Rook's Nest Academy

Equality, Diversity and Cohesion Policy

'Respect, Believe, Achieve.'

1. Purpose of the Document

The overall objective of the 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 on the grounds of gender, race, disability, sexual orientation, age, and religion or belief.

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, Rook's Nest Academy 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. This covers race, colour, nationality, ethnic or national origin, religion or belief, gender, marital status, responsibility for children or other dependents, disability, sexual orientation, gender reassignment, age, trade union or political activities, socio-economic background or where the person lives.

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 on-going 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. 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 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.

3. Guiding Principles

These principles have been drawn from a specimen school policy for equalities prepared by the DCSF and we at Rook's Nest Academy 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 may be 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. Equality Diversity & Cohesion Policy CYPS/SA

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.

Race

The Race Relations Act (1976) and the Race Relations Amendment Act (2000) requires schools to take appropriate steps to promote race equality, eliminate unlawful race discrimination and promote good race relations. We have an active Race Equality Policy.

Disability

The Disability Discrimination Act (1995 and 2005) 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.

Gender

The Sex Discrimination Act (1975) and the Equality Act (2006) 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.

Sexual Orientation

All public bodies have responsibilities to promote equal opportunities in employment and vocational training on the grounds of sexual orientation through the Employment Equality (Sexual Orientation) Regulations 2003. The Equality Act 2006, extends the provision to service delivery, making it unlawful to discriminate in the provision of goods, services and facilities. We will ensure that we follow these regulations.

Marriage and Civil Partnership.

Under the 2013 Act, married same sex couples are treated the same as men married to women, irrespective of their gender.

Pregnancy and Maternity

Pregnant employees have 4 main legal rights:

- paid time off for antenatal care
- maternity leave
- maternity pay or maternity allowance
- protection against unfair treatment, discrimination or dismissal

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, 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. The provisions apply to all age groups. We will ensure that we follow these regulations.

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 home background – we strive to ensure Rook's Nest is a welcoming environment for the families of all of our children. Designated members of staff such as our Pastoral team act as the friendly face of Rook's Nest. Staff are very much apparent to welcome children at the gates as they enter in the mornings and as they leave at the end of the school day.

Future legislation

We will also welcome the contribution of future equalities legislation to provide equal opportunities for everyone. We are committed to avoiding all types of discrimination.

Protected characteristics 2010 Equality Act

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

Although not a protected characteristic, at Rook's Nest we understand the affect that disadvantage can have. Children (and communities) can often feel excluded and marginalised from the mainstream. We recognise this and are proactive in ensuring the 'narrowing of the gap'.

For further information on types of discrimination, see Barnardos Anti Bullying Policy Guidance

(Appendix 3)

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.

6. Monitoring, reviewing and assessing impact

This policy is supported by school's BME and Disability Equality Policy.

The schemes and action plans run for three years but are reviewed and reported upon annually to the governing body.

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.

A named member of staff and a named governor responsible for equality monitors specific outcomes (see roles and responsibilities) annually.

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 report to Governors.

7. Roles and Responsibilities

All who are associated with Rook's Nest Academy have a responsibility for promoting equality 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 up-to-date equality schemes and 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 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 for reasons of race, colour, nationality, ethnic or national origins, gender, disability, religion or belief, sexual orientation or socio-economic circumstances.

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. Informing staff about any prejudice related incidents that occur.

See Appendix 1 and 2 for further detail of these duties and codes of practice.

Visitors and contractors are responsible for:

Knowing and following our equality policy.

Responsibility for overseeing equality practices in the school lies with The Senior Management of Rook's Nest Academy and Governing Body. 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.

8. 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

Proven Racial incidents will be recorded onto INTEGRIS and reported to the Local Authority following the procedures and guidelines.

Other prejudice driven behaviour will be recorded onto the INTEGRIS system and reported to the Local Authority.

Policy agreed by Governing Body

Reviewed C Milfull September 2023

Next review date Autumn 2024

Appendix 1 General and Specific Duties

Race Equality : from the Race Relations Amendment Act 2000

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 and keep it up to date.

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 : from the Disability Discrimination Act 2005 and other preceding legislation

General Duty

Eliminate discrimination that is unlawful under the DDA

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 : from the Equality Act 2006

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, 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.

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.

Sexual Orientation : from separate pieces of legislation 2003 – 08

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 : from Employment Equality (Religion and Belief) Regulations 2003

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 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 : from the Employment Equality (Age) Regulations 2006

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 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.

Appendix 3 Questions for which quantitative and qualitative evidence is required when current policies are being reviewed. (From DCSF Sample Equalities Policy) Aspect / Principle	**Disability**	**Ethnicity**	**Gender**
1. Outcomes for learners	Do our policies benefit all learners and potential learners, whether or not they are disabled? or are disabled learners excluded, disadvantaged or marginalised?	Do our policies benefit all learners and potential learners, whatever their ethnic, cultural or religious background? Or are people from certain backgrounds losing out?	Do our policies benefit all learners and potential learners, whichever their gender? Or are outcomes different for females and males, with some being disadvantaged?
2. Recognising relevant differences	Is due account made of the specific needs and experiences of disabled people? Or is a 'one size fits all' approach adopted?	Is due account made of different cultural backgrounds? Or is a 'one size fits all' approach adopted?	Is due account made of women's and men's differing experiences? Or is a 'one size fits all' approach adopted?
3. Attitudes, relationships and cohesion	Do our policies promote positive attitudes towards disabled people, and good relations between disabled and non-disabled people? Of is there negativity and little mutual contact?	Do our policies promote positive interaction and good relations between different groups and communities? Or are there tensions and negative attitudes?	Do our policies promote good relations between women and men? Or is there tensions or disrespect, perhaps expressed through sexual harassment.
4. Benefits for the workforce	Do all members and potential members of the workforce benefit, whether or not they are disabled? Or are	Do all members and potential members of the workforce benefit, whatever their ethnic, cultural or religious	Do all members and potential members of the workforce benefit, whichever their gender? Or are there

	reasonable adjustments for disabled staff not made?	background? Or are some excluded?	differential impacts, both positive and negative?
5. Positive impact on equality	Do our policies help to reduce and remove inequalities between disabled and non-disabled people that currently exist? Or does inequality for disabled people continue?	Do our policies help to reduce and remove inequalities and poor relations between different communities that currently exist? Or do barriers and inequalities continue?	Do our policies help to reduce and remove inequalities between women and men that currently exist? Or do inequalities, for example in seniority and pay, continue?
6. Consultation, involvement and accountability	Are our policies based on involvement of and consultation with disabled people? Or are the views and experiences of disabled people not sought or not heeded?	Are our policies based on involvement of and consultation with people from a range of backgrounds? Or are certain views and experiences not sought or not heeded?	Are our policies based on involvement of and consultation with both women and men? Or are the views and experiences of women or men not sought or heeded?
7. Benefits for society	Do our policies benefit society as a whole by encouraging participation in public life of all citizens, whether or not they are disabled? Or are disabled people excluded or marginalised?	Do our policies benefit society as a whole by encouraging participation in public life of citizens from a wide range of backgrounds? Or are certain communities excluded or marginalised?	Do our policies benefit society as a whole by encouraging participation in public life of women as well as men? Or are women excluded or marginalised?