adjustments' mean in practice.

2. Our Legal Duties

2.1.1 Legislation relating to equality and discrimination is laid out in the Equality Act 2010. Legislation covers employment (work), the provision of services and public functions, and education.

2.1.2 Employers are liable for acts of employees if they did not take reasonable steps to prevent such acts. Employees can be liable for acts (where an employer took reasonable steps to prevent such acts).

2.2 Protected Characteristics

2.2.1 The 'Protected Characteristics' within equality law are:

- Age - A person of a particular age (e.g., 32-year-old) or a range of ages (e.g., 18 - 30-year-olds). However, age discrimination does not apply to the provision of education, but it does apply to work.
- Disability - A person has a disability if s/he has, or has had, a physical or mental impairment, which has a substantial and long-term adverse effect on their ability to carry out normal day to-day activities. It includes discrimination arising from something connected with their disability such as use of aids or medical conditions.
- Gender reassignment - A person (usually with 'gender dysphoria') who is proposing undergo, is undergoing or has undergone gender reassignment (the process of changing physiological or other attributes of sex, therefore changing from male to female, or female to male). 'Trans' is an umbrella term to describe people with this 'Gender Identity'. 'Intersex' or 'Third Sex' are not covered by the Act, but the school will treat Intersex children with the same degree of equality as potentially Trans children. Children as young as five may begin to show signs of gender dysphoria.
- Marriage and civil partnership – Marriage and civil partnership discrimination does not apply to the provision of education, but it does apply to work.
- Pregnancy and maternity - Maternity refers to the period of 26 weeks after the birth (including still births), which reflects the period of a woman's Ordinary Maternity Leave entitlement in the employment context. In employment, it also covers (where eligible) the period up to the end of her Additional Maternity Leave.
- Race - A person's colour, nationality, ethnic or national origin. It includes Travellers and Gypsies as well as White British people. It may include Caste.
- Religion and belief - Religious and philosophical beliefs including lack of belief. Generally, a belief should affect your life choices or the way you live for it to be included in the definition. Religion and belief discrimination does not prevent a school from carrying out collective worship or other curriculum-based activities, but Pupils may withdraw from acts of collective worship.
- Sex - A man or a woman or someone who identifies as non-binary.

- Sexual orientation - A person's sexual orientation towards the same sex (lesbian or gay), the opposite sex (heterosexual) or to both sexes (bisexual). Although children may not identify as gay or lesbian until later, promotion of sexual orientation equality is still relevant in a primary school environment. For example, a child may have an older sibling or parent who is gay. Children may experience friends 'coming out' when they are older.

2.3 Prohibited Conduct

2.3.1 Prohibited Conduct (acts that are unlawful) are:

- Direct discrimination - Less favourable treatment because of a protected characteristic.
- Indirect discrimination - A provision, criteria or practice that puts a person at a particular disadvantage and is not a proportionate means of achieving a legitimate aim.
- Harassment - Conduct which has the purpose or effect of violating dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment. It includes harassment by a third party (e.g., customer or contractor) in the employment context. Harassment because of gender reassignment, sexual orientation or religion and belief in relation to the provision of education does not apply but such acts may constitute direct discrimination.
- Victimisation - Subjecting a person to a detriment because of their involvement with proceedings (a complaint) brought in connection with this Act.
- Combined (dual) discrimination - Discrimination because of two protected characteristics such as age and sex/gender. Not yet effective.
- Discrimination arising from disability – Treating someone unfavourably because of something connected with their disability (such as periods of absence from work or medical conditions) and failure to make reasonable adjustments.
- Gender re-assignment discrimination - Allows reasonable absence from work for the purpose of gender-reassignment in line with normal provision such as sick leave.
- Pregnancy/maternity related discrimination – Unfavourable treatment because of a girl's/woman's pregnancy or maternity. It includes unfavourable treatment of a woman because she is breastfeeding.
- Discrimination by association or perception - For example, discriminating against someone because they "look gay", or because they have a gay brother; discriminating against someone because they care for a disabled relative.

3. Responsibilities

3.1 Governance and Oversight Team

3.1.1 The Governance and Oversight Team and Head Teacher are responsible for:

- Drawing up, publishing, and implementing the schools' equality objectives.
- Ensuring that the schools comply with the relevant equality legislation.
- Monitoring progress towards the equality objectives and reporting annually.

3.2 Head Teacher

3.2.1 The Head Teacher is responsible for:

- Ensuring that steps are taken to address the schools' stated equality objectives.
- Reporting to the Governance and Oversight team where needs/concerns have arisen.
- Ensuring that all Team Members are aware of their responsibilities and receive appropriate training.
- Taking appropriate action in cases of harassment and discrimination, including prejudice-related incidents
- Enabling reasonable adjustments to be made, in relation to disability, in regard to Pupils, Team Members, parents/carers and visitors to the schools. Ensure diversity issues are addressed in the implementation of the PSHE, RSE and the whole school curriculum. ensure that RE is in line with county guidance and stereotypical views of faith groups or beliefs are not perpetuated.

3.3 All Team Members

3.3.1 All Team Members are responsible for:

- Enacting this policy, its commitments and procedures, and their responsibilities associated with this policy.
- Dealing with bullying and discriminatory incidents and know how to identify and challenge prejudice and stereotyping.
- Promoting equality in their work and encouraging good relations.
- Attending such training and information opportunities as necessary to enact this policy and keep up to date with equality legislation.
- Modelling and promoting equal opportunities through their words and actions.
- Ensuring that Pupils with physical and / or learning disability needs are met.

4. Practice

4.1 Promoting Our Vision

4.1.1 We will ensure we identify opportunities for promoting our vision, the key concepts, and our duties on equality legislation across all aspects of school life.

4.1.2 These opportunities are likely to include all or some of the following dependent on our current priorities:

- preparation for admission to the school and transition
- breaks and lunchtimes.
- the provision of school meals
- interaction with peers
- opportunities for assessment and accreditation
- exam arrangements
- behaviour management approaches.
- exclusion procedures
- school clubs, activities, and school trips
- the school's arrangements for working with other agencies.
- learning and teaching and the planned curriculum
- classroom organisation
- timetabling
- grouping of pupils
- home learning opportunities and expectations.
- access to school facilities
- activities to enrich the curriculum.
- school sports
- Team Member welfare
- the involvement of a broad and diverse range of children, young people, their parents, and partner agencies
- school and wider group policies

4.2 Teaching, Learning and Curriculum

- 4.2.1 Our curriculum supports individual's standards of attainment, promote common values, and help Pupils understand and value the diversity that surrounds them, and challenge prejudice and stereotyping where appropriate.
- 4.2.2 The taught and wider curriculum will help to promote awareness of the rights of individuals and develop the skills of participation and responsible action. Team Members use opportunities within the curriculum and across the school day to discuss equality issues, to encourage Pupils to value and respect others and to challenge inappropriate attitudes and behaviours.
- 4.2.3 Team Members receive continuing professional development through continual training and in practice to ensure that everyone understands and implements all aspects of the Equality policy. Through this training, Team Members will recognise that their expectations directly affect their achievement, behaviour, and self-esteem of Pupils. They understand that it is their responsibility and duty of care to challenge prejudice and discriminatory behaviours in and out of the classroom.
- 4.2.4 The curriculum of our school promotes the spiritual, moral, and cultural development of our Pupils and society, and prepare our Pupils for the wider opportunities, responsibilities, and experiences of life after their school career with us has ended.
- 4.2.5 All Pupils are encouraged to participate in all areas of school life. All Pupils have equal access to a curriculum appropriate for their age or ability. The curriculum may be modified and/or differentiated to enable the individual pupil to better access that curriculum due to any specific educational or physical needs they may have. Tolerance and understanding are embedded within our wide and varied person-centred curriculum.
- 4.2.6 Equal opportunities will be embedded through all aspects of the curriculum. Issues relating to gender, physical disabilities (e.g., mobility, hearing, and sight), age, race and religion or belief can be addressed as appropriate for individuals.
- 4.2.7 Science as well as, Relationship & Sex education (RSE) provides opportunities for issues relating to gender and sexual matters to be addressed as appropriate for the age of the children.
- 4.2.8 Specific matters around religion, belief and culture are directly addressed in class or during whole school activities at selected times of the academic year e.g., Christmas, Chinese New Year.

4.3 Communicating and Promoting this Policy

- 4.3.1 All Team Members, including supply teachers and visitors are made aware of this policy and any subsequent updates or amendments.
- 4.3.2 A copy will be:
- Displayed on the school websites.
 - Available at Parents' Evenings where the child's progress and targets are discussed.
 - Included in the folder of public documents available to any parent on request.

4.4 Publication and Review

- 4.4.1 This equality information fulfils statutory requirements under the terms of the Equality Act 2010. The equality objectives are reviewed and updated annually by the Head Teacher and the Governance and Oversight Team.

5. Appendix 1 - Definitions

- 5.1.1 Equality - This is more clearly defined as equality of opportunity and outcome, rather than equality of treatment. This means treating people fairly and according to their needs as some people may need to be treated differently in order to achieve an equal outcome.
- 5.1.2 Inclusive - Making sure everyone can participate, whatever their background or circumstances. Diversity Recognising that we are all different. Diversity is an outcome of equality and inclusion.
- 5.1.3 Cohesion - People from different backgrounds getting on well together (good community relations). There is a shared vision and sense of purpose or belonging. Diversity is valued. Relationships are strong, supportive, and sustainable. Cohesion is an outcome of equality and inclusion.
- 5.1.4 Community - From the school's perspective, the term "community" has a number of meanings:
- The school community – the Pupils we serve, their families and the school's Team Members.
 - The community within which the school is located – in its geographical community, and the people who live and/or work in that area.
 - The community of Britain – all schools by definition are part of it.
 - The global community – formed by European and international links.
- 5.1.5 Gender Dysphoria - Gender dysphoria is a recognised condition in which a person feels that there is a mismatch between their biological sex and their gender identity. Biological sex is assigned at birth, depending on the appearance of the infant. Gender identity is the gender that a person "identifies" with or feels themselves to be.

6. Appendix 2 – School Equality Objectives

6.1 Our School Community

6.1.1 Our schools support a wide range of families in terms of their employment and economic background. Our annual census data shows us that the children are predominately from a White British background. All our Pupils have a diagnosis of Special Educational Needs/ Additional Learning Needs, and the school site is adapted to suit the specific needs to its Pupils.

6.1.2 Migration and economic change alter the shape of our local and national communities, it is more important than ever that all schools play a full part in promoting community cohesion and inclusion. But community cohesion is not just about good race relations, it applies to many aspects of community life including positive relations between older and younger generations, and as we have an increasing older population this is another important factor.

6.2 Objectives

6.2.1 The Equality Act 2010 requires us to publish specific and measurable equality objective(s). Our equality objective(s) are based on our analysis of data and other information and focus on those areas where we have agreed to take action to improve equality and tackle disadvantages. We will regularly review the progress that we are making to meet our equality objective(s).

6.2.2 Objectives:

- To reduce the attainment gap for children looked after.
- To provide training and upskill Team Members in order to develop further therapeutic approaches throughout the curriculum.
- To promote diversity and equality throughout the school and develop further opportunities for community cohesion.
- To continue to ensure Equality and Diversity are embedded across the curriculum.

6.2.3 We will achieve this by:

- Ensuring that all strategic and administrative decisions are made only after carefully consideration of equality matters.
- Promoting cultural understanding, and awareness of different religious beliefs, within and beyond our school community, through the curriculum, visits, and events. Promoting the understanding of, and positive attitudes towards disability.
- Actively closing gaps in attainment and achievement between Pupils and all groups of Pupils; especially Pupils from disadvantaged backgrounds, Pupils with special educational needs and disabilities, looked after children and Pupils from minority ethnic groups.

- Continue to improve accessibility across the school for Pupils, Team Members, and visitors with disabilities, including the physical environment, curriculum, and school policies.
- Ensure that no Pupil, Team Member, or visitor is at a disadvantage, or unable to participate fully in the life of the school.