



Federation Policy Owler Brook and Whiteways School

Community Cohesion and Equality Policy

Plan Administration

Version	1
Date	6th October 2018
Responsibility for the Plan	Heads' of School
Approved by	Community Governors
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Introduction

This policy statement outlines the commitment of the staff and Governors of The Crucible Federation to ensure that equality of opportunity is available to all members of the learning community (pupils, parents, families, wider community members, staff, Governors, Visitors to our learning community and those on placement within our community) and that community cohesion is promoted through all aspects of our provision.

Community Cohesion and Equal opportunities should permeate all aspects of school life, and is the responsibility of every member of the school community.

Legal Duties

Our duties relating to promoting equality and community cohesion are enacted under:

- The Race Relations 1976 as amended by the Race Relations Amendment Act 2000.
- The Disability Discrimination Acts 1995 and 2005.
- The Sex Discrimination Act 1975 as amended by the Equality Act 2006.
- The Education and Inspections Act 2006 to promote community cohesion.

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.

Guiding Principles

In fulfilling the legal obligations referred to above, we are guided by seven principles.

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 recognise 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 foster 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.

Principle 6: We consult widely.

We draw on the experience of our community members when formulating new policies, consulting different groups as a matter of course. We aim to involve hard-to-reach groups within the learning community.

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:

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

Action Plans

We recognise that the actions resulting from a policy are what make a difference.

Each year we draw up an action plan within the framework of the overall school improvement plan, setting out the specific actions and projects we shall undertake to implement the seven principles above.

Personalised Learning

We aim to engage every learner through a personalised learning approach where individuals have individual targets set and work in partnership with their coach/mentor to identify the next steps to advance learning. We recognise that our community is made up of children, families, the wider local community and adults who are employed within it.

Ethos And Organisation

We ensure that the seven principles 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 above:

- Prejudices around disability and additional 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.

There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with.

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

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.

Malik Kashmir (a member of the Governing Body) has a watching brief regarding the implementation of this policy.

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.

A member of the senior leadership team has day-to-day responsibility for co-ordination implementation of the policy as part of the personalised learning agenda supported by other members of the team.

All staff are expected to:

- Promote an inclusive and collaborative ethos in their learning zone.
- Deal with any prejudice-related incidents that may occur.
- Identify and challenge bias and stereotyping in the curriculum.
- Support pupils in their class for whom English is an additional language.
- 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.

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.

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 additional educational needs; ethnicity, culture, language, religious affiliation, national origin and national status and gender.

To review good practice we make use of a range of auditing schedules.