

WARMLEY PARK SCHOOL

COMMUNITY COHESION, EQUALITY AND DIVERSITY POLICY

Introduction

Welcome to our *Community Cohesion, Equality and Diversity Policy*. Our Policy provides details of our overall aims and the underlying principles which guide our approach to Community Cohesion, Equality and Diversity. It also sets out roles and responsibilities for the Policy and its implementation, as well as describing our legal duties and responsibilities.

In addition to this Policy document, we have also produced a *Single Community Cohesion and Equality Scheme and Plan* which details the actions we are taking to work towards the successful achievement and implementation of our aims and principles. This Policy should, therefore, be read in conjunction with our *Single Community Cohesion and Equality Scheme and Plan*. We consult widely with regard to Community Cohesion, Equality and Diversity, monitor our progress and continually review the actions we take, and we proactively revise our approaches where required. We do this so that we can be sure that we are consistently progressing towards the achievement of our aims and principles.

We welcome our legal duties and responsibilities with regard to Community Cohesion, Equality and Diversity. An overview of key legislation is shown in Appendix 1, and in particular we have a positive commitment to address our duties under the Race Relations Act 1976 as amended by the Race Relations Amendment Regulations 2003 and 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; and our duty under 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.

This Policy does not exist purely as a response to legal requirements; Warmley Park School sees Community Cohesion, Equality and Diversity as fundamental considerations underpinning everything that goes on in school. Therefore, this Policy applies to all members of the school community, pupils, staff, governors, parents and community members.

Aims

Our aim is to provide education for all, acknowledging that the society within which we live is enriched by diversity.

We will strive to ensure that the culture and ethos of the school reflects and celebrates the diversity of ALL members of the school and wider community.

We will also seek to ensure that everyone is equally valued and treats one another with respect and fairness. Pupils and other members of the school community will be provided with the opportunity to experience, understand and celebrate diversity.

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.

Principles

In working towards the realisation of our aims, we will be guided by the following principles:

- **All learners are valued equally**

We see all learners and potential learners as of equal value regardless of impairment, ethnicity, colour, creed, nationality, national origin, culture, religious affiliation, national origin or status or their gender.

- **Welcoming and celebrating diversity**

Treating people equally does not necessarily mean 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 barriers and disadvantage which people may face, in relation to impairment, medical needs, ethnicity, colour, creed, nationality, national origin, culture, religious affiliation, national origin or status or their gender.

- **Fostering positive attitudes and relationships, and a shared sense of cohesion and belonging**

We intend that our policies, procedures and activities should promote positive attitudes, an absence of harassment, positive interaction, good relations and dialogue between groups and communities different from each other, global citizenship, an absence of prejudice-related bullying and harassment and mutual respect.

- **The school as an employer**

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

- **Proactively reviewing what we do in order to reduce and remove inequalities and barriers**

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.

- **Creating Opportunity**

We recognise the needs of every individual along with our commitment to enabling them to achieve their full potential. In doing this we recognise the need to challenge dependency, and actively promote independence and emotional resilience in our students, and raise aspirations for all.

- **Consulting 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.

- **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.

- **Safeguarding**

Everyone in school has responsibility for the welfare of pupils. We proactively ensure that arrangements are in place to safeguard and promote the welfare of children. This includes protecting children from any forms of bullying, harassment or any other maltreatment based on equalities issues.

Objectives and Actions

Our key delivery mechanism for this Policy is our *Single Community Cohesion and Equality Scheme and Plan* which is continually monitored and reviewed, and our progress is reported publicly on an annual basis.

We will keep each curriculum area and all aspects of learning under review in order to ensure that teaching and learning reflect our principles as previously stated.

We use quantitative and qualitative data relating to the implementation of both this policy and our *Single Community Cohesion and Equality Scheme and Plan*, and take action as appropriate. In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to impairment and special educational needs, ethnicity and gender.

Prejudice-related incidents will be identified as such when anyone involved with the incident feels that it is motivated by prejudice. All such incidents are referred to the Headteacher, whose role it is to assess, record and deal with all incidents. 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.

We respect the diversity of all staff, pupils and parents, and comply with reasonable requests relating to a full range of equalities issues.

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, including our *Single Community Cohesion and Equality Scheme and Plan*, which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

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.

We ensure that the core principles listed above apply also to the full range of our policies and practices in school.

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.

The Chair of Governors maintains 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 and school.
- 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.

Monitoring and evaluation

The Headteacher will report to Governors three times per year, reviewing progress on this Policy and the *Single Community Cohesion and Equality Scheme and Plan* and regarding any incidents involving discrimination or harassment.

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.*

Policy review:	EIA:	Ratify:	Due for review:
10.03.10	10.03.10		2011

APPENDIX 1

Civil Partnership Act 2005

This Act came into force on 5 December 2005. It gives same-sex couples the same rights as married couples in terms of issues such as parental leave, flexible working, maternity and paternity leave, pensions and benefits packages that are available to spouses.

Disability Discrimination Act 1995 (the DDA)

This requires employers and providers of goods and services to eliminate discrimination against disabled people at all levels.

The employment measures make it unlawful to treat a person less favourably than a non-disabled person because of their impairment in terms of recruitment, training or dismissal, unless the employer can prove this is justified. In order to comply with the Act, an employer is required to look at changes in the work place or working practices and make any reasonable adjustments. This concept of reasonable adjustment is crucial to the legislation. It means that we have a duty to be flexible in relation to the services we offer, both to pupils and staff. The legislation is supported by codes of practice.

Disability Discrimination Act 1995 (Amendment) Regulations 2003 (Rights of Access to Goods, Facilities, Services and Premises)

This requires service providers to remove, alter and avoid physical features which prevent access to services by disabled people.

Disability Discrimination Act (2005)

From December 2005, this new Act came into force which amends or updates existing provisions in the 1995 Act. This includes:

- Extending protection to cover people who have HIV, cancer and multiple sclerosis from the moment they are diagnosed.
- Under the 1995 legislation, people with mental health conditions had to prove that they had a mental impairment that has a 'substantial and long-term impact' and that the impairment is 'clinically well recognised'. Those with a physical impairment did not have to prove this. The 2005 Act means that the requirement to have a 'clinically well recognised' condition is now dropped.
- Making it unlawful for operators of transport vehicles to discriminate against disabled people.
- Making it easier for disabled people to rent property and for tenants to make disability-related adaptations.
- Making sure that private clubs with 25 or more members cannot keep disabled people out, just because they have a disability.

The Disability Equality Duty for the Public Sector 2006

This places a statutory duty on all public authorities to promote disability equality. This duty means that public authorities must in carrying out their functions have due regard to:

- The need to eliminate discrimination that is unlawful under the Act
- The need to eliminate harassment that is unlawful under the Act
- The need to promote equality of opportunity between disabled persons and other persons; and
- The need to take steps to take account of a disabled person's impairment, even where that involves treating disabled persons more favourably than other persons.

Employment Equality (Religion and Belief) Regulations 2003

These prohibit discrimination in employment on the grounds of religion or similar philosophical belief.

Employment Equality (Sexual Orientation) Regulations 2003

These extend the legislation to prohibit discrimination in employment on the grounds of sexual orientation.

Employment Equality (Age) Regulations 2006

The Employment Equality (Age) Regulations make it unlawful to discriminate against employees, job seekers and trainees because of their age.

Equal Pay Act 1970 – amended 1983

This Act is associated with the Sex Discrimination Act 1975 and they complement each other, with infringement of the rights in one not giving rise to proceedings in the other. Whilst the objective of the Sex Discrimination Act is to promote equality of opportunity between men and women generally, the Equal Pay Act is designed to prevent discrimination between men and women in respect of their terms and conditions of employment, including pay. It applies to complaints that less favourable terms are being applied in situations where employees are doing the same or broadly similar work.

Equality Act 2006

The Equality Act had three functions:

- To create a single Commission which will replace the Equal Opportunities Commission (EOC), the Commission for Racial Equality (CRE) and the Disability Rights Commission (DRC). This single commission is called the Commission for Equality and Human Rights (CEHR).
- To make unlawful (apart from certain exemptions), discrimination on the grounds of religion or belief or sexual orientation in the provision of goods, facilities and services, the management of premises, education and the exercise of public functions.
- To create a duty on public authorities to promote equality of opportunity between men and women and to prohibit sex discrimination in the workplace.

Gender Equality Duty 2007

All public sector bodies and private sector, voluntary or charity organisations providing public services, must take gender into consideration when providing employment and service provision.

European Equal Treatment Directive 1976

This provides that there will be no discrimination whatsoever on grounds of sex, either directly or indirectly, by reference in particular to marital or family status. Similar provisions exclude discrimination on grounds of sex in the conditions for access to all jobs or posts, whatever the sector or branch of activity and to training. The principle of equal treatment with regard to working conditions, including dismissal, has the effect of guaranteeing men and women 'the same conditions without discrimination on the grounds of sex'. The Directive can be directly relied upon by employees within the public sector regardless of whether or not its provisions have been incorporated into UK law.

Human Rights Act 1998

This incorporates the European Convention of Human Rights into UK law and applies to public authorities such as the council. As a result the positive rights and freedoms guaranteed under the European Convention have become directly enforceable in UK courts and tribunals. Cases should be brought within one year. From 2nd October 2000 courts and tribunals have to interpret discrimination law in accordance with the European Convention on Human Rights. Areas of UK law where there is not already a remedy for discrimination (e.g. on grounds of sexual orientation) are likely areas for challenge under the Human Rights Act.

Protection from Harassment Act 1997

This legislation is predominantly aimed at "stalking" but it has implications for employers and employee behaviour in the workplace. The Act states that a person must not pursue a course of conduct that amounts to harassment and which he or she knows or ought to know amounts to harassment. Injunctions can be issued under the Act to stop behaviour that alarms the person or has caused or may cause the person distress. This legislation can also be applied to incidents of harassment in the community.

Race Relations Act 1976 (Race Relations Act)

The Act makes discrimination unlawful on the grounds of colour, race, nationality (including citizenship) or ethnic or national origin. It applies to employment and training and the provision of goods, facilities and services.

Race Relations (Amendment) Act 2000

This Act extends the Race Relations Act 1976. It creates a general duty to promote race equality that requires public authorities to eliminate unlawful racial discrimination and promote equality of opportunity and good relations between people of different racial groups.

It is unlawful for any public authority to discriminate on racial grounds in carrying out *any* of its functions. There are additional specific duties for local authorities (and other public authorities) including the production of a Race Equality Scheme and employment related duties in terms of monitoring the ethnicity of job applicants and employees.

The Act is supported by detailed Codes of Practice.

Sex Discrimination Act 1975 (Sex Discrimination Act) – amended 1986

The Act outlaws discrimination in employment on the grounds of sex or marital status. The Sex Discrimination Act prohibits direct and indirect sex and marital status discrimination against men or women in respect of such matters as selection for appointment, promotion or training. The Act is supported by Codes of Practice.

Sex Discrimination (Gender Reassignment) Regulations 1999

These extend the Sex Discrimination Act 1975 and prohibit direct discrimination if a person has had or is undergoing gender reassignment.

Special Educational Needs and Disability Act 2001

This Act extends the objectives and duties of the Disability Discrimination Act to educational premises. Governing bodies become the 'responsible authority' for the purposes of ensuring that disabled pupils suffer no discrimination.