



## EQUALITY, DIVERSITY AND COMMUNITY COHESION POLICY

1	<b>SUMMARY</b>	The school's summary statement in relation to the Equality Act 2010, diversity in school and community cohesion.			
2	<b>RESPONSIBLE PERSON/S:</b>	Headteacher			
3	<b>APPLIES TO:</b>	All students and staff			
4	<b>GROUPS/ INDIVIDUALS WHO HAVE OVERSEEN THE DEVELOPMENT OF THIS POLICY:</b>	Senior Leadership Team Members of the Governing Body: Pupil and Staff Wellbeing sub-committee			
5	<b>RATIFYING COMMITTEE(S) &amp; DATE OF FINAL APPROVAL:</b>	Governing Body: Pupil and Staff Wellbeing sub-committee			
6	<b>VERSION:</b>	Version 2			
7	<b>AVAILABLE ON:</b>	<b>Staff Shared Drive</b>	Yes	<b>Website</b>	Yes
8	<b>RELATED DOCUMENTS:</b>	Behaviour, SEND and Safeguarding policies			
9	<b>DISSEMINATED TO:</b>	Staff, parents, pupils and member of the Governing Body			
10	<b>DATE OF IMPLEMENTATION:</b>	October 2021			
11	<b>DATE OF NEXT FORMAL REVIEW:</b>	October 2022			

**DOCUMENT CONTROL**

<b>Date</b>	<b>Version</b>	<b>Action</b>	<b>Amendments</b>

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## **Equality, Diversity and Community Cohesion Policy**

### **Durham Johnston Comprehensive School: Ethos and Values Statement**

Academic Excellence, Acquiring Knowledge, Social Justice, Public Service and Opening Doors for our Students.

Our school promotes academic excellence and embraces the shared values of honesty, integrity, respect and compassion. We want our students to be ambitious, kind, resilient and hardworking, and have a genuine passion for learning. We want them to change the world with the knowledge, skills and confidence they have learned here; to champion fairness, have friendships for life, and pride in our school. Above all, we want our students to be happy.

### **British Values**

All staff are expected to uphold and promote fundamental British Values including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. We believe that 'British Values' are based upon inclusivity and including opportunities to participate within our school for all, regardless of circumstance or background.

### **Introduction**

The aims of this policy are to ensure that Durham Johnston Comprehensive School is an inclusive and welcoming school where everyone is valued highly and where tolerance, honesty, co-operation and mutual respect for others are fostered. We believe this to be relevant to all students, staff and their families of both.

### **Aims**

Our policy and procedures are written so that when implemented we will:

- comply with the Public Sector Equality Duty, and Equality Act 2010.
- provide a safe environment in which all our students can flourish and achieve academic excellence
- provide a learning environment where all individuals feel a sense of belonging to a community
- prepare students for life in a diverse society in which children are able to see their place in local, regional, national and international communities
- include and value the contribution of all families to our understanding of equality and diversity
- provide positive non-stereotyping information about different groups of people regardless of gender, ethnicity, disability, sexual orientation, religion and age
- plan systematically to improve our understanding and promotion of diversity
  
- actively challenge discrimination and disadvantage

- make inclusion a thread which runs through our curriculum and pastoral support programmes

## 1. Contents

This policy document contains the following:

**Section 4:** Definition of Diversity

**Section 5:** The Equality Act 2010

**Section 6:** The Public Sector Equality Duty

**Section 7:** Protected Characteristics

**Section 8:** Equality Objectives

**Section 9:** Advancing Equality of Opportunity

**Section 10:** Curriculum

**Section 11:** Personal Development and Pastoral Guidance

**Section 12:** Community Cohesion

**Section 13:** Staffing and Staff Development

**Section 14:** Monitoring and Evaluation

## 2. A Definition of Diversity

We believe that diversity involves all members of our school community having an understanding of, and celebrating the differences between, people, regardless of their unique characteristics of gender, race, sexual orientation, religion, beliefs, disability or other noted differences. We will treat each person (including both students and members of staff, and those applying to work or learn here) equally regardless of those differences.

## 3. The Equality Act 2010

The Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a student or potential student:

- in relation to admissions,
- in the way it provides education for students,
- in the way it provides students access to any benefit, facility or service, or
- by excluding a student or subjecting them to any other detriment.

The Act defines four kinds of unlawful behaviour – direct discrimination; indirect discrimination; harassment and victimisation:

- **Direct discrimination** occurs when one person treats another less favourably, because of a protected characteristic, than they treat – or would treat – another person or group.

- **Indirect discrimination** occurs when a “provision, criterion or practice” is applied generally but has the effect of putting people with a particular characteristic at a disadvantage when compared to people without that characteristic
- **Harassment** has a specific legal definition in the Act - it is “unwanted conduct, related to a relevant protected characteristic, which has the purpose or effect of violating a person’s dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person”
- **Victimisation** occurs when a person is treated less favourably than they otherwise would have been because of something they have done (“a protected act”) in connection with the Equality Act

#### 4. The Public Sector Equality Duty

The Public Sector Equality Duty consists of a general equality duty and specific duties, which help authorities to meet that general duty. The aim of the general equality duty is to integrate considerations of the advancement of equality into the day-to-day business of public authorities. In summary, those subject to the equality duty, must in the exercise of their functions, have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Act.
- Advance equality of opportunity between people who share a characteristic and those who do not share it.
- Foster good relations between people who share a characteristic and those who do not.
- Through the implementation of this policy, Durham Johnston Comprehensive School will ensure compliance to the Duty specifically through:
- raising awareness with staff through use of CPD time, including reference to the most relevant policies and procedures, and our general and specific duties under the Equality Act
- raising awareness with students through targeted activities including a range of pastoral activities such as assemblies, time together in form and at key points through curriculum delivery.

#### 5. Protected Characteristics

It is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their:

- age
- disability
- gender reassignment
- pregnancy or maternity
- race
- religion or belief

- sex
- sexual orientation

## **6. Equality Objectives**

### The Governing Board will:

- ensure that the school complies with equality legislation, and in exercising its functions as a public authority, have due regard to the Public Sector Equality Duty;
- ensure that the school's policy and its procedures and strategies are carried out and monitored
- scrutinize the recording and reporting procedures
- follow the LA's admissions policy, which is fair and equitable in its treatment of all groups
- monitor attendance and take appropriate action where necessary
- have equal opportunities in membership of the Governing Body
- provide information in appropriate, accessible formats
- be involved in dealing with serious breaches of the policy
- be active in recruiting high-quality applicants from under-represented groups
- The Governing Body will:
- ensure safer recruitment processes are adhered to when recruiting staff to the school
- have equal opportunities in membership of the Governing Body

### The Headteacher will:

- implement the policy and its strategies and procedures
- ensure that all staff receive appropriate and relevant continuous professional development
- actively challenge and take appropriate action in any cases of discriminatory practice
- deal with any reported incidents of harassment or bullying
- ensure that all visitors and contractors are aware of, and comply with, the school's equality and diversity policy
- produce a report on progress for the Governing Body
- ensure this policy is developed and effectively implemented with governors, school staff and any relevant external partners
- ensure all staff are aware of this policy and understand their role in its implementation
- update specific information about the school population (staff and students) annually after the start of each new academic year, and publish this on the website in line with the school's census in October and again in February.
- School staff will:
- be vigilant in all areas of the school for any type of harassment and bullying

- deal effectively with all incidents from overt name-calling to the more subtle forms of victimisation caused by perceived differences
- identify and challenge bias and stereotyping within the curriculum and in the school's culture
- promote equality and good relations and not discriminate on grounds of race, gender, religion, age and sexual orientation
- promote an inclusive curriculum and whole school ethos which reflects our diverse society
- keep up to date with equality legislation, development and issues by attending relevant training and accessing information from appropriate sources
- Students will:
- refrain from engaging in discriminatory behaviour or any other behaviour that contravenes this policy
- be encouraged to speak out against any discriminatory behaviour that they witness

## **7. Advancing Equality of Opportunity**

As set out in the Department for Education guidance on the Equality Act, the school aims to advance equality of opportunity by:

- removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. students with disabilities, or gay students who are being subjected to homophobic bullying)
- taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim or Christian students to pray at prescribed times)
- encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all students to be involved in the full range of school societies and extra-curricular opportunities)
- ensuring fairness and equality through our safer recruitment procedures

## **8. The Curriculum**

We will ensure that:

- our curriculum will prepare students for life in modern Britain, providing them with opportunities to become respectful citizens, and develop their understanding and appreciation of diversity
- our curriculum actively promotes the Fundamental British Values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith
- Departments include in their curriculum, access to a broad range of literature and materials pertaining to individuals or groups from diverse cultures, including a focus on a range of religions, ethnicity, gender and disability



- all students have access to the school curriculum and all school activities
- all students achieve to the best of their abilities, despite any difficulty or disability they may have
- teaching staff are aware of and sensitive to the needs of all students, teaching them in a way that is most appropriate to their needs
- we identify at the earliest opportunity, all children that need special consideration to support their needs (whether these are educational, social, physical or emotional)
- we provide suitable provision for children with SEND to fully develop their abilities, interests and talents and gain maximum access to the curriculum and other activities in school

## **9. Personal Development and Pastoral Guidance**

We will ensure that:

- pastoral staff take account of disability needs, gender, religious and racial differences, sexual orientation and the experience and needs of particular groups such as Gypsy Roma and Traveller, refugee and asylum seeker students.
- all students are encouraged to consider the full range of career opportunities available to them with no discriminatory boundaries placed on them due to their disability, gender or race.
- all students/staff/parents/carers are given support as appropriate when they experience or perceive 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. We also acknowledge that those with protected characteristics can discriminate against others with different protected characteristics and will seek external guidance when this occurs.
- positive role models will be used throughout the school to ensure that different groups of students can see themselves reflected in the school community
- emphasis is placed on the value that diversity brings to the school community rather than the challenges
- our PHSE programme includes topics with a specific focus on equality and diversity
- strategies are put in place to focus on motivating and reintegrating disaffected students who may at times access the Student Support Centre. We will also place an emphasis upon restorative practice so that any student making a mistake is helped to understand why that has happened and how they can do things differently.
  
- students are given opportunities to meet their individual religious needs, especially when important festivals occur
- students' dietary needs are met as far as is practicable

## **10. Community cohesion**

We are committed to supporting community cohesion by:

- developing a common vision and sense of belonging
- developing an appreciation of the diversity of people's backgrounds and circumstances
- creating opportunities for all learners to achieve their potential
- building strong and positive relationships
- having good links with other schools, locally and regionally
- teachers having links with other schools and promoting good role models when interacting with staff from other schools, through a range of activities
- learners having a strong voice and opportunities to take responsibility as Form Representatives, via school form meetings with the Headteacher and via our House System.
- engaging parents through a range of activities, consultation evenings and information evenings, such as our parent information evenings each September and October.
- having strong links with external agencies
- building networks and partnerships between services to encourage joint thinking and sharing of skills
- building on relationships with the school community and consulting with all stakeholders, giving particular attention to those affected by inequality in the decisions we take to promote equality and eliminate discrimination.

## **11. Staffing and Staff Development**

We recognise the need for positive role models and distribution of responsibility amongst staff. This will include:

- student access to a balance of male and female staff
- encouraging the career development and aspirations of all individuals
- providing staff with training and development, which will increase awareness of the needs of different groups of students in the various dimensions of equality of opportunity

## **12. Monitoring and Review**

This will be carried out by the school's Leadership Group, who will consider feedback from a range of sources and report to the Governing Body. Sources will include attendance and truancy figures, behaviour monitors, exclusions, incidents of racism, homophobia and sexism and all other forms of potential bullying. Student achievement data for particular groups will be compared to national and Local Authority data to ensure that all those with a protected characteristic are making progress.

BEFORE USING THIS POLICY ALWAYS ENSURE YOU ARE USING THE MOST UP TO DATE VERSION