

**BURFORD SCHOOL**



**Burford School**

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# **Burford School Equalities and Cohesion Scheme**

<b>Approved by Governing Body:</b>	<b>22 June 2010</b>
<b>Date of Review:</b>	<b>June 2011</b>
<b>Senior Member of Staff Responsible:</b>	<b>Debbie Williams</b>
<b>Governor Responsible:</b>	<b>Peter Lerner</b>

**1. School Mission Statement/Principles**

**MISSION STATEMENT & AIMS**

**Burford children will enjoy life-long learning, developing a sense of respect and responsibility for themselves and others. They will strive to become independent members of the wider community, both locally and globally.**

**We will challenge children to reach their full potential academically, socially and personally and to make the right choices which keep them healthy and safe.**

**The general aims of the school, outlined below, are intended to allow the Burford School community:**

- 1. to develop self-respect and self-confidence through the fostering of positive relationships.**
- 2. to provide a safe and supportive environment in which everyone understands how to learn and acquires the knowledge, skills and attitudes for life in a rapidly changing world.**
- 3. to develop creative, lively, enquiring minds and the ability to question and debate rationally.**
- 4. to develop a school ethos based on respect and understanding of all races, religions and ways of life.**
- 5. to take collective responsibility for high standards of behaviour and appearance at all times and take pride in belonging to Burford School.**
- 6. to understand the need for everyone to work together in school, with each other, with parents and with the local community and also develop an understanding of the interdependence of individuals, groups and nations.**
- 7. to provide a wide range of extra curricular learning opportunities in order to broaden personal skills, talents and interests.**

- 8. to encourage an appreciation and awareness of the natural world and develop an understanding of our responsibility to sustain it for future generations.**

**Specific aims are needed for children of different ages and abilities. Each area of the curriculum needs to have particular aims and objectives around which the framework of study may be created.**

**The school aims to establish a stimulating environment in which the learning process takes place. A range of experiences are offered which is flexible enough to take into account the individual differences in the way that children acquire knowledge and understanding. We provide opportunities that will enthuse and encourage all children to realise their full potential.**

**These are the aims of the school. All members of the school community share responsibility for achieving them in an atmosphere which is happy, calm and purposeful.**

The Mission Statement of our school talks of valuing the individuality of all our pupils, staff, governors, parents and carers, visitors and users of the school. We are committed to giving everyone in the school community the opportunity to achieve the highest of standards.

Within this ethos of achievement, we do not tolerate bullying and harassment of any kind. We actively tackle all forms of discrimination, including disability, race, religion, gender and sexual orientation. We promote equal opportunities and good relations between and amongst all. We aim to ensure that the school promotes the individuality of all our pupils, irrespective of ethnicity, attainment, age, disability, gender, religion, belief/non belief or background. We are committed to ensuring that positive action is taken where necessary to redress any balance of inequality that may exist. Based on this our schools' admissions policy is equally open to pupils of all groups.

We aim to reflect the diversity of our local community and society and ensure that the education we offer reduces the chances of social divisions by recognising, celebrating and valuing different backgrounds, lifestyles and identities.

We believe that these commitments are as important in the context of a school with limited ethnic diversity as they are in a school with a diverse population, whatever that diversity may be. Therefore, it is our aim as a school to be recognised as outstanding in these areas.

## **2. Current Profile of the School**

The school currently has 210 girls and 212 boys on roll.

The ethnic make up of the pupils registered at the school is as follows:

<b>Ethnicity</b>	<b>% of total pupils on roll</b>
Any other Asian background	0.2
Any other mixed background	2.6
Any other white background	3.6
Black Caribbean	0.2
Indian	2.4
Pakistani	1.9
Refused	1.9
White and Asian	3.8
White and black Caribbean	0.4
White British	82.4

At present, the school currently has one pupil with a disability. No staff at the time of survey indicate that they have a disability.

The school is situated on a sloping site and was originally built in the 1970s with steps to access areas such as classrooms and playground. In recent years, the site has been adapted to include ramps and a stair lift to improve accessibility. Additional ramps are being constructed to further improve access around the school and the situation is continually under review. It may be true to say that the School's response to pupils with disabilities has been generous but reactive, in the past. Further work will take place to analyse all current and potential needs in this area with the expectation that resources can be made available.

Marlow Bottom is an established and developed residential area characterised largely by family homes. Therefore, the school has not and does not anticipate any significant demographic changes. The School roll is not expected to be under pressure to decrease (or diminish) significantly in the foreseeable future and it is anticipated that the ethnic / religious background of its pupils will reflect that of the local community. The School will liaise with the local authorities in order to keep up to date with population trends in the locality.

The school recognises and respects the religious backgrounds of the pupils and seeks to teach pupils about the breadth and variety of different faiths. It intends to work harder towards an active recognition and celebration of the various faiths and backgrounds of the pupils, using a calendar of special dates for school assemblies, and recognising more widely the different festivals etc which are important to pupils and their families.

The age of the staff ranges from 23 to 68 years. Over half the staff are aged between 30 and 49.

Out of 59 staff, 54 (92%) are female and 5 (8%) are male. The School recognises that it needs to do more to balance the genders of staff in order to provide suitable care and role models throughout the school.

The ethnic background of school staff is currently 100% white British.

Most pupils are of white British origin and very few speak English as an additional language. The proportion of pupils with learning difficulties and disabilities is well below average.

Marlow Bottom is a village close to the neighbouring town of Marlow. The school itself has been in existence since 1972 and was first built to accommodate the children of Marlow Bottom and the surrounding area. The majority of the homes are privately owned and housing is relatively expensive which could possibly impact on recruitment.

The School has 16 Governors. 5 of the Governors are Parent Governors, 4 are Community Governors, 4 are Staff Governors and 3 are Local Authority Governors. 10 of the Governors (62%) are female, and 6 (38%) are male. None of the 12 Governors who responded to the Survey have indicated any disability. 75% of those Governors are aged between 30 and 49, while the remainder are 50 or over.

### **3. Legislative Context**

Equality is not about benefiting some people at the expense of others - equality benefits everyone. In an effort to ensure that marginalised groups are given equal opportunity this policy will prioritise the following groups.

Disabled persons - We follow the social model of disability which means that we understand that the barriers to disabled persons securing equality are due to the physical environment and people's attitudes. Disabled people include those with physical and sensory impairment (difficulties), learning disabilities, mental illness, and long term illness.

We teach our pupils by positive role models to respect all others regardless of age.

With regard to race equality we accept the definition of a racist incident based on recommendation 12 of the Report of the Stephen Lawrence Enquiry: 'A racist incident is any incident which is perceived to be racist by the victim or any other person'.

We refer to the definition of a 'family' as being a group of people who love and look after each other regardless of sexual orientation.

With regard to gender, we ensure that all pupils have equal access to all parts of the school curriculum and work against gender stereotyping. The school employs equal opportunity policies when recruiting staff.

With regard to religion we actively support the rights of all to practice their belief /non beliefs equally.

### **4. Development of the Scheme**

The development of this scheme is the responsibility of the Governing Body Community Committee which is made up of staff governors, parent governors, community governors and Local Authority governors and a representative of

our parent/teacher association. Members of this committee have attended and will be encouraged to attend in the future, training courses on community cohesion, diversity and equality.

Consultation processes are being undertaken by the school in relation to disability and gender equality. This process has included consultation with parents, pupils, staff, governors and school users via questionnaires, the school newsletter, the School Council, staff meetings and meetings of the Governing Body.

The Governing Body via its Community Committee will continually monitor and review this Scheme taking into account any changes to legislation, and emerging good practice.

## **5. Responsibility for the Scheme**

### **The Governing Body is responsible for ensuring that:**

The school complies with all equalities legislation relevant to the school community;

The school's Equalities and Cohesion scheme is reviewed and updated annually;

That procedures and strategies related to the scheme are implemented;

The named Race Equality Governor will monitor, on behalf of the governing body, all racist incidents and ensure that appropriate action is taken in relation to all said incidents.

### **The Headteacher and Senior Leadership Team are responsible for:**

Along with the Governing body, providing leadership and vision in respect of equality and diversity;

Overseeing the implementation of the Equalities and Cohesion Scheme;

Co-ordinating the activities related to equality and diversity;

Ensuring that all who enter the school are aware of, and comply with, the Equalities and Cohesion Scheme;

Ensuring that staff are aware of their responsibilities and are given relevant training and support;

Taking appropriate action in response to racist incidents, discrimination against persons with a disability and sexual harassment or discrimination against any persons because of their age, sexuality or religion, belief/non belief;

Supporting parents to become involved in their children's education;

Considering and overcoming barriers to parents' involvement (i.e. work commitments, non-resident parents, and lone parents).

**All Staff are responsible for:**

Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping;

Ensuring equality in terms of race, disability, gender, religion, sexual orientation and age.

Keeping up to date with equalities legislation by attending training events organised by the school or Local Authority.

**All Parents/Carers are responsible for:**

Positively influencing their children's expectations about education

Positively reinforcing attitudes and behaviour towards others in the community;

Understanding the ethos of the school where Every Child Matters.

Becoming involved in school life (i.e. open days, extended services, parents' forum, informal discussions with staff, parent evenings).

**All Pupils are responsible for:**

Demonstrating understanding towards others on grounds of race sexual orientation, religion, belief or non-belief, gender, or other equality issues;

Reporting any racist incident or act of discrimination in which they were directly or indirectly involved within school or to an appropriate person if out of school;

Understanding, valuing and celebrating diversity;

Challenging stereotypes, and prejudices;

Treating others as their equals;

The Senior Leadership Team and the Curriculum Committee of the Governing Body will ensure that staff communicate with all pupils in the most appropriate way about how to understand and enact their own responsibilities as above.

**Learning and Teaching**

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, learning and teaching will:

Ensure equality of access for all pupils and prepare them for life in a diverse society;

Use materials that reflect diversity within society in terms of age, race, gender, ability, faith, ethnicity, social condition, cultural background and sexual orientation, without stereotyping;

Develop learning materials and activities that emphasise the benefits of having diverse communities, neighbourhoods, schools and groups;

Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;

Promote attitudes and values that will challenge discriminatory behaviour;

Use a range of sensitive teaching strategies when teaching about different cultural traditions;

Develop pupils' awareness so that they can detect bias and challenge discrimination;

Ensure that the PSHE and Citizenship curriculum cover issues of equalities, diversity, human rights and inclusion;

Promote and celebrate the contribution of different ethnic groups to the subject matter in all subject departments, where appropriate;

Seek to involve all parents in supporting their child's education;

Provide educational visits and extra-curricular activities that reflect all pupil groupings;

Ensure that all pupils regardless of ethnic or cultural background, increase their achievement in English, Maths, Science and ICT across all key stages;

Reduce direct, indirect and institutional discrimination;

Reduce group segregation, disproportion and under/over representation;

Foster social bonding (intra-group relations) and social bridging (inter-group relations) among pupils, workers, staff, parents, carers and families;

Emphasise interconnectedness and interdependence of society members at local, regional, national and global levels;

Facilitate balance between leadership and teamwork among pupils, staff, teachers and governors;

Challenge negative stereotypes and prejudices about leadership/membership to certain groups in relation to specific persons and groups;

Challenge assumptions and expectations about specific lifestyles or identities of certain persons and groups.

## **6. Personal development and pastoral guidance**

All school staff take account of disability needs, gender, religious and ethnic differences and the experience and needs of particular groups.

All pupils are encouraged to consider the full range of opportunities available to them with no discriminatory boundaries placed on them due to their disability, gender or race as well as their sexual orientation or religion/belief or non belief.

All pupils/staff/parents/carers are given support, as appropriate, when they experience discrimination. We also recognise that the perpetrators of discrimination are themselves sometimes victims of their personal circumstances and therefore appropriate remedial work may be done to ensure that the actions do not occur again.

Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community.

All pupils are encouraged to develop communication, delegation, motivation and supervision skills.

## **7. Curriculum**

Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes towards equality and diversity. Pupils will have opportunities to explore concepts and issues relating to identity and equality.

The curriculum will:

Take steps to ensure that all pupils have access to the mainstream curriculum by taking into account the cultural and lifestyle backgrounds of all pupils, their linguistic needs and their learning styles;

Provide opportunities for pupils to have meaningful interaction with people from different backgrounds, lifestyles and identities;

Provide opportunities to recognise similarities while appreciating, respecting and valuing differences across and between groups;

Challenge perceptions among majority groups about special treatment of minority groups;

Challenge cultural, geographical or generational boundaries of the "community";

Increase awareness about rights and responsibilities of pupils, their parents and carers as members of the wider community;

Remove barriers to access, participation, progression, attainment and achievement.

## **8. Staff recruitment and professional development**

The following points are examples of what should be included with relevant examples of policy into practice mentioned where appropriate:

All posts are advertised formally and open to the widest pool of applicants.

All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality good practice throughout the recruitment and selection process.

Steps are taken to encourage people from under represented groups to apply for positions at all levels of the school e.g. Recruitment of LA Governor as a positive role model.

Access to opportunities for professional development is monitored on equality grounds.

Equalities policies and practices are covered in all staff induction (See staff handbook).

All supply staff are made aware of equalities policies and practices.

Facilitate training for staff, teachers, governors and head teachers on community cohesion.

Reduce direct, indirect and institutional discrimination with regards to staff recruitment, training and retention.

Where possible, workforce at all levels reflects local, regional and national diversity in terms of age, race, gender, ability, faith, ethnicity, social condition, cultural background and sexual orientation.

## **9. Partnerships with parents/carers and communities**

All parents/carers are encouraged to participate at all levels in the full life of the school.

We will, as a school, establish and strengthen partnerships with other schools to share good practice, exchange information and foster multi-cultural, multi-geographical and multi-generational activities.

Members of the local community are encouraged to come into school for exhibitions, performances and activities e.g. creative week exhibition, Maypole Dancing, senior citizens Christmas Party.

School pupils are also encouraged to participate in community events such as The Rose Carnival, music concerts, workshops, masterclasses and sporting events.

The Community Committee of the Governing Body will during 2009/10 carry out a programme of consultation with the local community, including business, users and non-users of the School, in order to improve relationships generally, to enhance knowledge of the school and to enhance the school's knowledge and understanding of the local community.

## **10. Putting Policy/ Scheme into Practice**

The Community Committee will work on the Action Plan (Appendix B, below), during 2009/10 and will incorporate within this, where relevant, existing agreed actions from the Gender Equality and Disability Equality policies. The Scheme and Action Plan will be reviewed by the Headteacher and Governing Body to ensure full accordance with the priorities set in the School Development Plan.

The school has undertaken an audit with all staff to identify areas for development and areas considered to be strengths. Staff and Governors have worked together to complete the Equality & Cohesion Scheme – again to identify areas for development and areas of strength. The Governing Body has set up a Community Committee to ensure strong links with the local and wider community and to address issues of community cohesion. A questionnaire has been developed to help the school understand the community's perceptions and expectations of the school. The School is currently working towards the Inclusion Quality Mark which addresses ten key areas to ensure all aspects of Inclusion, as indicated above, are considered within everyday school life. This is now a key objective within the school development plan for the Year 2009-2010.

The School Development Plan, Inclusion Action Plan and Equalities and Cohesion Action Plan all state clearly who is responsible for key tasks and the time in which the task is expected to be completed (See Appendix B for Equality and Cohesion Action Plan).

The targets of the Accessibility Plan have been incorporated into the action plan with the Headteacher and Chair of Governors being responsible for its implementation.

These targets have been shared with and developed in collaboration with the school staff and Governing Body and representative of Friends of Burford.

## **11. Monitoring and Reviewing**

We have a rolling programme for reviewing our school policies. When policies are reviewed in future, governors will endeavour to ensure that due regard is given to the promotion of all aspects of equality within each policy.

We regularly review the impact of our policies on the needs, entitlements and outcomes for pupils, staff and parents from the equality strands referred to in

this policy. We pay specific attention to the impact that our policies have on the attainment of pupils from different groups.

We make regular assessments of pupils' learning and use this information to track pupils' progress, as they move through the school. As part of this process, we regularly monitor the performance of different groups, to ensure that all groups of pupils are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary. Resources are available to support groups of pupils where the information suggests that progress is not as good as it should be. The governing body receives regular updates on pupil performance information.

School performance information is compared to national data and Local Authority data, to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances.

As well as monitoring pupil performance information, we also regularly monitor a range of other information. This relates to:

Exclusions;

Incidents of racism, disabilism, sexual harassment and all forms of bullying;

Parental involvement.

Our monitoring activities enable us to identify any differences in pupil performance. This allows us to take appropriate action to meet the needs of specific groups and to set targets in our strategic plan, in order to make the necessary improvements.

## **12. Impact Assessments and how this policy/scheme relates to other school policies**

We ensure that the commitments embodied in our mission statement for equality apply to the full range of our policies and practices, especially those concerned with:

Equal opportunities

Pupils' progress attainment and assessment

Behaviour discipline and exclusions

Pupils' personal development and pastoral care

Teaching and learning

Induction

Admissions and attendance

The curriculum

All subjects

Teaching and learning

Staff recruitment and retention

Governor /staff training and professional development

Partnerships with parents/carers and communities

## Visits and visitors

Each policy, and any other relevant policies as outlined in the specific duties placed upon us by the relevant legislation, will be evaluated and monitored for its impact on pupils, staff, parents and carers from the different groups that make up our school. As part of the action plan a timeline of high, medium and low priority policies for impact assessment will be drawn up.

Signed .....

Chair of Governors .....

Date .....

## Appendix A

Why we need to address race equality issues:

Legal Requirements:

The Race Relations Act 1976 prohibits schools from discriminating on grounds of race, colour, nationality or ethnic or national origin.

The Race Relations (Amendment) Act 2000 places a general duty on schools to:

Eliminate racial discrimination;  
Promote equality of opportunity;  
Promote good relations between people of different racial groups.

The specific duties require us to:

Prepare a written policy on racial equality;

Assess the impact of our policies, including this policy, on pupils, staff and parents of different racial groups including, in particular, the impact on attainment levels of these pupils;

Monitor the operation of our policies through the impact they have on such pupils, staff and parents, with particular reference to their impact on the attainment levels of such pupils.

Why we need to address gender issues:

Legal requirements:

The Sex Discrimination Act 1975 states that it is unlawful to treat a person less favourably than another is treated in similar circumstances on the grounds of sex:

Apply a condition which discriminated against a man or a woman because they are less able to comply with it than a member of the opposite sex is and;

Discriminate against somebody because they are married.

The Equal Pay Act 1970 requires that men and women should be paid equally where they are carrying out:

The same job

Work of equal value

Work related as equivalent under the job evaluation scheme.

Section 47 and 48 of the Sex Discrimination Act permits employers to act positively in favour of a particular gender by:

Offering access to training to employers and/or non employees to help fit them to particular work in the organisation in which their gender group has been identified as under represented and;

Encouraging employees and/or non employees to take up opportunities for work.

The Equality Act 2006 purpose was to create a public duty to promote equality of opportunity between men and women and to prohibit sex discrimination.

The specific duties require us to :

Consider the need to include objectives to address the causes of any gender pay gap.

Gather and use information.

Consult stakeholders and take account of relevant information.

Assess the impact of its current and proposed policies and practices.

Implement the actions set out in its scheme.

Monitor, evaluate and report.

Why we need to address disability issues:

Legal requirements:

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long term adverse effect on his or her ability to carry out normal day to day activities'.

The DDA 2006 has also extended the definition of disability as follows: People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long term and substantial adverse effect on their activities. Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised", although the person must still demonstrate a long-term and substantial adverse effect on his/her ability to carry out normal day to day activities.

The Duty:

The Disability Discrimination Act 2005 places a general duty on schools, who need to have due regard for the following when carrying out their functions:

Promoting equality of opportunity between disabled people and other people;

Eliminating discrimination that is unlawful under the DDA;

Eliminating harassment of disabled people that is related to their disability;

Promoting positive attitudes towards disabled people;

Encouraging participation in public life by disabled people;

Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

The specific duty requires us to

To publish a disability equality scheme showing how it is meeting its duty

Implement the actions in their scheme within three year cycle

Report on the scheme annually

Review and revise the scheme every three year

Why we need to address sexual orientation issues:

Legal requirements:

The Employment Equality (sexual orientation) Regulations 2003 cover discrimination, harassment and victimisation in work and vocational training. They make it unlawful to deny people jobs because of prejudice about their sexual orientation. They enable individuals to take prompt and effective action to tackle harassment, and enable people to have an equal chance of training and promotion, whatever their sexual orientation or the sexual orientation of those with whom a person is associated or related.

The Equality Act 2006 included an order making power that allows Regulations to be made to prohibit sexual orientation discrimination in the provision of all goods, facilities and services in education and in the execution of public functions. These Regulations entered into force on the 30th of April 2007.

Sexual orientation means an individual's sexual orientation towards:

people of the same sex as him or her (gay or lesbian);

people of the opposite sex (heterosexual);

people of both sexes (bisexual)

It does not include transsexuality which is related to gender and is covered in the employment context by sex discrimination legislation.

The Regulations prohibit discrimination on the basis of a person's:

Actual sexual orientation;

Perceived sexual orientation by him or her;

Sexual orientation of someone with whom he/she is associated.

Discrimination is defined as:

Direct discrimination on the grounds of sexual orientation happens when a person is treated less favourably than another person is, or would be, treated in the same circumstances, and that treatment is because of their sexual orientation, perceived sexual, or that of a person with whom he or she is associated- such as a parent.

Indirect discrimination on the grounds of sexual orientation happens where a provision, criterion or practice is applied to everyone, but it has the effect of putting a person of a particular sexual orientation at a disadvantage- and it cannot be reasonably justified by reference to considerations other than sexual orientation.

Victimising someone by treating them less favourably because of anything they have done or intend to do in relation to these regulations such as making a complaint or giving evidence for a complainant, is also unlawful discrimination.

The specific duties require us not to unlawfully discriminate against a person:

In the terms on which it offers to admit him or her as a pupil

By refusing to accept an application to admit him or her as a pupil

In the way in which a pupil is afforded access to any benefit, facility or service

By refusing access to any, benefit, facility or service

Why we need to address Religious belief / non belief issues:

Legal requirements:

The Employment Equality (religion or belief) (amendment) Regulations 2006 apply to discrimination on grounds of religion, religious belief or similar philosophical belief. They cover direct or indirect discrimination, harassment and victimisation in work and vocational training on grounds of perceived as well as actual religion or belief (i.e. assuming - correctly or incorrectly - that someone has a particular religion or belief). It is illegal to discriminate against any one because of their religion or faith when providing goods or services.

Exceptions may be made in very limited circumstances if there is a genuine occupational requirement for the worker to be of a particular religion or belief in order to do the job or to comply with the religious or belief ethos of the organisation

Religion or belief is defined as being any religion, religious belief or similar philosophical belief. This does not include any philosophical or political belief unless it is similar to religious belief. It will be for the Employment Tribunals and other Courts to decide whether particular circumstances are covered by the Regulations

For example it is unlawful to:

Decide not to employ someone

Dismiss them

Refuse to provide them with training

Deny them promotion

Give them adverse terms and conditions

Because they follow, or do not follow, a particular religion or belief.

Why we need to address age issues:

Legal requirements:

The Employment Equality (Age) regulations 2006 prevent unjustified age discrimination in employment and vocational training. It protects against discrimination that is directly against anyone:

That is, to treat them less favourably than others because of their age – unless objectively justified

Discriminate indirectly against anyone – that is, to apply a criterion, provision or practice which disadvantages people of a particular age unless it can be objectively justified

Subject someone to harassment. Harassment is unwanted conduct that violates a person's dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment for them having regard to all the circumstances including the perception of the victim

Victimise someone because they have made or intend to make a complaint or allegation or have given or intend to give evidence in relation to a complaint of discrimination on grounds of age

Why we need to address Community Cohesion issues:

Legal Requirements:

The Education and Inspections Act 2006 establishes general duties of governing bodies:

Section 38 states that governing bodies should conduct the school with regard to four new duties one of which is the duty to "promote community cohesion".

Section 154 states the duty to report to OFSTED on the contribution of certain schools to community cohesion.

Section 33 about requirements to foundation school contains a subsection 96) which establishes an explicit requirement that a foundation school should "promote community cohesion". This seems to be linked to the Government's desire "to

promote ethnic, religious, and cultural tolerance and respect between different groups of people living together.” Therefore, trusts will need to demonstrate that they are committed to providing “opportunities for young people from different backgrounds to learn from each other and encourage an understanding of, and respect for, other cultures and faiths and by activities in the community, which help build bridges between different ethnic groups.” This duty also implies assessing if certain activities would constitute an obstacle to meeting this requirement.

Schools play a fundamental role in decreasing deprivation and exclusion, in valuing and celebrating ethnic diversity, raising achievement and attainment, preventing and managing bullying, anti-social behaviour and discrimination incidents.

Beyond statutory requirements for schools to promote community cohesion, it is important that these policies are developed in a context-wise, evidence-based and problem-solving manner. Likewise, it is useful to acknowledge that the school’s efforts to promote community cohesion will be more significant if the duty is mainstreamed across all areas such as curriculum, teaching and learning, equity and excellence, engagement and extended services.

## Appendix B

### Example of an Equalities and Cohesion Action Plan

This action plan does not have to be separate from the School Development Plan but can be mainstreamed within it.

	ISSUE	ACTION	OWNER	TIMEFRAME	INTENDED OUTCOME
	The school has identified the following strategies that are specifically designed to address equality issues	What more can the school do to improve? In this section using the prompts as a guide identify the gaps in provision and determine what the school can do within a timeframe to support equality and cohesion.			
1.	Eliminating discrimination, promoting equality and celebrating diversity	Celebrate diversity/ equality Celebrate achievement Promote positive attitudes towards disabled people Promote positive attitudes towards people of different ethnic groups/ religion etc Celebrate religious occasions and festivals which are important to pupils and their families. Involve pupils, parents and staff Promote high expectations Communicate behaviour expectations Ensure that it welcomes applications for school places and jobs from all sections of the community.			

2.	<p>Preventing and dealing effectively with bullying and harassment</p> <p>Recognising that the groups covered in this policy are more vulnerable to bullying and harassment.</p>	<p>Communicate to pupils, parents and staff its zero tolerance to all forms of bullying and harassment</p> <p>Ensure that incidents are reported and addressed swiftly and effectively</p> <p>Record, analyse and report bullying and harassment on grounds of race, gender, disability, sexual orientation etc.</p>			
3.	<p>Listening to pupils, staff, parents and others</p>	<p>Hear the student voice</p> <p>Actively seek staff views and listen to staff concerns</p> <p>Seek the views of parents</p> <p>Ensure it encourages, enables and hears the full range of views including those with disabilities</p> <p>Continue to consult fully on equalities issues with pupils, staff, governors, parents and local community.</p> <p>Identify areas in which the school needs to operate differently to capture all the views it needs – for example it may be necessary to seek views from voluntary groups outside the school to get the full picture on disability, race equality and or community cohesion</p>			

4.	Developing the Curriculum	<p>Ensure that all subject areas reflect cultural diversity and respect for others.</p> <p>Use RE/PSHE/ Citizenship as models for best practice in developing an inclusive curriculum.</p> <p>Use multi cultural resources to ensure pupils enhance their understanding of different religions and cultures.</p> <p>Make use of positive role models in the classroom to develop the self esteem of vulnerable groups and the respect of all for diversity within the community.</p>			
5.	<p>Equalising opportunities</p> <p>Recognising that some of the groups covered in this policy are likely to be economically disadvantaged</p>	<p>Ensure school uniform is affordable</p> <p>Avoid putting parents under unnecessary financial pressure</p> <p>Promote the take-up of extra-curricular opportunities</p> <p>Ensure that the school charging policy is appropriate</p> <p>Monitor take-up of extra-curricular opportunities</p> <p>Widen access to careers advice and work experience placements</p> <p>Maintain and improve links with other schools in order to widen pupils' range of experiences of different localities and backgrounds.</p>			

6.	<p>Informing and involving parents and carers Recognising that some of the groups covered in this policy are more likely to find school intimidating, strange or inaccessible</p>	<p>Offer a range of ways of communicating between school and parents that meet parents' circumstances and needs Encourage parents to let the school know if they have a particular disability or other need Encourage parents to discuss their concerns Ensure that parents understand how well their child is progressing Explain how parents can help their child at home Explain how parents and others can help in school Encourage parents to join the PFA and/or governing body</p>			
7.	<p>Welcoming new pupils and helping them to settle in effectively Recognising that some of the groups covered in this policy are more likely to find school intimidating, strange or inaccessible, and to move mid-year</p>	<p>Ensure a happy start to the school at normal times Ensure effective school transfer and induction mid-year Ensure that extra help is given to pupils who find change of school challenging Ensure well-planned school adjustments are made to cater for a child with disabilities - if possible in advance of starting at the school Ensure school's uniform policy is clear to parents, impact assessed and inclusive</p>			

8.	<p>Addressing the full range of learning needs          Recognising that some of the groups covered in this policy are more likely to under-achieve</p>	<p>Ensure curriculum is relevant          Ensure appropriate teaching styles and classroom organisation          Planning is based on earlier learning          Marking policy promotes learning for all          Track pupil progress and identify under-performing          Promote and maintain higher attendance - strategies and monitoring          Develop provision management to establish effective analysis and development of interventions          Ensure that staff CPD includes training on equalities and community cohesion.          Ensure that all induction of new staff, including supply staff, includes reference to equalities and cohesion issues.</p>			
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9.	Supporting learners with particular needs Recognising that some of the groups covered in this policy are more likely to have particular needs	Provide distance learning packs for children out of school Prepare Personal Education Plans to focus on learning priorities Provide Basic Skills support Ensure language support is available as required Support students through tutoring/ mentoring schemes Provide Homework/ Revision support Provide appropriate training to enable staff to meet particular learning needs – planned well in advance of a child’s admission. Gaps identified in training needs analysis are reflected in staff development plan			
10.	Making the school accessible to all	Meet the needs of pupils, staff and others with physical disabilities Meet the needs of pupils, staff and others with other disabilities Ensure that curricular and extra-curricular opportunities are available for pupils with disabilities Identify further developments to address outstanding issues Including transport and supervision for children with disabilities.			

11.	<p>Ensuring fair and equal treatment for staff and others          Recognising that the school needs to ensure that policies and practice do not discriminate, directly or indirectly, against adults as well as pupils in the school and that positive role models and a wider perspective will strengthen the school</p>	<p>Ensure non-discriminatory recruitment and employment practices          Ensure that the training of those responsible for staff recruitment is up to date and that it fully recognises equalities issues.          Promote dignity at work          Encourage the development of all staff          Encourage the recruitment of staff such that the balance of gender enables the provision of care and role models throughout the School.</p>			
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12.	<p>Encourage participation of under-represented groups          Recognising that the school has an opportunity to model empowerment of all groups including disabled, ethnic, religious and socially and economically disadvantaged groups</p>	<p>Recruit governors representative of the pupil population and/or community          Encourage the widest participation in Parents and Friends Association (PFA) activities          Support individuals and community groups to express their views on matters affecting themselves and their community</p>			
13	<p>Monitor and act upon changes in demographic make-up of the school's catchment area</p>	<p>Liaise with the local authorities and obtain up to date information on population and demographic trends in order to meet changing local needs</p>			

14.	Monitoring and Evaluating the policy Recognising that the strength of this policy depends upon ensuring that everyone is actively implementing it so that gaps and the need for further development will arise from effective evaluation.	Report to governors Report to parents and pupils Train all staff and governors Consult pupils, parents and staff on how the policy is working and how it could be improved Monitor and review practice Carry out impact assessments to evaluate practice Monitor and review equalities and cohesion scheme annually Requirement to report on disability aspects in school prospectus Report on all aspects of inclusion via website, newsletter etc. Changes will also need to be reflected in the school SEF			
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## Appendix C

The Employment Equality (Sexual Orientation Regulations 2003)  
<http://www.opsi.gov.uk/si/si2003/20031661.htm>

Guidance on New Measures to Outlaw Discrimination on Grounds of Sexual Orientation in the Provision of Goods, Facilities and Services  
<http://www.communities.gov.uk/documents/communities/doc/485013.doc>

The Equality Act (Sexual Orientation) Regulations 2007, Guidance for Schools  
<http://www.teachernet.gov.uk/docbank/index.cfm?id=12504>

For detailed guidance on:

Admissions, teaching and the curriculum  
<http://www.dfes.gov.uk/sacode/>  
<http://www.teachernet.gov.uk/teachingandlearning/subjects/>

Handling sex and relationship education  
<http://www.dfes.gov.uk/sreguidance>

Impact of Part 2 of the Equality Act 2007 (discrimination on grounds of religion or belief)  
<http://www.teachernet.gov.uk/wholeschool/equality/religion>

Anti-discrimination legislation  
 Equalities and Cohesion Scheme  
 Summer Term 2010

<http://www.teachernet.gov.uk/wholeschool/sexualhealthandorientation/homophobia/legislation>

Tackling homophobic bullying

[http://www.teachernet.gov.uk/teachers/issue33/secondary/features/Tacklinghomophobia\\_Secondary](http://www.teachernet.gov.uk/teachers/issue33/secondary/features/Tacklinghomophobia_Secondary)

Code of Practices for Disability, Gender and Race

<http://www.equalityhumanrights.com>