



Equality, Diversity and Community Cohesion Policy and Scheme

1. Purpose of the Document

The overall objective of Hetton School's Equality, Diversity and Cohesion Policy is to provide a framework for the school to pursue its equality duties to eliminate unlawful discrimination and harassment; promote equality of opportunity; and promote good relations and positive attitudes between people of diverse backgrounds in all its activities.

The principles of this policy apply to all members of the extended school community – pupils, staff, governors, parents and community members.
Partners and contractors are also expected to abide by the policy.

2. Equality, Diversity and Cohesion Statement

We will not tolerate less favourable treatment of anyone, particularly in relation to the following protected characteristics

- Disability.
- Gender reassignment.
- Pregnancy and maternity
- Race.
- Religion or belief.
- Sex / gender.
- Sexual orientation.

We will also not tolerate less favourable treatment in relation to age, marriage and civil partnership, pregnancy and maternity.

Through our school ethos, curriculum and community links, we will work towards

- a common vision
- a sense of belonging for all
- similar life opportunities for all
- strong and positive relationships between different communities.

Through this Equality, Diversity and Cohesion Policy, Hetton School seeks to ensure that no member of the school community, or any person through their contact with the school, receives less favourable treatment on any grounds which cannot be shown to be justified. Consequently, this not only covers the 9 protected characteristics of age, disability, gender, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, and sexuality, but also relates to socio-economic background, where the people reside, those responsible for children or other dependants, those who engage in political or trade union activities, and those with spent convictions.

Equality and Diversity is more than just meeting legal obligations, or targets. It's about making a difference to the lives of the people we serve, treating all people with dignity and respect, and recognising the value of each individual. This means an ongoing commitment to ensuring that our services meet the varied and individual needs of children and young people in our school. We will make sure that our employment practices are fair and promote equality and value diversity. We will actively value the wide variety of lifestyles and cultures, locally and nationally. We will prepare children and young people for living in a diverse society with increasing global connections, and help them to deal in an informed manner with sometimes controversial issues.

We will ensure that the principles of this policy are reflected in all our policies, practices, procedures and services and are part of everything we do.

Hetton School is a school of approximately 565 pupils, where the vast majority of pupils are of a White British Heritage (99.5%) and 0.5% (0.5% - 2016) are black or minority ethnic. Pupils speak 3 first languages: English and Panjabi. English is the first language for 99.8% (99.8% 2016) of pupils. 29.3% (25.7% - 2016) of pupils are on free school meals. The percentage of students who have been eligible for free school meals at any time in the past 6 years is significantly higher than the national average. 48.6% of pupils are female and 51.4% are male.

Parents tell us that 80% (86.2% 2016) of pupils are Christian, 0.3% (0.2% 2016) are Methodist and 0.3% (0.2% 2016) are Sikh and 13.9% (17.9% 2016) have no religion.

14.3% (18.2% - 2016) of pupils have a disability, special need and/or learning difficulty. The school is undergoing its re-designation for the anti-bullying Gold Charter Mark.

At Hetton School we have an established Exec School Council and all students are part of the school council. Students are encouraged to become prefects and peer mentors. All students regardless of background and family circumstance are encouraged to engage giving a balanced representation. This ensures they reflect the different groups that exist among the students.

3. Guiding Principles

These principles have been drawn from a specimen school policy for equalities prepared by the DCSF and we at Hetton School fully endorse and accept them.

Principle 1: All learners are of equal value

All learners and potential learners are of equal value and benefit equally from school policies, practices and programmes, whatever their ability, background, gender or cultural identity.

Principle 2: Relevant differences are recognised

Treating people equally can mean treating them differently. Policies, practices and programmes do not discriminate, but may be differentiated to take account of differences of life experience, outlook and background, and in the kinds of barrier and disadvantage which people may face.

Principle 3: We foster positive attitudes, relationships and a shared sense of belonging

Policies and programmes promote

- positive attitudes and interactions
- mutual respect and good relations

- an absence of harassment or prejudice-related bullying between people of different ability, background, gender or cultural identity.

Principle 4: Staff recruitment, retention and development

Policies and procedures benefit all employees and potential employees in recruitment, professional development and promotion. Steps are taken to positively promote equality, especially where there is evidence of inequality.

Principle 5: Current inequalities and barriers are addressed and reduced

In addition to avoiding or minimising possible negative impacts of policies and programmes, we take opportunities to maximise positive impacts by addressing, reducing and removing inequalities and barriers that already exist between people of different ability, background, gender or cultural identity.

Principle 6: Policy development involves widespread consultation and involvement

People affected by a policy or programme are consulted and involved in the design of new policies, and in the review of existing ones. Such consultation is both direct and through representative organisations, and is based on principles of transparency and accountability. It involves those who in the past have been excluded or disadvantaged, and who continue to face barriers:

Principle 7: Society as a whole benefits

Policies and programmes benefit society as a whole, locally, nationally and internationally, by fostering greater cohesion and greater participation in public life of people of different ability, background, gender or cultural identity.

4. Equalities Legislation

Our commitment is reinforced through our legal duty both as an employer and service provider. The legal duties come from a range of relevant equality legislation and associated codes of practice. Through this policy we are committed to complying with the general and specific duties, as well as codes of practice. See Appendix for further detail of these duties and codes of practice.

The new Equality Act October 2010 has provided a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. It has simplified the law by removing anomalies and inconsistencies that had developed over time in the existing legislation, and it extends the protection from discrimination in certain areas. See appendix for related General and Specific Duties (Equality Scheme)

Race

The Race Relations Act (1976), Race Relations Amendment Act (2000) followed by The Equality Act (2010) requires schools to take appropriate steps to promote race equality, eliminate unlawful race discrimination and promote good race relations. We have drawn up and will maintain an active Race Equality Scheme (part of our single equality scheme) including an action plan, to meet these responsibilities.

Disability

The Disability Discrimination Act (1995 2001 and 2005) followed by The Equality Act (2010) places a positive duty on us to ensure that services provided by the school and its premises are accessible to disabled people, that we promote disability equality, eliminate discrimination and harassment and promote positive attitudes to encourage participation. In some situations

this may mean treating disabled people more favourably. Our Disability Equality Scheme has become part of the single equality scheme from September 2013 to meet these responsibilities.

Gender

The Sex Discrimination Act (1975) and the Equality Act (2006) followed by The Equality Act (2010) places a positive duty on us not to treat anyone unfairly because of their gender, this means to eliminate discrimination and promote equality of opportunity between girls and boys, men and women. We need to ensure that the needs of both sexes and transgender people are taken into account in our services and employment. We have drawn up and will maintain an active Gender Equality Scheme including an action plan (part of our single equality scheme), to meet these responsibilities.

Sexual Orientation

All public bodies have responsibilities to promote equal opportunities in employment and vocational training on the grounds of sexual orientation through The Equality Act (2010).

Religion and Belief

The school has responsibilities to promote equal opportunities in employment and vocational training on the grounds of religion and belief through the Employment Equality (Religion or Belief) Regulations 2003. The Equality Act 2006, followed by The Equality Act 2010, extends the provision to service delivery, making it unlawful to discriminate in the provision of goods, services, facilities and public functions. This also includes lack of faith and people of no faith. We will ensure that we follow these regulations.

Age

The school has responsibilities to promote equal opportunities in employment and vocational training on the grounds of age, through the Age Discrimination Act 2006 and Age Discrimination Regulations, followed by The Equality Act (2010). The provisions apply to all age groups. We will ensure that we follow these regulations.

Gender Reassignment, Marriage and Civil Partnership, and Pregnancy and Maternity

The Equality Act (2010) makes it unlawful to discriminate against anyone in relation to gender reassignment, marriage and civil partnership, and pregnancy and maternity. Discrimination might be direct or indirect, or involve harassment or victimisation. We will ensure that we do not discriminate in relation to these protected characteristics.

Community Cohesion

The Education and Inspections Act 2006 places a responsibility on schools to promote community cohesion, locally, nationally and globally. We will do this through promoting a common vision, a commitment to equality and social justice, respecting people's different backgrounds and promoting positive relationships in the school and local neighbourhood. We recognise that the biggest influence on educational outcomes is social class and that this can also strongly affect community cohesion. We have programmes to 'narrow the gap' and to draw people together from different social backgrounds. (see appendix further information)

5. Implementation

We will ensure implementation through action in the following areas

- **Relationships and ethos** – to foster behaviour based on rights, responsibilities and mutual respect between all members of the school community, to support pupils' personal development and well-being, to address all forms of prejudice related bullying.
- **Equity and excellence** – to ensure equal opportunities for all to succeed at the highest possible level possible, removing barriers to access and participation in learning and wider activities and minimising variations in outcomes for different groups.
- **Teaching, learning and curriculum** – to teach pupils to understand others, to promote common values and value diversity, to promote awareness of human rights and of the responsibility to uphold and defend them, and to develop the skills of participation and responsible action.
- **Engagement and extended services** – to provide a means for children, young people and their families to interact with people from different backgrounds and build positive relations, including links with different school communities locally, across the country and internationally.

6. Monitoring, reviewing and assessing impact

This policy is supported by Single Equality Scheme (see appendix) and related action plan.

The schemes and action plans run for three years but are reviewed and reported upon annually to the governing body. The Single Equality Scheme which was originally developed in September 2011 have been reviewed in September 2014 and 2017. The action plans will be revised again in September 2020.

The School Development Plan ensures that schemes and action plans form an essential part of the school's action on equality. It includes targets determined by the governing body for, inclusion and equality in the school, promoting a cohesive community and equality in the workforce. It also ensures other school policies address equality issues.

This policy will be regularly monitored and reviewed by staff and governors to ensure that it is effective in tackling discrimination, promoting access and participation, equality and good relations between different groups, and that it does not disadvantage particular sections of the community.

Any pattern of inequality found as a result of impact assessments is used to inform future planning and decision-making.

A named member of staff and a named governor responsible for equality monitors specific outcomes (see roles and responsibilities) annually. The Assistant Headteacher with responsibility for equality produces Information and Objectives about Equality and Diversity and is available for publication by the reporting date (March/April annually – last published 3rd April 2017).

The Key Indicators provided by Sunderland Children's Services are used to evaluate the effectiveness of our Equality, Diversity and Cohesion Policy.

The Headteacher provides monitoring reports for review by the Governing Body. These include: school population, workforce recruitment, retention and progression, special initiatives, progress against Key Indicators and targets and future plans. Normally this is in the Headteacher's Report to Governors.

7. Consultation and involvement

It is a requirement that the development of this plan and the actions within it have been informed by the input of staff, pupils and parents and carers. We have achieved this by using the following to shape the plan: Some examples of groups to consult in developing the plan are:

- Feedback from the parents via request from school newsletter, consultation at Parents' Forum meetings & whole school questionnaires (assessing bullying and perception on school support)
- Input from staff surveys or through staff meetings such as SLs / INSET
- Feedback from the school council, PSHE lessons, whole school surveys on children's attitudes to self and school
- Issues raised in annual reviews or reviews of progress on Individual Education Plans/Personalised Provision Maps, mentoring and support
- Feedback from Community groups or local authority meetings such as termly safeguarding briefings.

8. Roles and Responsibilities

All who are associated with Hetton School have a responsibility for promoting equality, diversity, community cohesion and inclusion, and avoiding unfair discrimination.

Our Governors are responsible for:

- Making sure the school complies with all current equality legislation.
- Making sure this policy and its procedures are followed.
- Making sure that the school has an up-to-date single equality scheme and related action plans.

Our Headteacher is responsible for:

- Making sure the policy is readily available and that the governors, staff, pupils and their parents know about it.
- Making sure its procedures are followed.
- Producing regular information for staff and governors about the policy and how it is working, and providing training for them on the policy, if necessary.
- Making sure all staff know their responsibilities and receive training and support in carrying these out.
- Taking appropriate action in cases of harassment, victimisation and discrimination.

All our staff are responsible for:

- Proactively following this policy and any associated guidelines.
- Providing role models for pupils through their own actions.
- Dealing with racist, sexist and homophobic incidents, and recognising and tackling other forms of bias and stereotyping.
- Promoting equality and good community relations and avoiding discrimination against anyone based on the nine protected characteristics above, as well as avoiding discrimination irrespective of socio-economic background.
- Keeping up to date with the law on discrimination and taking training and learning opportunities offered to them.

All our pupils are responsible for:

- Treating others kindly and fairly without prejudice, discrimination or harassment
- Attending and engaging in their own learning as well as helping other pupils to learn
- Telling staff about any prejudiced related incidents that occur.

All our parents are responsible for:

- Supporting our school in its implementation of this policy
- Following the school policy through their own behaviour
- Ensuring their children attend and engage in the learning
- Telling staff about any prejudice related incidents that occur.

Visitors and contractors are responsible for:

- Knowing and following the content of our Equality, Diversity and Community Cohesion Policy.

Responsibility for overseeing equality practices in the school lies with a named member of staff and a named governor. Responsibilities include:

- Coordinating and monitoring work on equality issues.
- Dealing with and monitoring reports of harassment (including racist and homophobic incidents).
- Monitoring the progress and attainment of vulnerable groups of pupils (eg Black and minority ethnic pupils, including Gypsies and Travellers).
- Monitoring exclusion.

9. 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 Head Teacher and Governing Body. Anyone wishing to make a complaint will be advised to follow the School Complaints Procedure.

Racial incidents will be recorded and reported to the Local Authority following the procedures and guidelines established. Other prejudice driven behaviour will be recorded and reported following the procedures and guidelines established by the Equalities Unit of Sunderland City Council.

10. References to other documents, advice and guidance.

Guidance and advice will be actively sought and used through

- using guidance from DfE (DCSF prior to May 2010) & Ofsted.
- taking advice from agencies such as the Equality and Human Rights Commission (EHRC) and City of Sunderland Council.

Appendix 1 General and Specific Duties

Race Equality

General Duty

- Promote equality of opportunity
- Promote good relations between people of different racial groups
- Eliminate unlawful racial discrimination

Specific Duties

- Prepare a written race equality policy (part of the Single Equality Policy) and keep it up to date.
- Make arrangements to fulfil the policy through an action plan
- Assess the impact of our policies, including the race equality policy, on pupils, staff and parents of different racial groups, particularly the impact on pupils' attainment levels.
- Monitor the impact of policies on pupils, staff and parents and particularly on pupils' attainment levels.
- Publish, annually, the results of monitoring the policy.

Disability Equality

General Duty

- Eliminate discrimination that is unlawful under the DDAs
- Eliminate harassment related to disability
- Promote equality of opportunity between disabled people and other people
- Promote positive attitudes towards disabled people
- Encourage participation by disabled people in public life
- Take steps to meet disabled people's needs, even where that involves treating disabled people more favourably than other people.

Specific Duties

- Make reasonable adjustments to resources and activities to avoid substantial disadvantage for disabled pupils
- Make improvements to the physical environment to increase access to education and associated services
- Increase access to the curriculum for disabled pupils
- Make written information accessible in a range of different ways for disabled pupils, where it is provided for pupils who are not disabled
- Provide auxiliary aids or services, such as equipment or personal support, for pupils with SEN

Gender Equality

General Duty

When carrying out their functions, to have due regard to the need to:

- eliminate unlawful sex discrimination and harassment
- promote equality of opportunity between females and males.

“Due regard” comprises two linked elements: proportionality and relevance. The weight given to gender equality should therefore be proportionate to its relevance to a particular function.

In terms of unlawful discrimination and harassment in employment and vocational training, the general duty also applies to people who intend to undergo, are undergoing or have undergone gender reassignment.

Specific duties

To support progress in delivering the general duty, we accept specific duties which include the following activities:

- Preparing and publishing a Gender Equality Scheme (part of the Single Equality Policy), showing how the school will meet its general and specific duties including setting out its gender equality objectives.
- Formulating our overall objectives, to consider the need to include objectives to address the causes of any gender pay gap.
- Gathering and using information on how the school's policies and practices affect gender equality in the workforce and in the delivery of services, in particular education functions.
- Consulting stakeholders (ie pupils, parents, employees, others service users or potential service users, including trade unions) and taking account of relevant information in order to determine its gender equality objectives.
- Assessing the impact of its current and proposed policies and practices on gender equality.

Revised Sept 2018 JM

- Implementing the actions set out in its scheme within three years, unless it is unreasonable or impractical to do so.
- Reporting against the scheme every year and review the scheme at least every three years.

Sexuality

Within the regulations sexual orientation refers to lesbians and gay men, heterosexuals and bisexuals.

Duties

- To avoid all forms of discrimination, direct and indirect, in employment on the basis of sexual orientation
- To avoid all forms of discrimination in service provision : Admissions, Teaching and Curriculum
- To avoid all forms of harassment on the grounds of sexual orientation.
- To avoid all forms of victimisation because someone has made, or intends to make, a complaint.

Religion and Belief

Within the Regulations religion or belief is defined as any religion, religious belief or similar philosophical belief. It does not include political beliefs.

Duties

- To avoid all forms of discrimination, direct and indirect, in employment on the basis of religion or belief.
- To avoid all forms of discrimination in service provision including arrangements for admissions, teaching and learning and the content of the curriculum.
- To avoid all forms of harassment on the grounds of religion or belief.
- To avoid all forms of victimisation because someone has made, or intends to make, a complaint related to religion / belief discrimination.

Age

These regulations apply to workers of all ages; it is unlawful to discriminate against young workers as well as older workers

Duties

- To avoid all forms of discrimination, direct and indirect, in employment on the basis of age.
- To avoid all forms of harassment on the grounds of age.
- To avoid all forms of victimisation because someone has made or intends to make a complaint related to age discrimination.

Appendix 2 Community Cohesion

A **cohesive** community is one where:

- There is a common vision for all communities, an emphasis on articulating what binds communities together rather than what differences divide them, a sense of belonging, of identifying with the neighbourhood and of 'looking out for each other'.
- There is a commitment to equality and social justice.
- The diversity of people's different backgrounds and circumstances is appreciated, respected and protected, in order to support integration and cohesion in changing communities.
- People have similar life opportunities, irrespective of background.
- Everyone understands their rights and responsibilities and is encouraged to participate at all levels.
- Strong and positive relationships are being developed between people from different backgrounds in the workplace, in schools and within neighbourhoods.

The National Community Cohesion Standards are framed by four strategic aims:

- Close the attainment and achievement gap.
- Develop common values of citizenship based on dialogue, mutual respect and acceptance of diversity.
- Contribute to building good community relations and challenge all types of discrimination and inequality.
- Remove the barriers to access, participation, progression, attainment and achievement.

The DCSF Guidance on the duty to promote community cohesion suggests that schools' contribution to community cohesion is under the three headings:

- **Teaching, learning and curriculum** – to teach pupils to understand others, to promote common values and to value diversity, to promote awareness of human rights and of the responsibility to uphold and defend them, and to develop the skills of participation and responsible action.
- **Equity and excellence** – to ensure equal opportunities for all to succeed at the highest possible level possible, removing barriers to access and participation in learning and wider activities and eliminating variations in outcomes for different groups.
- **Engagement and extended services** – to provide a means for children, young people and their families to interact with people from different backgrounds and build positive relations, including links with different school communities locally, across the country and internationally.

In order to achieve a **cohesive community**, we recognise that we need to:

- Promote understanding and engagement between communities.
- Encourage all children and families to feel part of the wider community.
- Understand the needs and hopes of all our communities.
- Tackle discrimination.
- Increase life opportunities for all.
- Ensure teaching and the curriculum addresses issues of diversity