

## Equal opportunities, Race Equality & Community Cohesion Policy

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## Rationale

It is our policy to provide an education which promotes equality of opportunity and freedom from discrimination on any grounds included in the 9 protected characteristics identified as age; disability; gender; race; religious belief; sexuality; gender re-assignment; marriage and civil partnership and pregnancy maternity.

The school is committed to the inclusion and education of all students and staff and to providing equal opportunities for all members of the school community, regardless of background or circumstances.

The school aims to promote a culture of equality and opportunity by challenging disadvantage and discrimination, and by valuing diversity. We believe that every member of the school community should be treated equally and fairly and promote these values with our community users and visitors to the organisation.

Through our commitment to equal opportunities and equality, we have created an appropriate environment for community cohesion to flourish. We understand that we can promote community cohesion by firstly ensuring that our school community shares a common purpose, and that common purpose is shaped to a large degree by our commitment to equal opportunities, equality and community cohesion.

### 1. Legislation

- 1.1 The Equality Act 2010 ("the Act") provides a modern, single legal framework with three broad duties:
- Eliminate discrimination;
  - Advance equality of opportunity; and
  - Foster good relations.
- 1.2 South Shields School fully understands the principles of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunities

A protected characteristic under the act covers the groups listed below:

- Age;
- Disability;
- Race, colour, nationality, ethnic or national origin;
- Sex (including transgender);
- Gender reassignment;
- Maternity and pregnancy;
- Religion and belief;
- Sexual orientation;
- Marriage and civil partnership (for employees).

- 1.3 In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties.

These are to:

- Publish equality information – to demonstrate compliance with the general duty across its functions - We will not publish any information that can specifically identify any child.
- Prepare and publish equality objectives - to do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a School and will be reported to Governors termly. This will include the following functions:
  - Admissions;
  - Attendance;
  - Attainment;
  - Exclusions;
  - Prejudice and extremism related issues

- 1.4 Our objectives will detail how we will ensure equality is applied to the services listed above however; where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

We also welcome our duty to promote community cohesion.

We recognise that these duties 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.

## 2. The Policy

- 2.1 The School's Equal Opportunities and Community Cohesion Policy draws together all previous equality legislation and details how the School is fulfilling the requirements of the Act.

## 3. Our Ethos

- 3.1 South Shields School is a place where staff, students and visitors have:
- ❑ High Expectations
  - ❑ Every child – No Excuses
  - ❑ We Lead Learning
  - ❑ There are No Islands

## 4. Addressing Prejudice Related Incidents

- 4.1 The School is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fair less well in the education system. We provide both our students and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur we address them immediately and report them to the School Governors and where relevant the Local Authority, using their relevant guidance material.

## 5. Objectives

- 5.1 In achieving compliancy with the Act, objectives are set annually. Detailed below are the School's current set of overriding objectives.

Objective Group	Objective
<b>Pupil / Staff Achievement</b>	<ul style="list-style-type: none"> <li>❑ All staff and students are assessed, and monitored using data from the schools management information system. Under-achievement is identified and appropriate intervention is applied.</li> <li>❑ Staff are able to participate in a full range of extra-curricular CPD opportunities.</li> </ul>
<b>Behaviour and Safety</b>	<ul style="list-style-type: none"> <li>❑ Staff and students respect one another.</li> <li>❑ Staff, students and the local community feel safe and valued.</li> <li>❑ Staff, students and parents know that misconduct and gross misconduct will be challenged.</li> </ul>
<b>Teaching</b>	<ul style="list-style-type: none"> <li>❑ All students experience 100% 'good or better' lessons.</li> </ul>
<b>Leadership and Management</b>	<ul style="list-style-type: none"> <li>❑ The staff and governing body reflects the diversity of the School community.</li> <li>❑ No staff (or their families) are disadvantaged academically, socially or emotionally. All staff are mindful of the academic and social needs of all children, especially potentially vulnerable children.</li> <li>❑ A nominated member of the SLT, see roles and responsibilities of SLT, is responsible for the collection, analysis and publication of equality data including the recording of prejudice-related incidents.</li> </ul>

- 5.2 The School will make reasonable adjustments to meet the needs of disabled staff and students and implement an accessibility plan aimed at:
- (a) increasing the extent to which disabled students can participate in the curriculum and ensuring disabled staff can access all relevant areas of the school environment.
  - (b) improving the physical environment of the school to enable disabled staff and students to take better advantage of education, benefits, facilities and services provided
  - (c) improving the availability of accessible information to disabled staff, students and the local community

- 5.3 The School's leaders accept and welcome their responsibility to have due regard in decision-making and actions to the possible implications for staff and students with particular protected characteristics. They will consider equality implications before and at the time that they develop policy and take decisions.

## 6. Responsibility

- 6.1 We believe that promoting equality is the whole Schools' responsibility.
- 6.2 How does the School eliminate discrimination and other conduct that is prohibited by the Act, advance equality of opportunity between people who share a protected characteristic and people who do not share it, and foster good relations between people who share a protected characteristic and people who do not share it?

The School does this by measures that include:

- (a) implementation of policies on equal opportunities (including race and gender equality, special needs, behaviour and anti-bullying);
- (b) implementation of policies on, recruitment and selection, pay and anti harassment policy;
- (c) PSHCE, SRE, RE and other elements within the curriculum that promote friendship and understanding about cultures and lifestyles;
- (d) employing specialist staff to support staff and students with special needs or disabilities, and implementing the School's disability access plan;
- (e) monitoring of welfare, with intervention and support where required;
- (f) taking steps to meet the particular needs of staff or staff that have a particular characteristic.

School Community	Responsibility
Governing Body	Involving and engaging the whole School community in identifying and understanding equality barriers and in the setting of objectives to address these.
Headteacher	As above including: Promoting key messages to staff, parents and staff about equality and what is expected of them and can be expected from the School in carrying out its day to day duties. Ensure that staff have appropriate skills to deliver equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Senior Leadership Team	To support the Headteacher as above. Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.

<b>Teaching Staff</b>	<p>Help in delivering the right outcomes for staff.</p> <p>Uphold the commitment made to staff and parents/carers on how they can be expected to be treated.</p> <p>Design and deliver an inclusive curriculum</p> <p>Ensure that you are aware of your responsibility to record and report prejudice related incidents.</p>
<b>Support Staff</b>	<p>Support the School and the governing body in delivering a fair and equitable service to all stakeholders.</p> <p>Uphold the commitment made by the Headteacher on how staff and parents/carers can be expected to be treated.</p> <p>Support colleagues within the School community.</p> <p>Ensure that you are aware of your responsibility to record and report prejudice related incidents.</p>
<b>Parents</b>	<p>Take an active part in identifying barriers for the School's community and in informing the governing body of actions that can be taken to eradicate these.</p> <p>Take an active role in supporting and challenging the school to achieve the commitment given to the School's community in tackling inequality and achieving equality of opportunity for all.</p>
<b>Staff</b>	<p>Supporting the School to achieve the commitment made to tackling inequality.</p> <p>Uphold the commitment made by the Headteacher on how staff and parents/carers, staff and the wider community can be expected to be treated.</p>
<b>Local Community Members</b>	<p>Take an active part in identifying barriers for the School community and in informing the governing body of actions that can be taken to eradicate these</p> <p>Take an active role in supporting and challenging the School to achieve the commitment made to the community in tackling inequality and achieving equality of opportunity for all.</p>

This commitment is confirmed in pre-existing policies and guidance including the:

- Performance Management Policy
- SEND Policy
- Behaviour Policy
- Keeping Children Safe in Education Policy
- Managing Extremism Policy
- Looked After Children Policy
- Speak Out Policy
- Safer Recruitment Policy
- Local Authority Guidance on Managing Racial Incidents
- Accessibility Policy
- Health and Safety Policy

## Legal Background

The main statutory provisions covering discrimination are the following:

- Equal Pay Act 1970
- Sex discrimination Acts 1975 and 1986
- Race Relations Act 1976
- Race Relations (Amendment) 2000
- Race Relations Act 1976 (General Statutory Duty code of practice) 2002
- Rehabilitation of Offenders Act 1974
- Disability Discrimination Act 1995
- Special Educational Needs and Disability Act 2001
- 2010 – 2013 Equality Act