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EQUALITY & COMMUNITY COHESION POLICY

**This policy comprises the Equality Scheme & Plan combined with
Community Cohesion Policy**

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This policy should be read in conjunction with the following appendices which should be filed with it.

Appendices -

A.	Annual Equality & Community Cohesion Policy Timetable
B.	Analysis Of The School's Religious, Ethnic & Socio-Economic Context
C.	Template for Headteacher's Annual Community Cohesion Equality Report
D.	Accessibility Plan
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1. INTRODUCTION

- 1.1 At Great Tew School we aim to promote equality and tackle any form of discrimination and actively promote harmonious relations in all areas of school life. We seek to remove any barriers to access, participation, progression, attainment and achievement. We take seriously our contribution towards community cohesion.
- 1.2 The Governing Body may elect an Equality Working Party each academic year. The headteacher will form part of this group which will lead the community cohesion and equality work in the school, reporting to the governing body's curriculum committee or, where necessary the full governing body. The governing body may choose to delegate the role of the Equality Working Party to the headteacher.

2. COMMUNITY COHESION

- 2.1 This policy reflects the legal duty on schools outlined in the Duty to Promote Community Cohesion, Education and Inspections Act 2006.
- 2.2 At Great Tew School we recognise our duty to promote community cohesion which is defined as, "working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community." (from 'Guidance on the Duty to Promote Community Cohesion' DCSF)
- 2.3 The term community has a number of dimensions including:
- The school community –pupils, parents, staff, governors,
 - The local community geographically – both the immediate neighbourhood and also the local authority area.
 - The UK community
 - The global community
- 2.4 Schools are required to focus on the 3 key strands of religion, ethnicity & culture and socio-economic factors.
- 2.5 We aim to demonstrate that, for each of the above strands:
- a) The school understands its own characteristics and context.
 - b) The school has planned and taken an appropriate set of actions.
 - c) These actions have had an evident impact.
- 2.6 The school has produced a detailed analysis of the religious, ethnic and socio-economic characteristics of the various communities of which we are part. This is attached as Appendix B to this policy.
- 2.7 This analysis should be reviewed as part of the biennial policy review process but, unless circumstances for the school have changed or the statistics (largely based on the national census conducted every ten years) are substantially out of date, there is no expectation that the analysis will require significant re-working.
- 2.8 The headteacher, working with the Equality Working Party where required will consider drawing up an community cohesion action plan based upon the analysis. Where actions are required these should

form part of the SDP and be evaluated through the SDP process to demonstrate that the school's actions are having a positive impact on community cohesion within the school and beyond.

3. EQUAL OPPORTUNITIES

- 3.1 Great Tew School aims to promote equal opportunities and eliminate discrimination.
- 3.2 In line with the 2010 Equality Act, the school will not discriminate against or victimise a pupil or potential pupil
- in relation to admissions,
 - in the way it provides education for pupils,
 - in the way it provides pupils access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment.
- 3.3 The school recognises that it would be unlawful to discriminate against a pupil or prospective pupil by treating them less favourably because of their
- sex,
 - race,
 - disability,
 - religion or belief
 - sexual orientation
 - gender reassignment,
 - pregnancy or maternity
- 3.4 The above characteristics (known as 'protected characteristics' in the 2010 Equality Act) apply by association too so, for example, it would be unlawful to refuse to admit a pupil whose parent was undergoing gender reassignment.
- 3.5 The school recognises that four kinds of unlawful behaviour are defined in the 2010 Equality Act:
- Direct discrimination - *treating a person less favourably because of a protected characteristic*
 - Indirect discrimination - *where a provision, criterion or practice is applied generally but has the effect of putting people with a particular characteristic at a disadvantage compared to people without that characteristic.*
 - Harassment - *"unwanted conduct, related to a relevant protected characteristic, which has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment."*
 - Victimisation - *where a person is treated less favourably than they otherwise would have been because of something they have done in connection with the 2010 Act.*
- 3.6 The school recognises that it has a legal obligation under the disability discrimination act to meet the needs of people with disabilities even if it requires giving them more favourable treatment.
- 3.7 The school recognises that new Positive Action provisions in the Equalities Act 2010 allow us to target measures that are designed to alleviate disadvantages experienced by, or to meet the particular needs of, pupils with particular protected characteristics. If we decide to use these we will ensure that it is a proportionate response to achieve the relevant aim.
- 3.8 Section 7 of this policy outlines the measures we take to promote equality.

4. THE PUBLIC SECTOR EQUALITY DUTY (PSED - sometimes referred to as the 'general duty')

- 4.1** The Public Sector Equality Duty extends to all the protected characteristics. (listed in 3.3 above)
- 4.2** Great Tew School recognises the three strands of this Public Sector Equality Duty and aims to
- Eliminate discrimination and other conduct that is prohibited by the Act
 - Advance equality of opportunity between people who share a protected characteristic and people who do not share it
 - Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.
- 4.3** Decision makers at Great Tew School should actively assess the implications for people with particular protected characteristics at the time decisions are taken. This should be done in a 'light-touch' manner, proportionate to the issue being considered.
- 4.4** Where decision making is recorded (e.g. in formal minutes or notes of meetings) it is good practice to also make a written record to show that equality duties have been actively considered during the decision making.

5. THE 'SPECIFIC DUTIES' OF THE EQUALITY ACT 2010

- 5.1** Schools are required to
- Publish information to demonstrate how they are complying with the Public Sector Equality Duty
 - Prepare and publish equality objectives.
- 5.2** In the first instance this must be done by 6th April 2012. Thereafter information will be published at least annually and the objectives will be published at least once every four years.
- 5.3** The information published should include:
- Data to show how the school is complying with the equality duty for each of the strands (4.2 above)
 - Information on the effect of its policies.
 - Evidence of any analysis it undertook to establish whether its policies would further the aims of the duty.
 - Any engagement it has undertaken with interested parties
- 5.4** The equality objectives must be specific and measureable. At Great Tew School these objectives will form part of the SDP

6. DISABILITY EQUALITY

- 6.1 The disability provisions in the 2010 Equality Act replicate those in the former Disability Discrimination Act 1995 (DDA). The Act defines disability as when a person has a ***"physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities"***
There are also some specified medical conditions that are considered disabilities regardless of their effect.
- 6.2 Great Tew School will not treat a disabled pupil less favourably simply because the pupil is disabled.
- 6.3 Great Tew School will not indirectly discriminate against disabled pupils - for example by doing something which applies to all pupils but which is more likely to have an adverse effect on disabled pupils - unless it can shown that it is done for a legitimate reason, and is a proportionate way of achieving that legitimate aim.
- 6.4 Great Tew School will not discriminate against a disabled pupil because of something that is a consequence of their disability - unless it can shown that it is done for a legitimate reason, and is a proportionate way of achieving that legitimate aim.
- 6.5 Great Tew recognises that schools have a duty to make reasonable adjustments in relation to disabled pupils - both individual disabled pupils and for disabled pupils generally
- Where something a school does places a disabled pupil at a disadvantage compared to other pupils then the school must take reasonable steps to try and avoid that disadvantage.
 - Schools will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled pupils. (NB This provision will be introduced at a later date)
- 6.6 Great Tew School will try to ensure that disabled pupils can play as full a part as possible in school life and reasonable adjustments will be made to support that.
- 6.7 Factors that we will consider when assessing the reasonableness of any adjustment may include its cost, its effectiveness, its effect on other pupils, health and safety requirements and what aids have been made available through Special educational Needs services.
- 6.8 The law imposes duties on the school in relation to employment, as well as access for the general public. It is accepted that the school will make reasonable adjustments to arrangements or premises where a disabled person may otherwise be substantially disadvantaged.
- 6.9 Accessibility Planning : Note: The current Accessibility Plan can be found at appendix D of this policy.
- a. Schools are also required to prepare a written 'Accessibility Plan'. This is a plan for
 - Increasing the extent to which disabled pupils can participate in the school's curriculum
 - Improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school
 - Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.
 - b. The plan must aim to deliver these improvements within a prescribed, reasonable period and take account of pupils' disabilities and any preferences expressed by them or their parents.
 - c. The Accessibility plan may form part of the SDP and will be regularly reviewed.

7. STRATEGIES TO PROMOTE EQUALITY

7.1 Governors have identified the following strategies that are specifically designed to promote equality.

a. **Establishing, maintaining and developing a school culture and ethos that celebrates diversity, promotes a positive attitude towards different groups in society and encourages all children, regardless of background, to achieve their maximum potential.**

Governors recognise that the school, by nature of its location, serves a predominately monocultural, relatively affluent population but that it is important to prepare our pupils to live and work in a country which is diverse in terms of cultures, religions, beliefs, ethnicities and social backgrounds.

The school aims to provide opportunities for meaningful interaction with people from different backgrounds and to promote positive attitudes towards diverse groups. We aim to challenge stereotyping through classroom displays, resources used in school and by inviting visitors to school.

b. **Preventing and dealing effectively with prejudice, bullying and harassment.**

Great Tew School will not tolerate prejudice and harassment of any kind and we have developed appropriate procedures to address the issues.

Any pupils involved in bullying or harassment will be dealt with under the terms of the pupil behaviour policy. Governors recognise that some of the groups covered in this policy are more vulnerable to bullying and harassment and have drawn up an anti-bullying policy to address these issues.

If staff are alleged to have been involved in bullying or harassment the normal school disciplinary policies will be evoked.

If other members of the school community are alleged to have been involved in harassment (e.g. parents of our pupils) we would follow the procedures outlined in 'Harassment by Clients – see Appendix G

The school also adopts the following OCC policies which will be followed where circumstances warrant this. These can be found on the OCC intranet and are filed alongside the copy of this policy in both the school's paper and electronic policy folder.

- i. Tackling Racial Harassment- Guidelines for School (This document gives advice, amongst other things, about what constitutes racism and what records the school should keep.) This document is no longer a current OCC policy but still provides useful advice. See Appendix E
- ii. OCC Guidance for Headteachers & School Employees : Responding to Assaults on Education Employees (In this document the word "assault" is not used in its strictly legal sense, but includes threatening or violent behaviour, racial or sexual harassment, gesture and innuendo.) See Appendix F
- iii.
- iv. Procedure for School Employees: Dignity at Work Policy – (This document outlines the role of employees and managers in ensuring dignity at work.) Appendix G

c. **Listening to pupils, staff, parents and others and informing and involving parents and carers.**

Great Tew School welcomes the active involvement of parents and the wider community and aims to be a friendly, approachable school. We value the good personal relations between staff and parents and encourage parents to be involved. Methods of consultation include the school council, parents meetings, letters, newsletters and questionnaires.

Governors recognise that some of the groups covered in this policy are more likely to find school intimidating, or inaccessible. A Communications Policy which addresses this issue has been adopted and is kept under review.

- d. **Addressing inequalities stemming from economic disadvantage.**
Governors recognise that some of the groups covered in this policy are likely to be economically disadvantaged. The school aims to avoid putting parents under unnecessary financial pressure by keeping the uniform affordable and ensuring that the charging policy is appropriate.
- e. **Welcoming new pupils and helping them to settle in effectively**
Governors recognise that some of the groups covered in this policy are more likely to find school intimidating, strange or inaccessible, and to move to our school or come from another school mid-year. Induction procedures are kept under review to ensure they are suitable and flexible enough to cater for individual needs.
- f. **Addressing the full range of learning needs**
Governors recognise that some of the groups covered in this policy are more likely to under-achieve. Pupil progress is closely monitored at Great Tew School and under-achievers are identified and supported.
Pupil progress and standards data is analysed to observe patterns of underachievement associated with race, gender and special needs. Where problems are identified school improvement strategies are implemented
- g. **Supporting learners with particular needs.**
Governors recognise that some of the groups covered in this policy are more likely to have particular needs. As a small school we pride ourselves on providing a nurturing, family atmosphere where all our pupils are valued as individuals and are taught according to their particular learning needs
Full use is made of outside agency support where necessary and staff welcome additional training to help them meet new challenges.
- h. **Making the school accessible to all.**
The governing body accepts the need to make reasonable adjustments if our premises or employment arrangements substantially disadvantage a disabled person compared with a non-disabled person. Our accessibility plan (see Appendix) demonstrates our commitment to increasing, over time, the accessibility of the premises, the school curriculum and accessible information to disabled pupils.
- i. **Ensuring fair and equal treatment for staff and others. This includes addressing the cause of any gender pay gap.**
Governors recognise that the school needs to ensure that its 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.
Recruitment and employment practices are non-discriminatory with appointments made on merit in accordance with County Council guidelines. All employees are paid in line with nationally agreed pay scales.
- j. **Encourage participation of under-represented groups.**
Governors recognise that Great Tew School's community is largely monocultural but that there is value in modelling empowerment of all groups including disabled, ethnic, religious and socially & economically disadvantaged groups. Where possible people from a wide range of backgrounds are encouraged to take an active role in school life.
- k. **Training in equality issues.**
Governors recognise that training in equality issues would be of benefit to staff and governors

where resources permit.

- 7.2 School policies are reviewed at least biennially and are checked to ensure they are consistent with this Equality & Community Cohesion Policy. Many other policies are related to the equality agenda. Related policies include:

<i>Special Educational Needs</i>	<i>Charging</i>	<i>Attendance</i>
<i>Collective Worship</i>	<i>Complaints</i>	<i>Educational Visits</i>
<i>Staff Grievance</i>	<i>Admissions</i>	<i>Curriculum</i>
<i>Foundation Stage</i>	<i>Behaviour</i>	<i>Health & Safety</i>
<i>Teaching & Learning</i>	<i>Library</i>	<i>Classroom visits</i>
<i>Staff Disciplinary & Grievance</i>	<i>Homework</i>	<i>Communications</i>
<i>School Uniform</i>	<i>Hiring</i>	<i>Pay Policy</i>
<i>Pupils with Medical Needs</i>	<i>Assessment, Target Setting & Marking</i>	
<i>Pupil Behaviour Policy</i>		
<i>OCC policies & procedures as detailed in 7b above</i>		
<i>Current SDP</i>		

- 7.3 The school has drawn up School Development Plan (SDP) objectives which will contain the Equality Objectives and any action plans for the community cohesion and equality agenda. **(See latest SDP)**

8. RECORDING BREACHES IN THIS POLICY

- 8.1 All members of the school community (pupils, parents, staff etc.) should be encouraged to report breaches of this policy to the headteacher.
- 8.2 Good record keeping of breaches will enable problems to be addressed at an early stage so the need for further development can be identified.
- 8.3 All pupil bullying incidents should be recorded on the 'incidents of bullying record sheet' which is attached to the Pupil Behaviour Policy.
- 8.4 If the incident has a racial dimension Form RI 1 from OCC's "Tackling Racial Harassment Policy" should be used (This form can be amended form to suit the circumstances as required.)
- 8.5 If a member of staff is subject to a verbal or physical assault Form PVA 1 should be completed. This is available from OCC Schools HR pages of the Intranet.
- 8.6 Incidents involving staff, parents and visitors to the school should be recorded according to the relevant policy e.g. 'Staff Discipline' or 'Harassment by Clients'. Where there is a racial dimension, Form R.I. 1 from OCC's "Tackling Racial Harassment Policy" should also be used.
- 8.7 All incident records should be stored in a secure confidential Incident Folder.

9. REPORTING BREACHES IN THIS POLICY TO GOVERNORS AND OCC

- 9.1 All incidents of pupil bullying should be reported in the next headteacher's report to the full governing body. Names of those involved are not required.
- 9.2 All racial incidents (pupils, staff and parents) should be reported in the next headteacher's report to the full governing body. Names of those involved are not required.
- 9.3 The County Council must be notified of all racist incidents that constitute physical abuse, abuse of personal property, graffiti, distribution of offensive material or other serious incidents. A copy of Form R.I.1 (See 8.4 above) should be sent to: Performance Team, CPQA, Children, Young People & Families, County Hall, New Road, Oxford, OX11ND
- 9.4 Any incidents or complaints relating to community cohesion or equality should be discussed at the next meeting of the Equality Working Party where, if necessary, actions can be added to the SDP to address the problem.

10. MONITORING THE POLICY & REPORTING ON PROGRESS

- 10.1 The implementation and success of the Equality & Community Cohesion Policy and the associated SDP objectives will be monitored by the Equality Working Party or through the normal process of SDP monitoring.
- 10.2 Where the governing body decide that the normal monitoring process of the SDP is insufficient, the Headteacher will present a Headteacher's Annual Community Cohesion & Equality Report [HACCER] to the working party in January each year. This will be an assessment of the impact of the school's policies and practices on community cohesion and equality for pupils and staff. It will include items from the list a-k below as deemed necessary by the headteacher and or Equality Working Party.
- a. How far the current community cohesion & equality objectives have been met and any slippage in the timetable.
 - b. An indication of any observable patterns related to gender, racial group, disability or economic disadvantage (plus any other relevant protected characteristics - see 3.3 above) in the following aspects of school life:
 - pupil attainment
 - pupil progress
 - pupil attendance
 - pupil behaviour and sanctions imposed
 - levels of pupil and parent satisfaction
 - participation in curricular and extra-school activities
 - parental involvement in school
 - c. An account of any incidents of racism, harassment or bullying.
 - d. An account of any feedback received from staff, pupils, parents or the wider community relating to equality issues.
 - e. An account of any breaches to this policy.
 - f. A report of any staffing or recruitment issues related to the equality agenda including whether there is a gender pay gap.
 - g. An indication of the typical annual costs for parents incurred as a result of school policies and

practices e.g. uniform and school trips.

- h.** Information on instances where the school's policies and practices have been amended in the light of the equality agenda.
 - i.** Information on instances where the school's policies and practices e.g. the induction process, have been tailored to fit individual circumstances in the light of equality issues.
 - j.** A report on any training in equality issues undertaken by staff or training to meet the needs of a specific individual or group of pupils.
 - k.** The headteacher's overall assessment of the impact of the school's policies and practices on racial, gender and disability equality for pupils and staff and any recommendations to the Governing Body on future equality objectives.
- 10.3** A template for the Headteacher's Annual Community Cohesion & Equality Report [HACCER] is appended to this policy. (Appendix C) Other formats are acceptable.
- 10.4** The Equality Working Party will consider the HACCER and draw up new equality objectives and an Accessibility Plan with a timetable for actions. (see 5.4 & 6.9 above)
- 10.5** Where the governing body decide that an Equality Working Party is unnecessary the headteacher will draw up the equality objectives and present to the governing body for approval as part of the normal SDP cycle.
- 10.6** These equality objectives and, where necessary the Accessibility Plan objectives will in presented in SDP format. There should be a clear indication of lead responsibility, resources to be allocated, success criteria, timeframe and the review process.
- 10.7** The Equality Working Party or Headteacher will draw up the draft information to be published demonstrating how the school is complying with the Public Sector Equality Duty (as required in 5.3 above).
- 10.8** The draft information for publication will be presented to the governing body. Once approved, this will be published on the school website and parents will be alerted via the newsletter. Feedback from parents will be requested and comments received will be circulated to the members of the Equality Working Party or governing body as necessary.

This policy will be reviewed as part of the school's biennial policy review process. The date of review for each SDP objective is contained within the SDP.

The following appendices also form part of the policy and should be filed with it.

A.	Annual Equality & Community Cohesion Policy Timetable
B.	Analysis Of The School's Religious, Ethnic & Socio-Economic Context
C.	Template for Headteacher's Annual Community Cohesion Equality Report
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