

<b>Title and Description</b>	<b>Equality, Diversity and Community Cohesion Policy</b>
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<b>Date of last review</b>	October 2016
<b>Approved by</b>	Local Governing Board
<b>To be reviewed by</b>	Pastoral Working Group
<b>Responsibility</b>	Deputy Head Teacher
<b>Review period</b>	Four yearly (linked with Single Equality Scheme)
<b>Date of next review</b>	October 2020

## **Equality, Diversity and Community Cohesion Policy**

### **1. Introduction**

1.1 Framwellgate School Durham has a long-standing commitment to equality of opportunity. This policy links with the stated values of the school as well as other policies including those on inclusive learning, creating a culture for learning, anti-bullying and dealing with sensitive issues. This Policy is linked with the strategic objectives of the school and the Equality Act (2010).

### **2. Aims**

2.1 The purpose of the Policy is to:

- Support school improvement by enabling an ethos and climate to be established to enable all students and staff to give of their best;
- Enable the School to respond to national legislation, specifically the duties for Public Service bodies introduced by the Equality Act (2010) and therefore our compliance with Public Sector Equality Duty.
- Provide a clear framework for action to promote equality of opportunity, tackle prejudice-driven behaviour and discrimination as well as to promote a shared cohesion and belonging.

### **3. Principles**

3.1 This Policy is underpinned by the principles noted below.

- The scope of this policy covers the 'protected characteristics' of race, religion or belief, pregnancy & maternity, gender reassignment, sex, sexual orientation and disability.
- All students and staff are entitled to be treated equitably irrespective of these or other characteristics.
- The Policy and implementation will have due regard for the current legislative framework.
- The Policy applies to all members of the school community who are seen as of equal value.
- Equality and diversity is a whole school issue and is the responsibility of everyone who works within the school.

### **4. Implementation**

4.1 Framwellgate School Durham will gather information on the characteristics of the school community in relation to the protected characteristics. The school will prepare equality objectives about how it has due regard of the need to eliminate discrimination and harassment, advance equality and foster good relations. (The protected characteristics / groups are:

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

4.2 Equality of opportunity requires that everyone has an equal chance to develop themselves to their full potential. Consequently, equality of opportunity implies that:

- Everyone is treated fairly and with respect;
- Everyone is unique and has different needs and will be provided with a differentiated provision to meet those needs (equality of opportunity is underpinned by the idea of equity, and equity implies not sameness of service but diversity to meet diverse needs);
- Stereotypes are challenged;
- All forms of bullying, harassment and prejudice-driven behaviour are challenged;
- Individual and community needs are responded to in a sympathetic manner; and
- Individuals and groups are allocated appropriate levels of support to ensure that their potential is fulfilled.

4.3 In relation to the formal curriculum the school Governors sees equality and diversity issues as a dimension which should be woven through the life and work of the school and enlighten each area of the curriculum.

4.4 Equality and diversity should permeate the curriculum and the Tutorial Programme and be promoted by all who work in the school. There is no subject or programmes of study that cannot be approached in a manner sympathetic to the aims of equality and diversity, although Religious Education, Personal Social Health and Citizenship Education make a significant contribution. The curriculum and resources should reflect the diversity of society and portray members of all groups, and particularly those groups most likely to encounter disadvantage and discrimination, in ways which are positive and non-stereotypical.

4.5 Students learn from the informal as well as from the formal curriculum. Consequently the school will strive to ensure that:

- As far as is practicable adequate resources are used to strive to meet the specific needs of sub-groups such as 'looked after' children, minority ethnic students, and of students with disabilities and learning difficulties;
- Underachieving students are given the support required to enhance their performance without the performance of other students being affected detrimentally;
- Gifted and talented students are given the support and encouragement required to enhance their performance without the performance of other students being affected detrimentally;
- Strategies are put in place to motivate and reintegrate disaffected students for example through the Achievement Centre;
- Effective means are developed to engage with parents/carers;
- As far as practicable, all students are given opportunities to meet their individual religious needs, especially when important festivals occur;
- As far as is practicable, the dietary needs of all students are met;
- All students are welcomed, valued and encouraged to play an active role in the life of the school.
- All incidents of bullying and harassment are dealt with in an effective and consistent manner and procedures for recording, reporting and responding to incidents are followed.

4.6 The school will ensure that it observes good equality practice in staff recruitment, retention and development. Appointments will be made on the basis of merit. Those involved in leading the recruitment, short listing, interviewing and appointment/ promotion of staff will be aware of their responsibilities under current employment and equal opportunities legislation.

## **5. Monitoring & Evaluation**

5.1 Monitoring of the impact of this policy will be linked to the established self-evaluation processes at F.S.D. Action planning for equality issues as well as the evaluation of the impact of such planning, will take place as part of the annual cycle of School Improvement Planning. This is the responsibility of a member of the School Leadership Team.

Attainment data for different groups within the school (e.g. ethnic groups and gender) is analysed as part of the usual cycle of exam analysis and target setting. This is the responsibility of a member of the School Leadership Team. Other opportunities to monitor will be sought through the 'student voice'. As appropriate, members of staff will avail of Professional Development opportunities to evaluate policy and practice. The log of racist incidents, parental concerns and any exclusions related to equal opportunity issues will also be used to monitor the impact of this policy.