

Warmley Park School and College



Equalities and Cohesion Policy

Policy review:	EIA:	Ratify :	Due for review:
January 2023	January 2023	January 2023	January 2024

Rationale and Core Values

We believe and value every individual and what they can aspire to. We will inspire them to do this by enhancing learning and encouraging everyone to achieve together.

Our core values reflect those of the Local Authority which have been consulted upon widely across the region. They are: to encourage mutual respect for all; recognise and work with every diverse group; provide high quality inclusive services and facilities; make sure our employment policies and practices are fair and challenge harassment and discrimination.

We will proactively seek to review and restructure the cultures, policies and practices in school, so they can be welcoming and responsive to the full diversity of people locally, nationally and globally.

Legal duties

1. We welcome our duties under the Equality Act 2010 such as to:
 - Have due regard to the need to eliminate unlawful discrimination, harassment and victimisation;
 - Advance equality of opportunity;
 - Foster good relations through tackling prejudice and promoting understanding.
2. We welcome our duties under the Race Relations 1976 as amended by the Race Relations Amendment Act 2000; the Disability Discrimination Acts 1995 and 2005; and the Sex Discrimination Act 1975 as amended by the Equality Act 2006.
3. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
4. We recognise that these four sets of duties are essential for achieving the five outcomes of the Every Child Matters framework, and that they reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.
5. Summaries of our legal obligations are provided in Appendix A.

Guiding Principles

This policy is drawn up in consideration of the Equality Act 2010 which protects individuals from discrimination and harassment based upon 'protected characteristics' the protected characteristics in respect of the pupils are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

In fulfilling the legal obligations referred to above and summarised in Appendix A, we are guided by seven principles.

- All learners are of equal value.
- We welcome and respect diversity.
- We promote positive attitudes and relationships, and a shared sense of cohesion and belonging.
- Staff recruitment, retention and development.
- We aim to reduce and remove inequalities and barriers that already exist.
- We consult widely.
- Society as a whole should benefit.

Principle 1: All learners are of equal value

We see all learners and potential learners as of equal value:

- Whether or not they are disabled.
- Whatever their ethnicity, culture, religious affiliation, national origin or national status.
- Whichever their gender.

Principle 2: We welcome and respect diversity

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate, but are differentiated, as appropriate, to take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- Disability, so that reasonable adjustments are made.
- Ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised.
- Gender, so that the different needs and experiences of girls and boys, women and men are recognised.

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

We intend that our policies, procedures and activities should promote:

- Positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people.
- Positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents.
- Mutual respect and good relations between boys and girls, women and men, and an absence of sexual harassment.

Principle 4: Staff recruitment, retention and development

Policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- Whether or not they are disabled.
- Whatever their ethnicity, culture, religious affiliation, national origin or national status.
- Whichever their gender.

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- Disabled and non-disabled people.
- People of different ethnic, cultural and religious backgrounds.
- Girls and boys, women and men and in relation to sexual orientation.

Principle 6: We consult widely

People affected by a policy or activity should be consulted and involved in the design of new policies, and in the review of existing ones. We involve:

- Disabled people as well as non-disabled people.
- People from a range of ethnic, cultural and religious backgrounds
- Both women and men, and girls and boys.

Principle 7: Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of people regardless of their:

- Disability.
- Ethnicity, cultural or religious background.
- Gender.
- Sexual orientation.

Action Plans

- We maintain an action plan that emanates from the Equalities Scheme.
- The goals are derived from consultations and evaluations with our stakeholders through parent questionnaires, staff meetings, school council meetings, governor meetings and pupil questionnaires.
- Our current action plan is to be found within the School Improvement Plan.

The Curriculum

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the seven principles listed above.

Ethos and Organisation

We ensure that the principles listed above apply also to the full range of our policies and practices, including those that are concerned with:

- Learners' progress, attainment and assessment.
- Learners' personal development, welfare and well-being.
- Teaching styles and strategies.
- Admissions and attendance.
- Staff recruitment, retention and professional development.
- Care, guidance and support.
- Behaviour, discipline and exclusions.
- Working in partnership with parents, carers and guardians.
- Working with the wider community.

Addressing Prejudice and Prejudice-related Bullying

The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in paragraphs 1 and 2. Prejudice –related allegations will be investigated when anyone involved with the incident feels that it is motivated by prejudice. All such allegations will be referred to the Headteacher, whose role is to assess, record and manage all such investigations including:

- Prejudices around disability and special educational needs.
- Prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example antisemitism and Islamophobia, and those that are directed against Travellers, refugees and people seeking asylum.
- Prejudices reflecting sexism and homophobia.

We take seriously our obligation to report regularly to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they were dealt with.

Religious Observance

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

Staff Development and Training

We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams within budgetary constraints.

Roles and Responsibilities

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and strategies are implemented.

A member of the governing body has a watching brief regarding the implementation of this policy and will undertake appropriate training in order to lead the governing body in fulfilling its role.

The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

All staff are expected to:

- Promote an inclusive and collaborative ethos in their classroom.
- Deal appropriately with any prejudice-related incidents that may occur.
- Identify and challenge bias and stereotyping in the curriculum.
- Support the diversity of pupils in their class based on individual need.
- Keep up-to-date with equalities legislation relevant to their work.

Information and Resources

We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and parents.

All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

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 Headteacher and governing body.

Monitoring and Evaluation

We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate. In particular we collect, analyse and use data relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; and gender.

This policy will be regularly monitored and reviewed to ensure that it does not disadvantage particular sections of the community. This policy will be given to all staff through normal management meeting mechanisms and the leadership team will ensure that it is known and understood by staff. This policy will also be made available to potential applicants for vacant positions in the school.

Equality Impact Assessment (EIA)

This policy has been assessed with regard to its impact on equalities issues. The equality impact assessment has been conducted by the EWG (Equalities Working Group) and focused on race, gender, disability, age, sexual orientation and religion/belief. Community Cohesion has also formed part of the impact assessment work in order to ensure respect for diversity, alongside a commitment to common and shared bonds.

EIA outcomes

- *The EWG found no areas of potential negative impact and actions resulting in positive impact are in place.*

Appendix A: Summary of legislative requirements

OVERVIEW OF SCHOOLS' RESPONSIBILITIES

	Illegal: - discrimination - harassment - victimisation	Duty to promote	Applies to:			Duty to monitor	
			Staff	Pupils	Curriculum	Overall	Specific incidents
Gender (sex)	✓ Since 1975	✓	✓	✓	✓		X
Gender (reassignment)	✓ Covered by 1975 Act	X	✓	X	X	X	X
Race	✓ Since 1976	✓	✓	✓	✓	✓	✓
Disability	✓ Since 1995	✓	✓	✓	✓	✓	X (except bullying incidents)
Sexual orientation	✓ Since 2003	X	✓	X	X	X	X
Religion or belief	✓ Since 2003	X	✓	✓	X	X	X
Age	✓ Since 2006	X	✓ Unless 'objectively justified'	X	X	X	X

KEY LEGISLATION

Area	Legislation
Gender (sex)	Sex Discrimination Act 1975, as amended Equality Act 2010
Gender (reassignment)	Sex Discrimination (Gender Reassignment) Regulations 1999
Race	Race Relations Act 1976, as amended Race Relations (Amendment) Act 2000
Disability	Disability Discrimination Act 1995, as amended Special Educational Needs and Disability Act 2001 Disability Discrimination Act 2005
Sexual orientation	Employment Equality (Sexual Orientation) Regulations 2003, as amended
Religion or belief	Employment Equality (Religion or Belief) Regulations 2003, as amended Equality Act 2006
Age	Employment Equality (Age) Regulations 2006