

# Roberttown CE (c) J&I School

## Equality, Diversity and Cohesion Policy

This policy should be read in conjunction with other policies of the school but in particular the Behaviour and Anti-Bullying Policies.

Roberttown School welcomes its duties under the new Equality Act (2010).

The Equality Act establishes 9 protected characteristics which apply to schools. Only the first 7 characteristics apply to pupils:

- disability
- race
- sex
- gender reassignment
- pregnancy and maternity
- religion or belief
- sexual orientation
- marriage and civil partnership
- age.

### Public Sector Equality Duty (2011)

This policy sets out how Roberttown School has paid due regard to the need:

- **to eliminate discrimination**, harassment, victimisation and any other conduct that is prohibited by or under this Act
- **to advance equality of opportunity** between persons who share a relevant protected characteristic and persons who do not share it
- **to foster good relations** between persons who share a relevant protected characteristic and persons who do not share it.

### Specific Duties under the Public Sector Equality Duty

- to publish information which demonstrates our compliance with the need to have due regard for the three aims of the *General Duty*
- to prepare and publish specific and measurable objectives which we will pursue over the coming years to achieve the three aims.

This policy sets out the steps the Governing Body will take that will result in improved outcomes for all members of the school community in all aspects of school life, taking positive action to promote equality.

### Definition of 'due regard' and how we aim to comply with the principles of the general duty

1. While making a decision that might affect an equality group, the decision-maker must have regard to the three aims of the Act at the time. This cannot be done in retrospect, nor can it be delegated.

2. The duty will be exercised with rigour and with attention to relevant evidence, including that derived from consultation with staff and the wider community.
3. The duty is continuing, so we will revisit it and bear it in mind constantly.
4. We will keep records to show that the equality duties have been considered on each occasion.

## **Our Vision**

*'We rejoice in the uniqueness of the individuals that make up our community.....'*

*We recognise and celebrate the diversity of experiences, cultures, backgrounds, faiths, and learning styles in our school. This helps us as a community to develop positive attitudes, respect and tolerance for others. The contribution made by all to life within school and in the wider community is recognised and valued.....'*

*Extract from Roberttown CE (c) J&I School Mission Statement*

Our vision is to create a fair and just school community, that promotes social inclusion, community cohesion and equality, respects diversity and challenges and acts upon discrimination and inequality including bullying.

Our Christian foundation recognises that we are all unique and created in God's image. This underpins our vision for education at Roberttown and is integral to our church school ethos. We, at Roberttown School, provide education for all, acknowledging that the society within which we live is enriched by diversity. We strive to ensure that the culture and ethos of the school reflects the diversity of ALL members of the school community, where everyone is equally valued and treats one another with respect and fairness. Pupils are provided with the opportunity to experience, understand and celebrate diversity.

Roberttown School will not tolerate harassment of any kind.

We are committed to combating ALL forms of discrimination.

We recognise that monitoring and the evaluation of equality is essential to ensure that pupils are not being disadvantaged, and that monitoring leads to action planning.

The school intends that its workforce reflects Kirklees' diversity at all levels of the organisation. We aim to be an inclusive employer that positively values the contribution of all employees. Through both our employment policies and strategies, we aim to achieve equality for all sections of the workforce and the community we serve.

At Roberttown School we work towards eliminating all discrimination, on the grounds of race, gender, gender reassignment, G&T, disability, sexuality (including sexual orientation), age, religion and belief. We believe that all pupils, employees and other service users should be treated with dignity and respect at all times and we will not tolerate bullying, harassment or victimisation of any groups or individuals.

Our school will be an equality champion and community leader in:

- promoting equality, for example by monitoring and assessing and the impact of our policies on different groups
- challenging and eradicating discrimination, for example , by acting quickly to deal with all bullying, but particularly that which is aimed at groups as well as individuals, such as racist bullying
- promoting community cohesion, for example, through involvement with the School Linking Project, and continuing established links
- giving a high profile to rights and responsibilities by promoting human rights, justice and fairness throughout the curriculum and wider school community
- developing an Equality, Diversity and Cohesion Strategy that includes all equality strands and continue to embed best practice
- addressing and raising standards of educational attainment for *a//* individuals and groups at risk of underachieving
- developing, implementing, monitoring and reporting equality work throughout the school community as part of our business planning, school improvement, and inspection processes and use the process of mainstreaming equality to ensure this occurs
- developing and supporting a workforce that reflects at all levels the resident community of Kirklees
- working in partnership with, and consult, pupils, parents, staff, stakeholders and the wider community to develop good practice and lead the equality agenda within our community
- ensuring that our curriculum, ethos and learning environment reflects our multicultural society
- reviewing and auditing all our equality, diversity and cohesion activities.

## **Our principles**

- to promote equality, diversity and cohesion within the local community. We believe that any modern organisation has to reflect all the communities and people it serves
- to challenge discrimination on the grounds of gender, race, age, disability, sexuality (including sexual orientation), religion or belief
- our vision for equality and diversity goes beyond establishing processes to achieve change. We will monitor progress made towards meeting objectives to:

- take adequate steps to prevent discrimination
  - take decisive action when discrimination occurs
  - take steps to promote equality, diversity and cohesion
- all our staff will consistently challenge all put-downs, harassment, name-calling, bullying, threatening or hurtful behaviour (physical and psychological) that violates a group or individual and leads to marginalisation, exclusion, and feelings of powerlessness and worthlessness because of: colour, culture, ethnicity, faith, religion, belief, national origin, national status, G&T, disability or impairment, perception of sexuality including sexual orientation, gender, marital status, socio-economic background, age, responsibility for dependants and trade union membership
  - we accept the findings of The Stephen Lawrence Inquiry Report, with particular respect to the Macpherson definition of 'institutional racism', which is:
 

*'The collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture, or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness, and racist stereotyping which disadvantage minority ethnic people.'*
  - we recognise that the Macpherson definition of 'institutional discrimination' in relation to race can be equally applied to other equality strands
  - we acknowledge 'The Stephen Lawrence Enquiry' definition of a racist incident is "any incident which is perceived to be racist by the victim or any other person."
  - we recognise that all pupils also experience harassment and bullying and in tackling these issues in school use the same definition that such an incident is perceived to be harassment or bullying by the victim or another person, until proven otherwise
  - we strive to be a 'listening school'. We listen to all our school community members including pupils, parents, staff, visitors, wider community members, stakeholders and partners. We take seriously all experiences of bullying and hurtful behaviour resulting from bullying such as racism. We invite all our pupils in particular to talk to us about bullying, where it happens, who's doing it, and what it involves
  - we are striving to be a learning organisation which recognises the contribution of all pupils, staff, parents and other partners and which is supportive, fair, just and free from discrimination
  - we will continue to develop preventative measures to deal with discrimination including promoting human rights and equality through the Citizenship Curriculum and in particular focusing on the:
    - rights of the child
    - right to education

- right to be safe

- our SEND policy demonstrates our commitments to Pupil Participation, Parent Partnership, Resource Allocation and Curriculum Access. Some of the outcomes of how these aspects are reflected in our school practice and the steps we need to take to develop them link directly to the disability dimensions of our Equality, Diversity and Cohesion Strategy
- involvement and engagement with pupils, staff, governors, parents and with the wider community will form part of our equality, diversity and cohesion strategy with clear objectives and timescales
- partnerships with parents, governors and the wider community are essential to promote equality, diversity and community cohesion. The schools' engagement with partners is central to our overall strategy and forms a key part of our Equality, Diversity and Cohesion Strategy and School Development Plan
- celebrate and respect diversity and eliminate unfair treatment and discrimination through adopting Kirklees policies and procedures in particular in the areas of recruitment, training and development and promotion
- monitor the recruitment and selection of staff in post, all applicants, short listed candidates and candidates appointed
- recognise that staff have rights as employees to work in a supportive, safe and harassment free environment and that staff have individual and collective responsibility to value and respect each other's contributions
- promote an environment where standards of conduct are of the highest level and to ensure that no one is harassed, bullied or victimised
- develop annual equality milestones and other objectives within the School Improvement Plan to ensure that equality and diversity are central to our everyday work
- ensure that in planning, delivering and monitoring strategies and policies, equality and diversity issues are considered at the outset of that work and that we will consult with pupils, parents, staff, partners where appropriate and the wider community

## **Implementation**

The Governing Body - is responsible for ensuring that the school fulfils its legal responsibilities. A named governor will be responsible for monitoring the implementation of the policy.

The Headteacher - has overall responsibility within the school for implementing the policy and will be the named person responsible for taking disciplinary action in any case of discrimination. The Headteacher is also responsible for reporting any incidents to the Governing Body and the LA.

All staff - have a responsibility for following and upholding this policy and reporting any breaches to the Headteacher. All staff are role models for other staff and pupils in the school.

### **Examples of unacceptable behaviour**

- direct physical assault or the threat of it
- name calling or joke making with reference to race, disability, gender etc
- expressing prejudices or deliberate mis-information about the 9 protected characteristics
- graffiti on walls, furniture or in books, distributing racist literature
- the wearing of badges or insignia belonging to extreme political organisations known to be racially motivated

### **The response to such behaviour**

- each incident will be reported to the Headteacher and recorded and the record be kept by the Headteacher. The incidents may well be dealt with in the first instance by the member of staff on hand at the time
- anyone who has suffered as a result of discrimination will be informed of the action taken and the attitude of the school towards such behaviour will be properly explained to them; and that in the case of serious incidents with pupils, their parents will be contacted and the action explained to them
- anyone responsible for discriminative behaviour will be reported to the Headteacher and depending on the seriousness of the offence, the matter reported
- anyone who refuses to desist from discriminative behaviour will be brought to understand the seriousness of their offence by the direct involvement of an authority, in the case of pupils and their parents, and this may be followed by exclusion from school
- racist graffiti or slogans, will be immediately removed on discovery and any damage repaired
- racist literature, badges or insignia will be confiscated on discovery and the reasons for not allowing them on school premises will be explained and then publicly emphasised
- staff will be vigilant for any unacceptable attitudes in books in school and any offensive or mis-representational material will be removed immediately
- the monitoring of behaviour and attitudes will be an on-going activity

### **Equality Impact Assessment**

In order to ensure that our current provision and procedures comply with the requirements of the Equality Act we have carried out a review of all aspects of school life with regard to the protected characteristics by means of an Equality Impact Assessment.

**All school staff have carried out an equality impact assessment of their area of responsibility for activities both within and beyond the school day (see appendix).**

Any gaps in provision and practice that are identified form part of an action plan (see action plan – appendix).

Our future intention is to use an Equality Impact Assessment when we intend the following actions:

- to introduce new provision or practice
- to change or reduce provision or practice
- to remove provision or practice.

## **Consultation**

Roberttown School recognises the importance of taking account of people's differing experiences, needs and histories, and of the differing challenges and barriers which they may face. Bearing in mind the protected characteristics, consultation with those we have identified as likely to be affected forms part of every Equality Impact Assessment. Primarily we consult with pupils. However we also consult with parents/carers, staff, governors and other school users when appropriate. We consult in the following ways:

We ensure that our pupil groups are representative of all equality groups.  
We meet with groups of pupils to discuss their opinions, needs and progress.  
The PASS Survey.

## **How we measure the impact of any changes**

We monitor the ongoing impact of these changes on those who may be affected in the following ways:

Tracking of pupil achievement across the school with an additional focus on equality groups. This is tracked by evaluating and responding to trends over time.  
Pupil's PASS survey that demonstrate emotional health and well being, engagement and involvement.....

## **Publication and Review**

The specific duties under this Act require us to be open and transparent about all our decision-making processes, intentions and results.

We record the results of our equality impact assessment and action taken. We review and publish this information and its impact on our pupils through:

### Suggestions

An annual report to the Governing Body  
A report on the school website  
Meetings with parents

## Disability questions on the Parent Questionnaire

### **Breach of the Policy**

The school will follow the Kirklees guidelines in relation to this policy.

In the case of an incident concerning an adult perpetrator, the procedures outlined in the Personnel procedures will be instigated.

This policy will be reviewed as part of our rolling programme of policy review.