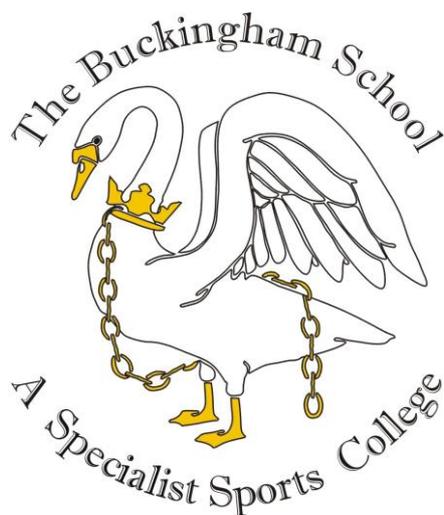


EQUALITIES AND COMMUNITY COHESION POLICY

THE BUCKINGHAM SCHOOL A SPECIALIST SPORTS COLLEGE



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ATTACHED COMMITTEE:

**REVIEWED:
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THE BUCKINGHAM SCHOOL – A SPECIALIST SPORTS COLLEGE

Equalities and Community Cohesion Policy

Introduction

In line with guidance from the Local Authority we have adopted a generic structure for our Equalities, and Community Cohesion Policy. The structure encompasses the six Equality strands regarding Disability, Gender, Race, Age, Sexual Orientation and Religion or Belief/Non-belief. In addition, the policy covers the school's duty to promote community cohesion, which has some similarities with the duty to promote equality but also has different foci. In essence, this Policy also covers our equal opportunities and social inclusion values and intentions by the very nature of its content.

In compiling this Policy, we have drawn on the statutory Codes of Practice produced by the Disability Rights Commission, the Equal Opportunities Commission and the Commission for Race Equality, and note that all of these former Commissions have been subsumed into the Equality and Human Rights Commission. We have also used the guidance document from the DfE on 'Community cohesion' guidance.

1. School Mission, Strategic Aims and Values

This key policy is at the core of our work at The Buckingham School. It applies to all staff, GB members, students, parents/carers, visitors, and all others with whom the school has a relationship. The Policy builds on the school's core values and ethos and the school's aims for promoting equality, challenging discrimination and celebrating diversity. Some key definitions we use are:

Equality: Equality is the principle of equal treatment for all people irrespective of their gender, ethnicity, disability, religious belief, sexual orientation, age, or any other recognised area of discrimination.

Diversity: Diversity is the acceptance that we are all different but we are all equal. Diversity focuses on valuing and celebrating the strengths in people's differences.

Community Cohesion: Community cohesion means 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 the wider community. For our school, the term "community" has a number of dimensions including: the school community; the Buckingham area community within which the school is located; the UK community; and the global community.

We are committed to giving all our students every opportunity to achieve the highest of standards and to valuing the individuality of every student. Within this ethos of achievement, we do not tolerate bullying and harassment of any kind. We actively tackle discrimination against those with a disability, racial discrimination, including discrimination based on religion or belief / non belief, sexual (orientation) harassment and discrimination and promote equal opportunities and good relations between and amongst all. We aim to ensure that the school promotes the individuality of all our students, irrespective of ethnicity, attainment, age, disability, gender, religion, belief / non belief or background. We are committed to ensuring that positive action is taken where necessary to redress the balance of inequality that may exist. Based on this our school's admissions policy is equally open to pupils of all groups.

Within the context of the school, we aim to positively transform individual and shared circumstances, perceptions, attitudes and relations. We aim to reflect the diversity of our local community and society and ensure that the education we offer reduces the chances of social divisions and parallel lives by recognising, celebrating and valuing different backgrounds, lifestyles and identities. **Critically we believe that these commitments are as important in the context of The Buckingham School with its limited ethnic diversity as they would be in a school with a diverse population, whatever that diversity may be. In addition, we recognise that we need to provide a wider range of opportunities for students to learn about other cultures within British society.**

The school's Overall Mission is to:

CREATE SUCCESS FOR ALL THROUGH ACHIEVEMENT, CHALLENGE AND ENJOYMENT

Our Strategic Aims

Our strategic aims in support of our vision (see 5 Year Strategic Plan document) and mission are:

- To provide an excellent educational experience that leads to opportunities for all, success for all and enables high standards of achievement.
- To provide an enjoyable, challenging and stimulating learning environment that prepares all of our students to go on to further or higher education or skilled employment and enables them to make a significant contribution to society.
- To ensure that all of our students develop an awareness of respect and tolerance towards each other and are honest, caring and conduct themselves with integrity.

Our values

Our values complement our vision and mission. We believe that the appropriate values for The Buckingham School are:

Leading learning together by:

- Having the highest expectations - Valuing challenge and high achievement.
- Making success for all the norm - Celebration of achievement.
- Working together to learn and develop - Mutual respect and responsibility.
- Including everyone and treating students as individuals- Opportunity for all, everyone is special and all can be successful.
- Valuing innovation and enterprise - Keeping abreast of changes.
- Creating true partnerships with stakeholders - Common commitment and endeavour, with stakeholders having a say in influencing key strategies and decisions
- Creating an open and friendly culture, whilst valuing a strong work ethic.

Our ambitions

Our overall ambition is to achieve transformation in opportunities and outcomes for all students, building on current strengths and through embracing the best development programmes for our staff. The strategies for success set out in our Strategic Plan have been designed with accompanying action plans to achieve:

- High standards of achievement for all students
- The development of the personal skills and attitudes needed for confidence and success in future study, work and adult life
- Service to the local community through true partnership, wider specialisms and extended services.

We will make a successful journey from a school being graded as a 'good' school to becoming an 'Outstanding' school within a designated period. We will meet the needs of all of our students and our community through high quality provision and having a relentless drive for excellence in all that we do.

2. Current Profile of the School

This section covers the main characteristics of our school with regard to the strands of equality addressed in this Policy, the diversity of the school and community make up:

The Buckingham School is a co-educational, non selective school for 11 to 18 year olds. The school is located adjacent to the Royal Latin Grammar School. Currently there are 962 students on roll, including 124 in the small but growing sixth form. The school has more girls than boys with 511 girls and 455 boys on roll, which is a first for the school

The school is situated in Aylesbury Vale and is located in the far north of Buckinghamshire and serves a geographically large and mainly rural catchment area but which includes the historic market town of Buckingham. The school admits students from over 20 primary schools. Part of the school's catchment area, including the small town of Winslow, is shared with The Cottesloe School in Wing. The Buckingham School is close to Northamptonshire, Oxfordshire and Milton Keynes. These factors result in some loss of potential students both at age 11 and post-16. It is likely that there will be population growth in the area served by the school over the next ten years as part of Aylesbury Vale expansion plans. However, with the opening of two local UTCs there is likely to be a potential loss of students aged 14+.

The large majority of students are White British (87.3%) compared to the national average of 74.1%, with a small number of students from a variety of minority ethnic groups. There are very few students from minority ethnic groups in the sixth form. The proportion of students with Statement/EHCP and K SEN support is at 12.9% which is at national average, although the proportion of students with statements of special educational needs and EHCP below the national average at 2%. Only 5.29% of students are entitled to free school meals, which is well below the national average of 28.9%.

Census information shows that on average students who attend the school live in comparatively advantaged households. The age profile of the community served by the school is slightly younger than average for Buckinghamshire and is more rural than average. The profile of the community shows that it has a slightly greater proportion of people from the white ethnic group and those holding Christian religious beliefs (77%) than the averages for Buckinghamshire. The health of the local population is better than average for Buckinghamshire.

Just over one third of the community's households are classified by ACORN as 'wealthy executives', which is slightly above the Buckinghamshire average of 29%. The next largest household groups are 'secure families' and 'flourishing families', both have greater than average proportions.

The school's staff has a profile which largely reflects that of the local community, with only a small proportion from black and minority ethnic groups. The age profile is varied with eight staff, 0.06% per cent of age 60 or above.

The school is located in Buckingham adjacent to a leisure centre which is used by the school and the community. The school has a well-established and successful Specialism and School Sport Partnership in sport and growing strengths in our sixth form. These are used to promote participation, teamwork and a wide range of partnerships with other schools and the local community.

There are active Student Councils, Specialism Impact Team, House representatives, peer mentors and student interviewers. These, together with a belief in the importance of the "Student Voice", have enhanced greatly the crucial role of the students in supporting and informing school development. A Parents Forum is held quarterly and provides regular opportunities for parental consultation and for parents to help shape school policies and strategies.

The site is accessible for students and staff who are physically disabled through the provision of ramps and lifts (Jubilee building and Humanities block). There are disabled toilets in the old main block, upstairs in humanities block and in the Jubilee building. A substantial capital build took place in 2012, specifically in the CFE, science rooms, art and the outdoor canteen eating area.

3. Legislative Context

The extensive legislative framework for this policy is set out in Appendix A.

This section summarises whom the school's Equalities and Community Cohesion Policy covers and includes explanations, of who we consider is 'disabled' and what is considered racism.

Equality is not about benefiting some people at the expense of others - equality benefits everyone. In an effort to ensure that marginalised groups are given equal opportunity this policy will prioritise the following groups:

Disabled persons we follow the social model of disability which means that we understand that the barriers to disabled persons securing equality are due to the physical environment and people's attitudes. Disabled people include those with physical and sensory impairment (difficulties), learning disabilities, mental illness, long term illness all of which are substantial.

With regard to age our focus is to ensure that there is no unjust age discrimination in employment and to ensure that students are provided with a set of curriculum pathways that take account of their stage of development rather than age alone.

With regard to race equality we accept the definition of a racist incident based on recommendation 12 of the Report of the Stephen Lawrence Enquiry:

'A racist incident is any incident which is perceived to be racist by the victim or any other person'.

With regard to sexual orientation we refer to the LGBT community i.e. lesbians, gay, bisexual and transgender people.

With regard to religion we actively support the rights of all to practice their belief /non beliefs equally including the prevent duty.

With regard to community cohesion we aim to foster a common vision and a sense of belonging in all communities. We will value the diversity of our students and their families and prepare all students to develop strong and positive relationships in school which can be developed in the wider community and in the workplace. We aim to promote a "shared future", recognising and appreciating our differences as well as our similarities.

4. Responsibility for the Policy

The responsibilities of the governing body, head teacher and leadership team, staff, pupils, parents/carers and others in relation to our policy are:

The Governing Body/GB is responsible for ensuring that:

- The school complies with all equalities legislation relevant to the school community;
- The Governors set Equality Objectives in line with the Equality Act 2012 (see appendix C)
- The school's Equalities and Cohesion Policy and action plans are maintained and updated regularly;
- That procedures and strategies related to the policy and action plans are implemented;
- The named Race Equality Governor will monitor, on behalf of the governing body, all racist incidents and ensure that appropriate action is taken in relation to all said incidents.

In line with the requirement of the Code of Practice for the Commission for Race Equality we have a named Governor as above and he/she also takes responsibility for monitoring the disability and gender duties placed on schools along with the other equality strands of religion, sexual orientation and age and Community Cohesion.

The Headteacher and Senior Leadership Team are responsible for:

- Along with the Governing Body (GB), providing leadership and vision in respect of equality and diversity;
- Overseeing the implementation of the Equalities and Community Cohesion Policy and associated action plans;
- Co-ordinating the activities related to equality and diversity;
- Ensuring that all who enter the school are aware of, and comply with, the Equalities and Community Cohesion Policy
- Ensuring that staff are aware of their responsibilities and are given relevant training and support;
- Taking appropriate action in response to racist incidents, discrimination against persons with a disability and sexual harassment or discrimination against any persons because of their age, sexuality or religion, belief / non belief.
- Supporting parents to become involved in their children's education.
- Considering and overcoming barriers to parents' involvement (i.e. work commitments, non-resident parents, and lone parents).

All Staff are responsible for:

- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping;
- Not discriminating on grounds of race, disability, or other equality issues;
- Keeping up to date with equalities legislation by attending training events organised by the school or Local Authority.

All Parents/Carers are responsible for:

- Their children's education;
- Being aware of, and complying with, the Equalities and Community Cohesion Policy;
- Positively influencing their children's expectations about education as well as their attitudes and behaviour towards other students, staff and senior management including GB members;
- Understanding the ethos of the school and becoming involved in school life (i.e. open days, extended services, Parents Forum, informal discussions with staff, parent evenings)

All Students are responsible for:

- Being aware of and complying with the Equalities and Community Cohesion Policy;
- Not discriminating on grounds of race sexual orientation, religion, belief or non-belief, gender; or other equality issues;
- Reporting any racist incident or act of discrimination in which they were directly or indirectly involved either in or out of school;
- Understanding, valuing and celebrating diversity;
- Challenging stereotypes, and prejudices.
- Treating others as their equals.

5. Eliminating discrimination, promoting equality and community cohesion and celebrating diversity

In this section we set out the strategies we will use to ensure that we eliminate discrimination, promote equality and community cohesion and celebrate diversity

a). Learning and Teaching

We aim to provide all our students with the opportunity to succeed, and to reach the highest level of achievement whatever their personal circumstances. To do this, teaching and learning will:

- Ensure equality of access for all students and prepare them for life in a diverse society; For example by working with the specialist teacher to explore differentiation and curriculum access.
- Use materials that reflect diversity within society in terms of age, race, gender, ability, faith, ethnicity, social condition, cultural background and sexual orientation, without stereotyping;
- Develop learning materials and activities that emphasise benefits of having diverse communities, neighbourhoods, schools and groups
- Provide opportunities for students to appreciate their own culture and celebrate the diversity of other cultures.
- Promote attitudes and values that will challenge discriminatory behaviour.
- Provide opportunities for students to identify shared interests among members of different social groups and categories.
- Use a range of sensitive teaching strategies when teaching about different cultural traditions in PSHE and tutor time.
- Develop students' awareness so that they can detect bias and challenge discrimination;
- Ensure that the PSHE curriculum cover issues of equalities, diversity, human rights and inclusion.
- Provide educational visits and extra-curricular activities that reflect all student groupings;
- Promote and celebrate the contribution of different ethnic groups to the subject matter in all subject departments, where appropriate.
- Seek to involve all parents in supporting their child's education through the newly developed School website, work of the Parents Forum and through use of our text messaging service, twitter and Facebook communication;
- Take account of the performance of all students when planning for future learning and setting challenging targets;
- Make best use of all available resources to support the learning of all groups of students: including One to One tuition with a priority for Looked after Children and interventions based on The Raising Achievement Plans;
- Reduce direct, indirect and institutional discrimination:
- Reduce group segregation, disproportion and under/over representation through careful monitoring of the makeup of groups for example when admitting new students prioritise a balance of gender, learning ability and other issues of diversity.
- Foster social bonding (intra-group relations) and social bridging (inter-group relations) among students, workers, staff, parents, carers and families using planned events.
- Emphasise interconnectedness and interdependence of society members at local, regional, national and global levels.
- Facilitate balance between leadership and teamwork among students, staff, teachers and GB members.
- Challenge negative stereotypes and prejudices about leadership/membership to certain groups in relation to specific persons and groups. Challenge assumptions and expectations about specific lifestyles or identities of certain persons and groups.
- Promote awareness of human rights and the ability to apply and defend these, alongside the skills of participation and responsible action.

b). Care, guidance, student support and personal development

- Pastoral staff takes account of disability needs, gender, religious and ethnic differences and the experience and needs of particular groups such as Gypsy Roma and Traveller, refugee and asylum seeker pupils.
- All pupils are encouraged to consider the full range of career opportunities available to them with no discriminatory boundaries placed on them due to their disability, gender or race as well as their sexual orientation or religion/ belief or non belief.
- Remove unlawful distinctions, exclusions, restrictions or preferences that have the purpose or effect of limiting equal access to goods, facilities and services.
- All pupils/staff/parents/carers are given support, as appropriate, when they experience discrimination. We also recognise that the perpetrators of discrimination are themselves sometimes victims of their personal circumstances and therefore where appropriate remedial work is done to ensure that the actions do not occur again.
- Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community.
- All pupils develop communication, delegation, motivation and supervision skills,
- particularly those who come from vulnerable, excluded or deprived backgrounds.

c) Curriculum

Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes towards equality, diversity and community cohesion.

- Students will have opportunities to explore concepts and issues relating to identity and equality
- All steps are taken to ensure that all students have access to mainstream curriculum by taking into account the cultural and lifestyle backgrounds of all students, their linguistic needs and their learning styles, for example using the personalised process of selecting GCSE options where all students and their parents have an interview to discuss their options with senior staff.
- Provide reasonable means for students, their friends and families to have meaningful and continuous interaction with people from different backgrounds, lifestyles and identities.
- Provide opportunities to recognise similarities while appreciating, respecting and valuing differences across and between groups.
- Challenge perceptions among majority groups about special treatment of minority groups through the tutorial programme which involves debating current and challenging issues
- Challenge cultural, geographical or generational boundaries of the “community”, for example in Performing Arts and technology. We utilise food, drama, dance, arts, sports and PE as a means to foster participation, engagement, empowerment. The school contributes performances within the local community e.g. in Buckingham Town centre, at MK Theatre and at local primary schools. We organise external/ internal workshops. This includes partnerships with other schools as well as within The Buckingham School.
- Utilise case studies to emphasise successful relations among members of different groups, areas, neighbourhoods, nations and countries, for example in GCSE Humanities.
- Foster social bonding (intra-group relations) and social bridging (inter-group relations) among students, workers, staff, parents, carers and families.
- Facilitate meaningful and continuous interaction between people from all walks of life
- Increase awareness about rights and responsibilities of students, their parents and carers as community members, regardless of migratory status and/or nationality, for example assemblies on Tolerance and on Human Rights
- Remove barriers to access, participation, progression, attainment and achievement for example through targeted support / mentoring / personalised timetables for a minority of students.
- Emphasise multiple dimensions of equality (opportunities, access, treatment, participation and outcome).

d). Staff recruitment and professional development

- All posts are advertised formally and are open to the widest pool of applicants.
- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality good practice throughout the recruitment and selection process: this includes training in Safer Recruitment.
- Steps are taken to encourage people from under- represented groups to apply for positions at all levels of the school
- Access to opportunities for professional development is monitored on equality grounds.
- Equalities policies and practices are covered in all staff induction.
- All supply staff are made aware of equalities policies and practices.
- Facilitate training for staff, teachers, GB members and head teachers on community cohesion.
- Reduce direct, indirect and institutional discrimination with regards to staff recruitment, training and retention.
- As far as possible, we aim for the workforce at all levels to reflect local, regional and national diversity in terms of age, race, gender, ability, faith, ethnicity, social condition, cultural background and sexual orientation (subject to availability and suitability of candidates).

e) Partnerships with parents/carers and communities

- All parents/carers are encouraged to participate at all levels in the full life of the school and we have set up a Parents Forum to give parents opportunities to help shape the direction of the school.
- As part of the school's commitment to equality and diversity, we will consult members of the school community including students, staff, local community members, parents/carers, local faith groups and local disability groups to support the school with matters related to its equalities duties and the nature of the increasing range of extended services that the school will offer.
- We will, as a school, establish and strengthen partnerships with other schools to share good practice, exchange information and foster multi-cultural, multi-geographical and multi-generational activities.
- Through the development of Extended Services, we are beginning to establish stronger links with community groups and organisations to increase the range of activities and services they can offer.
- We will increase participation and empowerment of community members on all extended services.
- We will emphasise the equal contribution to society of members from different backgrounds with various lifestyles and identities.
- We will promote understanding and recognition of overlapped and interconnected sources of identity for persons and groups.
- We will increase awareness amongst students, parents, carers and families about social services at county, district and neighbourhood level through our work consulting with students about health and sexual health.
- We will foster positive relationships between and within groups of students, workers, staff, parents, carers and families.
- We will facilitate meaningful and continuous interaction between and within members of different groups through our extra curricular programme and our peer mentoring scheme.
- We will establish and strengthen effective approaches to monitor, evaluate, manage and prevent conflict through use of Restorative Justice approaches and training for staff.

6. Putting the Policy into Practice

The policy will be supplemented by an action plan to be reviewed annually. This action plan will identify areas for development with clear targets; identify staff with responsibility for meeting the targets and a timeline for achieving targets. This action plan will form part of the School's Development Plan. In drawing up the action plan we will use a number of audit frameworks to help us consider the breadth of our responsibilities and ensure that all dimensions of equalities and community cohesion have been considered. It will link closely to the action plan arising from the anti-bullying policy.

7. Monitoring and Reviewing

We have a rolling programme for reviewing the impact of our school policies. When policies are reviewed in future, GB members will endeavour to ensure that due regard is given to the promotion of all aspects of equality within each policy and through equality objectives.

We regularly review the impact of our policies on the needs, entitlements and outcomes for students, staff and parents from the equality strands referred to in this policy. We pay specific attention to the impact that our policies have on the attainment of students from different groups.

We make regular assessments of students' learning and use this information to track students' progress, as they move through the school. As part of this process, we regularly monitor the performance of different groups, to ensure that all groups of students are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary. Resources are available to support groups of students where the information suggests that progress is not as good as it should be. The governing body receives regular updates on student performance information.

School performance information is compared to national data and Local Authority data, to ensure that students are making appropriate progress when compared to all schools, and to schools in similar circumstances.

As well as monitoring student performance information, we also regularly monitor a range of other information. This relates to:

- Exclusions;
- Incidents of racism, disability discrimination, sexual harassment, prevent duty and all forms of bullying;
- Parental involvement.

Our monitoring activities enable us to identify any differences in student performance. This allows us to take appropriate action to meet the needs of specific groups and to set targets in our School Development Plan, in order to make the necessary improvements.

8. Impact Assessments and how this policy relates to other school policies

We ensure that the commitments embodied in our mission statement and values in relation to equality through success for all apply to the full range of our policies and practices, especially those concerned with:

- Equal opportunities
- Students' progress, attainment and assessment
- Behaviour, discipline and exclusions
- Students' personal development and pastoral care
- Teaching and learning
- Induction
- Admissions and attendance
- The curriculum
- All subjects
- Teaching and learning
- Staff recruitment and retention
- Governor /staff training and professional development
- Partnerships with parents/carers and communities
- Visits and visitors

Each policy, and any other relevant policies as outlined in the specific duties placed upon us by the relevant legislation, will be evaluated and monitored for its impact on students, staff, parents and carers from the different groups that make up our school.

Appendix A The Equality Act 2010

The Equality Act 2010 replaced all existing equality legislation from 1st October 2010. It streamlines all the various legislation into a single requirement.

The Act prohibits schools from discriminating against, harassing or victimising:

- prospective pupils
- pupils at the school
- in some circumstances former pupils
- Schools also have obligations as employers, bodies which carry out public functions and service providers.

- **In line with the requirements of the Equality Act 2010, the governing body of the school has agreed a set of equalities objectives (see appendix C)**

What the law protects against

These are the main forms of prohibited conduct.

Discrimination

This includes:

Treating a person worse than someone else because of a protected characteristic (known as **direct discrimination**). Although in the case of pregnancy and maternity direct discrimination, this can occur if they have protected characteristic without needing to compare treatment to someone else. It is not possible to justify direct discrimination, so it will always be unlawful.

Putting in place a rule or way of doing things that has a worse impact on someone with a protected characteristic than someone without one, when this cannot be objectively justified (known as **indirect discrimination**). Indirect discrimination will occur if the following four conditions are met:

- You apply (or would apply) the provision, criterion or practice equally to all relevant pupils, including a particular pupil with a protected characteristic, and
- The provision, criterion or practice puts or would put pupils sharing a protected characteristic at a particular disadvantage compared to relevant pupils who do not share that characteristic, and
- The provision, criteria, practice or rule puts or would put the particular pupil at that disadvantage, and
- You cannot show that the provision, criteria of practice is justified as a 'proportionate means of achieving a legitimate aim'.

Treating a disabled person unfavourably because of something connected with their disability when this cannot be justified (**known as discrimination arising from disability**). Discrimination arising from disability occurs when you treat a disabled pupil unfavourably because of something connected with their disability and cannot justify such treatment. Discrimination arising from disability is different from direct discrimination. Direct discrimination occurs because of the protected characteristic of disability. For discrimination arising from disability, the motive for the treatment does not matter; the question is whether the disabled pupil has been treated unfavourably because of something connected with their disability.

Discrimination arising from disability is also different from indirect discrimination.

There is no need to show that other people have been affected alongside the individual disabled pupil or for the disabled pupil to compare themselves with anyone else. Discrimination arising from disability will occur if the following three conditions are met:

- you treat a disabled pupil unfavourably, that is putting them at a disadvantage, even if this was not your intention, and
- this treatment is because of something connected with the disabled pupil's disability, and you cannot justify the treatment by showing that it is 'a proportionate means of achieving a legitimate aim'.

□

Failing to make reasonable adjustments for disabled people.

The reasonable adjustments duty was first introduced under the Disability Discrimination Act 1995. The reasonable adjustments duty under the Equality Act operates slightly differently and has been extended to cover the provision by a school of auxiliary aids and services; however, this element of the duty will not come into force until a later date yet to be confirmed. The object of the duty is the same: to avoid as far as possible by reasonable means, the disadvantage which a disabled pupil experiences because of their disability.

In some cases, the support a disabled pupil may receive under the special educational needs framework may mean that they do not suffer a substantial disadvantage and there is no need for additional reasonable adjustments to be made for them. In other cases, disabled pupils may require reasonable adjustments in addition to the special educational provision they are receiving.

There are also disabled pupils who do not have special educational needs but still require reasonable adjustments to be made for them.

Harassment

Unwanted conduct which has the purpose or effect of violating someone's dignity or which is hostile, degrading, humiliating or offensive to someone with a protected characteristic or in a way that is sexual in nature.

Victimisation

Treating someone unfavourably because they have taken (or might be taking) action under the Equality Act or supporting somebody who is doing so. These are called 'protected acts'.

A 'protected act' is:

- Making a claim or complaint of discrimination (under the Act).
- Helping someone else to make a claim by giving evidence or information.
- Making an allegation that the school or someone else has breached the Act.
- Doing anything else in connection with the Act.

There is also protection for pupils who are victimised because their parent or sibling has carried out a protected act.

As well as these characteristics, the law also protects people from being discriminated against:

- By someone who wrongly perceives them to have one of the protected characteristics.
- Because they are associated with someone who has a protected characteristic. This includes the parent of a disabled child or adult or someone else who is caring for a disabled person.

New positive action provisions

Pupils with protected characteristics may be disadvantaged for social or economic reasons or for reasons to do with past or present discrimination. The Act contains provisions which enable schools to take action to tackle the particular disadvantage, different needs or disproportionately low participation of a particular pupil group, provided certain conditions are met.

These are known as the positive action provisions and allow (but do not require) schools to take proportionate action to address the disadvantage faced by particular groups of pupils. Such action could include targeted provision, resources or putting in place additional or bespoke provision to benefit a particular disadvantaged pupil group.

Positive action is intended to be a measure that will allow schools to provide additional benefits to some pupils to address disadvantage and is not the same as positive discrimination. Positive discrimination would be providing preferential treatment for a particular disadvantaged pupil group that exceeded the positive action conditions.

It is never unlawful to treat disabled pupils (or applicants) more favourably than non-disabled pupils (or applicants). That is, a school is permitted to positively discriminate in favour of disabled pupils (applicants).

Why we need to address race equality issues:

Legal Requirements:

- *The Equality Act 2010 outlines that all public authorities including schools have a statutory duty to*
 - *Eliminate racial discrimination;*
 - *Promote equality of opportunity;*
 - *Promote good relations between people of different racial groups.*
 - *The specific duties require us to:*
- *Prepare a written policy on racial equality;*
- *Assess the impact of our policies, including this policy, on pupils, staff and parents of different racial groups including, in particular, the impact on attainment levels of these pupils;*
- *Monitor the operation of our policies through the impact they have on such pupils, staff and parents, with particular reference to their impact on the attainment levels of such pupils.*

Why we need to address 'The Prevent Duty'

In order for schools and childcare providers to fulfil the Prevent duty, it is essential that staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. Protecting children from the risk of radicalisation should be seen as part of schools' and childcare providers' wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

Schools and childcare providers can also build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. It is important to emphasise that the Prevent duty is not intended to stop pupils debating controversial issues. On the contrary, schools should provide a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

Thereby assisting their personal, social and emotional development and understanding of the world. The Prevent duty is entirely consistent with schools' and childcare providers' existing responsibilities and should not be burdensome. Ofsted's revised common inspection framework for education, skills and early years, which comes into effect from 1 September 2015, makes specific reference to the need to have safeguarding arrangements to promote pupils' welfare and prevent radicalisation and extremism. The associated handbooks for inspectors set out the expectations for different settings. The common inspection framework and handbooks are available on GOV.UK.

The statutory guidance on the Prevent duty summarises the requirements on schools and childcare providers in terms of four general themes: risk assessment, working in partnership, staff training and IT policies.

"Extremism" is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas. Terrorist groups very often draw on extremist ideas developed by extremist organisations.

Why we need to address gender issues:

Legal requirements:

The Equality Act 2010 states that it is unlawful to treat a person less favourably than another is treated in similar circumstances on the grounds of sex:

- Apply a condition which discriminated against a man or a woman because they are less able to comply with it than a member of the opposite sex is and;
- Discriminate against somebody because they are married.

The Equality Act 2010 requires that men and women should be paid equally where they are carrying out:

- The same job
- Work of equal value
- Work related as equivalent under the job evaluation scheme.

The Equality Act 2010 permits employers to act positively in favour of a particular gender by:

- Offering access to training to employers and/or non employees to help fit them to particular work in the organisation in which their gender group has been identified as underrepresented and;
- Encouraging employees and/or non-employees to take up opportunities for work.
- The Equality Act 2006 purpose was to create a public duty to promote equality of opportunity between men and women and to prohibit sex discrimination.

The specific duties:

- Consider the need to include objectives to address the causes of any gender pay gap.
- Gather and use information.
- Consult stakeholders and take account of relevant information.
- Assess the impact of its current and proposed policies and practices.
- Implement the actions set out in its scheme.
- Monitor, evaluate and report.

Discrimination because of pregnancy and maternity

It is discrimination to treat a woman (including a female pupil of any age) less favourably because she is or has been pregnant, has given birth in the last 26 weeks or is breastfeeding a baby who is 26 weeks or younger.

It is direct sex discrimination to treat a woman (including a female pupil of any age) less favourably because she is breastfeeding a child who is more than 26 weeks old.

Gender reassignment

Gender reassignment is a personal process (rather than a medical process) which involves a person expressing their gender in a way that differs from or is inconsistent with the physical sex they were born with.

This personal process may include undergoing medical procedures or, as is more likely for school pupils, it may simply include choosing to dress in a different way as part of the personal process of change.

A person will be protected because of gender reassignment where they:

- make their intention known to someone – it does not matter who this is, whether it is someone at school or at home or someone like a doctor:
- once they have proposed to undergo gender reassignment they are protected, even if they take no further steps or they decide to stop later on
- they do not have to have reached an irrevocable decision that they will undergo gender reassignment, but as soon as there is a manifestation of this intention they are protected
- start or continue to dress, behave or live (full-time or part-time) according to the gender they identify with as a person
- undergo treatment related to gender reassignment, such as surgery or hormone therapy, or
- have received gender recognition under the Gender Recognition Act 2004.
- It does not matter which of these applies to a person for them to be protected because of the
- characteristic of gender reassignment.

This guidance uses the term 'transsexual person' to refer to someone who has the protected characteristic of gender reassignment.

Why we need to address disability issues:

The Equality Act 2010 outlines that a person is a disabled person (someone who has the protected characteristic of disability) if they have a physical and/or mental impairment which has what the law calls 'a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities'. There is no need for a person to have a medically diagnosed cause for their impairment; what matters is the effect of the impairment not the cause.

In relation to physical impairment:

- Conditions that affect the body such as arthritis, hearing or sight impairment (unless this is correctable by glasses or contact lenses), diabetes, asthma, epilepsy, conditions such as HIV infection, cancer and multiple sclerosis, as well as loss of limbs or the use of limbs are covered.
- HIV infection, cancer and multiple sclerosis are covered from the point of diagnosis.
- Severe disfigurement (such as scarring) is covered even if it has no physical impact on the person with the disfigurement, provided the long-term requirement is met (see below).
- People who are registered as blind or partially sighted, or who are certified as being blind or partially sighted by a consultant ophthalmologist, are automatically treated as disabled under the Act.
- Mental impairment includes conditions such as dyslexia and autism as well as learning disabilities such as Down's syndrome and mental health conditions such as depression and schizophrenia. The other tests to apply to decide if someone has the protected characteristic of disability are:
- The length the effect of the condition has lasted or will continue: it must be long term. 'Long term' means that an impairment is likely to last for the rest of the person's life, or has lasted at least 12 months or where the total period for which it lasts is likely to be at least 12 months. If the person no longer has the condition but it is likely to recur or if the person no longer has the condition, they will be considered to be a disabled
- person.
- Whether the effect of the impairment is to make it more difficult and/or time consuming for a person to carry out an activity compared to someone who does not have the impairment, and this causes more than minor or trivial inconvenience.
- If the activities that are made more difficult are 'normal day-to-day activities' at work or at home.
- Whether the condition has this impact without taking into account the effect of any medication the person is taking or any aids or assistance or adaptations they have, like a wheelchair, walking stick, assistance dog or special software on their computer.
- The exception to this is the wearing of glasses or contact lenses where it is the effect while the person is wearing the glasses or contact lenses, which is taken into account.

The Duty:

- The Equality Act 2010 places a general duty on schools, who need to have due regard for the following when carrying out their functions:
- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination that is unlawful under the DDA;
- Eliminating harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

Why we need to address sexual orientation issues:

Legal requirements:

- *The Equality Act 2010, covers discrimination, harassment and victimisation in work and vocational training. They make it unlawful to deny people jobs because of prejudice about their sexual orientation. They enable individuals to take prompt and effective action to tackle harassment, and enable people to have an equal chance of training and promotion, whatever their sexual orientation or the sexual orientation of those with whom a person is associated or related.*
- *The Equality Act 2006 included an order making power that allows Regulations to be made to prohibit sexual orientation discrimination in the provision of all goods, facilities and services in education and in the execution of public functions. These Regulations entered into force on the 30th of April 2007.*

Sexual orientation means an individual's sexual orientation towards:

- people of the same sex as him or her (gay or lesbian);
- people of the opposite sex (heterosexual);
- people of both sexes (bisexual)

It does not include transsexuality which is related to gender and is covered in the employment context by sex discrimination legislation.

The Regulations prohibit discrimination on the basis of a person's:

- Actual sexual orientation;
- Perceived sexual orientation by him or her;
- Sexual orientation of someone with whom he/she is associated.

Discrimination is defined as:

- Direct discrimination on the grounds of sexual orientation happens when a person is treated less favourably than another person is, or would be, treated in the same circumstances, and that treatment is because of their sexual orientation, perceived sexual, or that of a person with whom he or she is associated- such as a parent.
- Indirect discrimination on the grounds of sexual orientation happens where a provision, criterion or practice is applied to everyone, but it has the effect of putting a person of a particular sexual orientation at a disadvantage- and it cannot be reasonably justified by reference to considerations other than sexual orientation.
- Victimising someone by treating them less favourably because of anything they have done or intend to do in relation to these regulations such as making a complaint or giving evidence for a complainant, is also unlawful discrimination.

The specific duties require us not to unlawfully discriminate against a person:

- *In the terms on which it offers to admit him or her as a pupil*
- *By refusing to accept an application to admit him or her as a pupil*
- *In the way in which a pupil is afforded access to any benefit, facility or service*
- *By refusing access to any, benefit, facility or service*
- *By excluding him or her*
- *By subjecting him or her to any other detriment*

Why we need to address Religious belief / non belief issues:

Legal requirements:

- *The Equality Act 2010 outlines discrimination on grounds of religion, religious belief or similar philosophical belief. They cover direct or indirect discrimination, harassment and victimisation in work and vocational training on grounds of perceived as well as actual religion or belief (i.e. assuming - correctly or incorrectly - that someone has a particular religion or belief). It is illegal to discriminate against any one because of their religion or faith when providing goods or services.*
 - *Exceptions may be made in very limited circumstances if there is a genuine occupational requirement for the worker to be of a particular religion or belief in order to do the job or to comply with the religious or belief ethos of the organisation*
 - *Religion or belief is defined as being any religion, religious belief or similar Philosophical belief. This does not include any philosophical or political belief unless it is similar to religious belief. It will be for the Employment Tribunals and other Courts to decide whether particular circumstances are covered by the law*
- For example, it is unlawful to:
- *Decide not to employ someone*
 - *Dismiss them*
 - *Refuse to provide them with training*
 - *Deny them promotion*
 - *Give them adverse terms and conditions* Because they follow, or do not follow, a particular religion or belief

Why we need to address age issues:

Legal requirements:

- *The Equality Act 2010 prevents unjustified age discrimination in employment and vocational training. It protects against discrimination that is directly against anyone:*
- *That is, to treat them less favourably than others because of their age – unless objectively justified*
- *Discriminate indirectly against anyone – that is, to apply a criterion, provision or practice which disadvantages people of a particular age unless it can be objectively justified*
- *Subject someone to harassment. Harassment is unwanted conduct that violates a person's dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment for them having regard to all the circumstances including the perception of the victim*
- *Victimise someone because they have made or intend to make a complaint or allegation or have given or intend to give evidence in relation to a complaint of discrimination on grounds of age*

Why we need to address Community Cohesion issues:

Legal Requirements:

The Education and Inspections Act 2006 establishes general duties of governing bodies:

Section 38 states that governing bodies should conduct the school with regard to four new duties one of which is the duty to "promote community cohesion".

Section 154 states the duty to report to OFSTED on the contribution of certain schools to community cohesion.

Section 33 about requirements to foundation school contains a subsection 96) which establishes an explicit requirement that a foundation school should "promote community cohesion". This seems to be linked to the Government's desire "to promote ethnic, religious, and cultural tolerance and respect between different groups of people living together." Therefore, trusts will need to demonstrate that they are committed to providing "opportunities for young people from different backgrounds to learn from each other and encourage an understanding of, and respect for, other cultures and faiths and by activities in the community, which help build bridges between different ethnic groups." This duty also implies assessing if certain activities would constitute an obstacle to meeting this requirement. Schools play a fundamental role in decreasing deprivation and exclusion, in valuing and celebrating ethnic diversity, raising achievement and attainment, preventing and managing bullying, anti-social behaviour and discrimination incidents.

Beyond statutory requirements for schools to promote community cohesion, it is important that these policies are developed in a context-wise, evidence-based and problem-solving manner. Likewise, it is useful to acknowledge that the school's efforts to promote community cohesion will be more significant if the duty is mainstreamed across all areas such as curriculum, teaching and learning, equity and excellence, engagement and extended service.

APPENDIX B:

Legal Requirements:

The Education and Inspections Act 2006 establishes general duties of governing bodies.:

Section 38 states that governing bodies should conduct the school with regard to four new duties, among which the duty to “promote community cohesion” is explicitly stated.

Section 154 states the duty to report to OFSTED on contribution of certain schools to community cohesion. Section 33 about requirements to foundations contains a subsection 96) which establishes an explicit requirement that a foundation should “promote community cohesion”. This seems to be linked to the Government’s desire “to promote ethnic, religious, and cultural tolerance and respect between different groups of people living together.” Therefore, trusts will need to demonstrate that they are committed to providing

“opportunities for young people from different backgrounds to learn from each other and encouraging an understanding of and respect for, other cultures and faiths and by activities in the community, which help build bridges between different ethnic groups.” This duty also implies assessing if certain activities that would constitute an obstacle to meeting this requirement.

To understand the Education and Inspections Act 2006 you can consult the essential guide elaborated by Alan Parker, Alex Duncan and John Fawler in 2007.

Schools’ duty to promote community cohesion is directly and indirectly related to other Acts,

Standards and Regulations.

Below is the list of legislation that we as a school used as our guidance when preparing our PCC:

The Employment Equality (Sexual Orientation) Regulations 2003 and the Employment Equality (Religion or Belief) Regulations 2003

Education and Inspections Act 2006

The Children Act 2004

The Equality Act 2006

Sex Discrimination Act (as amended) 1975

Equality Standard for Local Government 2001 (revised 2006)

Sex Discrimination (Gender Reassignment) Regulations 2003

The Gender Recognition Act 2004

Code of Practice on Employment and Occupation Revised 2004

Mental Capacity Act 2005

Employment Equality (Age) Regulations 2006

Age Discrimination Act 2006

The Gender Equality Duty 2007

Department for Education ‘Community Cohesion’ guidance, Feb 2011

Disability Discrimination Act (amended) 2005

Home Office Community Cohesion Standards for Schools 2004

Human Rights Act 1998 (enforced 2000)

Race Relations Amendment Act 2000

Race Relations Act 1976

Disability Discrimination Act 1995

Equal Pay Act 1970 (amended 1984)

The European Directives

The Prevent Duty: for schools and childcare providers (June 2015)

The Buckingham School

Updated Equality Objectives for the school in line with the requirements of the Equality Act 2010

Introduction

Schools and academies are free to choose the equality objectives that best suit their individual circumstances and will contribute to the welfare of their students and the school community. They can decide how many objectives to set but guidance suggests that the majority of objectives will be about “closing the attainment and progress gap” between different groups of students and fostering good relations.

- The Equality Duty requires schools and academies to set and publish Equality Objectives and to do so at least every four years.

The process used to arrive at our equality objectives

The Buckingham School has robust procedures in place for monitoring and evaluating the work of the school and the progress, levels of attainment and welfare of its students. These procedures are supported by regular inputs from the student and parental body through very active Student and Parent Voice activities. The monitoring and evaluation of the school’s work are also carefully and regularly monitored and contributed to by the Governing Body and inform a medium-term Strategic Plan and rolling one-year School Development Plans. In addition, there are regular surveys of students’ attitudes and opinions.

The Governing Body pays particular attention to examining attainment and progress outcomes for year groups and those groups identified in Raise on Line. Governors receive regular reports from senior managers after each SDC showing attainment and progress-tracking data for all year groups and examine data produced by DfE and by Ofsted for GCSE and post-16 outcomes.

In addition, the school conducts robust self-evaluation to inform its improvement agenda and to identify specific areas in need of improvement.

In drawing up the equality objectives identified below, governors have been conscious to ensure that the chosen objectives are:

- Specific
- Fit the school’s needs
- Measureable
- Achievable
- Outcome focused
- Relatively few in number in order to maintain focus and ensure success

Equality objective 1

By 2020 to narrow / close the progress measures for SEN students and ensure it is in line with National Average. This is evidenced in the School Improvement Plan, which is monitored termly by senior staff and governors. In addition, evidence which will demonstrate the steps being taken and the progress made toward these targets will be detail in the Pupil Progress Strategy, which will available on the school website.

Equality objective 2

By 2020 to narrow / close the progress measures for disadvantaged students and ensure it is in line with National Average. This is evidenced in the School Improvement Plan, which is monitored termly by senior staff and governors. In addition, evidence which will demonstrate the steps being taken and the progress made toward these targets will be detail in the Pupil Progress Strategy, which will available on the school website.

the progress measure for economically disadvantaged students (P8) will exceed that for this group of students nationally and the attainment gap (A8) between disadvantaged and non-disadvantaged students will be significantly closed.

Equality objective 3

By July 2020, the Governing Body will have:

- Surveyed students twice and noted a greater student awareness of the various manifestations of bullying and a greater confidence from those who may have suffered from race related or homophobic bullying, that bullying is dealt with effectively and is being minimised at the school.

THE BUCKINGHAM SCHOOL A SPECIALIST SPORTS COLLEGE



EQUALITIES AND COMMUNITY COHESION POLICY

Reviewed: February 2018

Review Cycle: 2 Years

Next Review Date: February 2020

Mr Matthew Watkins
Chairman
Governing Body

Signed: 

Date: February 2018