



EQUALITY, DIVERSITY AND COMMUNITY COHESION POLICY

Head Teacher

Paul McLean

Signed:

Chair of Governors

Doug Thompson

Signed:

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Equality, Diversity and Community Cohesion Policy

1. Purpose of the Document

The overall objective of Kirkleatham Hall School's Equality, Diversity and Community Cohesion 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 of its activities.

The principles of this policy apply to all members of the extended school community - pupils, staff, governors, parents and community members. Partners and contractors are also expected to abide by the policy.

2. Equality, Diversity and Community Cohesion statement

We will not tolerate less favourable treatment of anyone, particularly in relation to age, disability, gender, marriage and civil partnership, pregnancy and maternity, race, religion and belief, or sexuality.

Through our school ethos, curriculum and community links, we will work towards:

- A common vision
- A sense of belonging for all
- Similar life opportunities for all
- Strong and positive relationships between different communities.

Through the Equality, Diversity and Community Cohesion Policy, Kirkleatham Hall School seeks to ensure that no member of the school community, or any person through their contact with the school, receives less favourable treatment on any grounds which cannot be justified. Consequently, this not only covers the protected characteristics of age, disability, gender, marriage and civil partnership, pregnancy and maternity, race, religion and belief, and sexuality, but also relates to socio-economic background, where people reside, those responsible for children or other dependents, those who engage in political or trade union activities, and those with spent convictions.

Commitment to equality, diversity and community cohesion is more than just meeting legal obligations or targets it is about making a difference to the lives of the people we serve, treating all people with dignity and respect, and recognising the value of each individual. This implies an ongoing commitment to ensuring that our services meet the varied and individual needs of all the children and young people in our school. We will make sure that our employment practices are fair, promote equality and value diversity. We will actively value the wide variety of lifestyles and cultures which exist locally and nationally. We will prepare children and young people for life in a diverse society with ever-increasing global connections, and help them to deal in an informed manner with sometimes controversial issues.

We will ensure that the principles of this policy are reflected in all of our policies, practices and procedures.

Kirkleatham Hall School has been accredited with a Leading Aspect Award, Investors in People, Healthy Schools, Anti Bullying Charter for Action, Sport England and is involved in the Schools Sport Partnership as a lead school for inclusion.

3. Guiding Principles

These principles have been drawn from a specimen school policy for equality and diversity prepared by the DFE and we at Kirkleatham Hall School fully endorse and accept them.

Principle 1: All learners' are of equal value

All learners and potential learners are of equal value and benefit equally from school policies, practices and programmes, whatever their ability, background, gender or cultural identity.

Principle 2: Relevant differences are recognised

Treating people equally can mean treating them differently. Policies, practices and programmes do not discriminate, but may be differentiated to take account of differences of life experience, outlook and background, and in the kinds of barriers and disadvantages, which people may face.

Principle 3: We foster positive attitudes, relationships and a shared sense of belonging

Policies, practices and programmes promote:

- Positive attitudes and interactions

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- Mutual respect and good relationships
- An absence of harassment or prejudice-related bullying between people of different ability, background, gender or cultural identity.

Principle 4: Equality of opportunity determines staff recruitment, retention and development

Policies and procedures benefit all employees and potential employees in recruitment, professional development and promotion. Steps are taken to positively promote equality especially where there is evidence of inequality.

Principle 5: Current inequalities and barriers are addressed and reduced

In addition to avoiding or minimising possible negative effects of policies, we take opportunities to maximise positive impacts by addressing, reducing and removing inequalities and barriers that already exist between people of different ability, background, gender or cultural identity.

Principle 6: Policy development involves widespread consultation and involvement

People affected by a policy are consulted and involved in the design of new policies, and in the review of existing ones. Such consultation is both direct and through representative organisations, and is based on principles of transparency and accountability. It involves those who in the past have been excluded or disadvantaged, and who continue to face barriers.

Principle 7: Society as a whole benefits

Policies benefit society as a whole, locally, nationally and internationally, by fostering greater cohesion and greater participation in public life of people of different ability, background, gender or cultural identity.

4. Equality and Diversity Legislation

Our commitment is reinforced through our legal duties both as an employer and service provider. The legal duties come from a range of relevant equality and diversity legislation and associated codes of practice. Through this policy we are committed to complying with the general and specific duties, as well as the codes of practice.

Age

All public bodies have responsibilities to promote equal opportunities in employment and vocational training irrespective of age, through the Employment Equality (Age) Regulations (2006). The Equality Act (2010) will soon make it unlawful to discriminate in the provision of goods, services, facilities and public functions (2012). We will ensure that we follow these regulations and legislative requirements.

Disability

The Disability Discrimination Acts (1995, 2001 and 2005) place a positive duty on us to ensure that services provided by the school and its premises are accessible to disabled people, that we promote disability equality, eliminate discrimination and harassment, and promote positive attitudes to encourage participation.

Gender

The Sex Discrimination Act (1975) and the Equality Act (2006) place a positive duty on us not to treat anyone unfairly because of their gender. This means we will eliminate discrimination and promote equality of opportunity between girls and boys, men and women. We will ensure that the needs of both sexes and transgender people are taken into account in our services and employment.

Race

The Race Relations Act (1976) and the Race Relations (Amendment) Act (2000) require schools to take appropriate steps to promote race equality, eliminate unlawful race discrimination and promote good race relations.

Religion and Belief

All public bodies have responsibilities to promote equal opportunities in employment and vocational training irrespective of religion and belief through the Employment Equality (Religion and Belief) Regulations (2003). The Equality Act (2006) makes it unlawful to discriminate in the provision of goods, services, facilities and public functions. We will ensure that we follow these regulations.

Sexual Orientation

All public bodies have responsibilities to promote equal opportunities in employment and vocational training irrespective of sexual orientation through the Employment Equality (Sexual Orientation) Regulations (2003). The Equality Act (2006) makes it unlawful to discriminate in the provision of goods, services, facilities and public functions. We will ensure that we follow these regulations.

Marriage and Civil Partnership, and Pregnancy and Maternity

The Equality Act (2010) makes it unlawful to discriminate against anyone in relation to marriage and civil partnership, and pregnancy and maternity. Discrimination might be direct or indirect, or involve harassment or victimisation. We will ensure that we do not discriminate in relation to these protected characteristics.

Community Cohesion

The Education and Inspections Act (2006) places a responsibility on schools to promote community cohesion within the school itself as well as locally, nationally and globally. We will do this through promoting a common vision, a commitment to equality and social justice, respecting people's different backgrounds, and promoting positive relationships in the school and local neighbourhood. We recognise that the biggest influence on educational outcomes is social class and that this can also strongly affect community cohesion. We have programmes to 'narrow the gap' and to draw people together from different social backgrounds.

Future legislation

We will also welcome the contribution of future equality and diversity legislation to provide equal opportunities for everyone.

5. Implementation

We will ensure implementation through action in the following areas:

- **Relationships and ethos** - to foster behaviour based on rights, responsibilities and mutual respect between all members of the school community, to support pupils 'personal development and well-being, and to address all forms of prejudice-related bullying.
- **Equity and excellence** - to ensure equal opportunities for all to succeed at the highest level possible, to remove barriers to access and participation in learning and other activities, and to minimise variations in outcomes for different groups.
- **Teaching, learning and the curriculum** - to teach pupils to understand others, to promote common values and value diversity, to promote awareness of human rights and of the responsibility to uphold and defend them, and to develop the skills of participation and responsible action.
- **Engagement and extended services** — to provide a means for children, young people and their families to interact with people from different backgrounds

and build positive relations, including links with different school communities locally, nationally and internationally.

6. Monitoring, Reviewing and Assessing Impact

This policy is supported by the school's Single Equality Scheme and related action plans. The Single Equality Scheme and related action plans run for three years but are reviewed and reported upon annually to the governing body.

This policy will be regularly monitored and reviewed by staff and governors to ensure it is effective in tackling discrimination, in promoting access and participation, and in promoting equality and good relations between different groups, and that it does not disadvantage particular sections of the school community. Any pattern of inequality found because of impact assessments will be used to inform future planning and decision-making.

The Head Teacher provides monitoring reports for review by the Governing Body. These include information about school population, workforce recruitment, retention and progression, special initiatives, progress against Key Indicators and targets, and future plans. Normally the reports will be found in the Head Teacher's Report to Governors.

7. Roles and Responsibilities

All who are associated with Kirkleatham Hall School have a responsibility for promoting inclusion, equality, diversity and community cohesion, and avoiding unfair discrimination.

Our Governors are responsible for:

- Making sure the school complies with all current equality and diversity legislation.
- Making sure this policy and its procedures are followed.
- Making sure that the school has an up-to-date Single Equality Scheme and related action plans.

Our Head Teacher is responsible for:

- Making sure the policy is readily available and that the governors, staff, pupils and their parents know about it.
- Making sure its procedures are followed.
- Producing regular information for staff and governors about the policy and how it is working, and providing training for them on the policy, if necessary.
- Making sure all staff know their responsibilities and receive training and support in carrying these out.

- Taking appropriate action in cases of harassment, victimisation and discrimination.

All of our staff are responsible for:

- Proactively following this policy and any associated guidelines.
- Providing role models for pupils through their own actions.
- Dealing with racist†, sexist and homophobic incidents, and recognising and tackling other forms of bias and stereotyping.
- Promoting equality, diversity and good community relations, and avoiding discrimination against anyone based on the nine protected characteristics above, as well as avoiding discrimination irrespective of socio-economic background or where people reside, as well as against those responsible for children or other dependents, those who engage in political or trade union activities, and those with spent convictions.
- Keeping up to date with the law on discrimination and taking advantage of training and learning opportunities offered to them.

All of our pupils are responsible for:

- Treating others kindly and fairly without prejudice, discrimination or harassment.
- Attending school and engaging in their learning, as well as helping other pupils to learn.
- Telling staff about any prejudice-related incidents that occur.

All our parents are responsible for:

- Supporting our school as it implements this policy.
- Providing role models for their children through their own actions.
- Ensuring their children attend school and engage in learning.
- Telling staff about any prejudice-related incidents that occur.

Visitors and contractors are responsible for:

- Knowing and following the content of our Equality, Diversity and Community Cohesion Policy.

Responsibility for overseeing equality, diversity and community cohesion practices in the school lies with a named member of staff and a named Governor.

Responsibilities include:

- Coordinating and monitoring work on equality, diversity and community cohesion.
- Dealing with and monitoring reports of harassment (including racist, sexist and homophobic incidents).
- Monitoring the progress and attainment of vulnerable groups of pupils (e.g, black and minority ethnic pupils, including Gypsies and Travellers).
- Monitoring exclusion.

8. Breaches of the Policy

Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the Head Teacher and Governing Body. Anyone wishing to make a complaint will be advised to follow the School Complaints Procedure.

Racist incidents and other prejudiced driven behaviour will be recorded and reported to the Local Authority following established procedures and guidelines.

9. References to other Documents, Advice and Guidance.

Guidance and advice will be actively sought and used through:

- Utilising the information provided by Human Resources on employment and staffing procedures. This is available on the Schools' Extranet/ Document Library / Human Resources / Equality and Diversity.
- Using guidance from DFE, QCDA, OfSTED, etc.

Appendix 1

General and Specific Duties: age, disability, gender, race, religion and belief, sexuality

Age:

The duties apply to workers of all ages. It is therefore unlawful to discriminate against young workers as well as older workers.

Duties

- To avoid all forms of discrimination, direct and indirect, in employment on the basis of age
- To avoid all forms of harassment on the basis of age
- To avoid all forms of victimisation because someone has made or intends to make a complaint relating to age discrimination.

Disability:

General Duties

- To eliminate discrimination that is unlawful under the disability discrimination acts
- To eliminate harassment related to disability
- To promote equality of opportunity between disabled people and other people
- To promote positive attitudes towards disabled people
- To encourage participation by disabled people in public life
- To take steps to meet disabled people's needs, even where this involves treating disabled people more favourably than other people.

Specific Duties

- To continue to make adjustments to resources and activities to avoid disadvantage for our pupils, all of whom have a statement of special educational need
- To continue to make improvements to the physical environment to increase access to education and associated services
- To maintain access to the curriculum for all pupils
- To make information accessible in a range of different ways
- To provide aids or services, such as equipment or personal support, for pupils who require them.

Gender:

General Duties

When carrying out its functions, the school will have due regard to the need to:

- Eliminate unlawful sex discrimination and harassment
- Promote equality of opportunity between females and males.

"Due regard" comprises two linked elements: proportionality and relevance. The weight given to gender equality should therefore be proportionate to its relevance to a particular function.

Specific Duties

To support progress in delivering the general duty, we accept specific duties which include the following activities:

- Preparing and publishing a Gender Equality Scheme (part of the Single Equality Scheme), showing how the school will meet its general and specific duties including setting out its gender equality objectives
- In formulating our overall objectives, to consider the need to include objectives to address the causes of any gender pay gap
- Gathering and using information on how the school's policies and practices affect gender equality in the workforce and in the delivery of services, in particular education.
- Consulting with stakeholders (i.e. pupils, parents, employees, other service users or potential service users, including trade unions) and taking account of relevant information in order to determine its gender equality objectives
- Assessing the impact of its current and proposed policies and practices on gender equality
- Implementing the actions set out in its Gender Equality Scheme within three years, unless it is unreasonable or impractical to do so
- Reporting against the Gender Equality Scheme every year and reviewing the scheme at least every three years.

Race:

General Duties

- To promote equality of opportunity
- To promote good relations between people of different racial groups
- To eliminate unlawful racial discrimination.

Specific Duties

- To prepare a written race equality policy and keep it up to date (part of the Single Equality , Diversity and Community Cohesion Policy)
- To make arrangements to fulfil the policy through an action plan
- To monitor the impact of our policies, including the race equality policy, on pupils, staff and parents of different racial groups, particularly the impact on pupils' attainment levels
- To publish, annually, the results of monitoring the race equality policy.

Religion and Belief:

The regulations relating to religion and belief apply to any religion, religious belief or similar philosophical belief, but do not include political beliefs.

- To avoid all forms of discrimination, direct and indirect, in employment on the basis of religion or belief
- To avoid all forms of discrimination in service provision including arrangements for admissions, teaching and learning and the content of the curriculum
- To avoid all forms of harassment on the basis of religion or belief
- To avoid all forms of victimisation because someone has made, or intends to make, a complaint relating to religion or belief.

Sexuality:

The regulations relate to lesbians and gay men, heterosexuals and bisexuals.

Duties

- To avoid all forms of discrimination, direct and indirect, in employment on the basis of sexual orientation
- To avoid all forms of discrimination in service provision including arrangements for admissions, teaching and learning and the content of the curriculum
- To avoid all forms of harassment on the basis of sexual orientation
- To avoid all forms of victimisation because someone has made, or intends to make, a complaint relating to sexuality.

Appendix 2

Community Cohesion

A cohesive community is one where:

- There is a common vision for all communities, an emphasis on articulating what binds communities together rather than what differences divide them, a sense of belonging, of identifying with the neighbourhood and of 'looking out for each other'
- There is a commitment to equality and social justice
- The diversity of people's different backgrounds and circumstances is appreciated, respected and protected, in order to support integration and cohesion in changing communities
- People have similar life opportunities, irrespective of background
- Everyone understands their rights and responsibilities and is encouraged to participate at all levels
- Strong and positive relationships are developed between people from different backgrounds in the workplace, in schools and within neighbourhoods.

The National Community cohesion Standards are framed by four strategic aims:

- Close the attainment† and achievement gap between different groups of people
- Develop common values of citizenship based on dialogue, mutual respect and acceptance of diversity
- Contribute to building good community relations and challenge all types of discrimination and inequality
- Remove the barriers to access, participation, progression, attainment and achievement.

The DFE Guidance on the duty to promote community cohesion suggests that a school's contribution to community cohesion relates, above all, to:

- Relationships and ethos - to foster behaviour based on rights, responsibilities and mutual respect between all members of the school community, to support pupils' personal development and well-being, and to address all forms of prejudice-related bullying.

- Teaching, learning and the curriculum - to teach pupils to understand others, to promote common values and to value diversity, to promote awareness of human rights and of the responsibility to uphold and defend them, and to develop the skills of participation and responsible action.
- Equity and excellence - to ensure equal opportunities for all to succeed at the highest level possible, removing barriers to access and participation in learning and wider activities and eliminating variations in outcomes for different groups.
- Engagement and extended services - to provide a means for children, young people and their families to interact with people from different backgrounds