

BUCKINGHAMSHIRE COUNTY COUNCIL



Buckingham Primary School

School Equalities and Cohesion Policy

Adopted by Governors Full GB:

September 2018

Date of next review:

September 2019

Signed:

Date:

Jock Fraser - Chair of Governors

Guidance on using this policy

The equality duty requires schools to:

- **eliminate discrimination, harassment and victimisation;**
- **advance equality of opportunity;**
- **foster good relations across all characteristics.**

In addition, schools have two specific equalities duties:

- **to publish information to show how they are complying with the Equality Duty annually;**
- **to set and publish Equality Objectives by at least every four years.**

The community cohesion duty:

It is important to note that while the explicit duty on Ofsted to report on schools' contribution to community cohesion has been removed, community cohesion will remain within the scope of inspection. **In addition, the duty on schools to promote community cohesion remains in place.**

This Equalities and Cohesion Policy encompasses the Equality protected characteristics regarding Disability, Gender, Race, Sexual Orientation, Religion Belief/Non-belief, Gender Re-assignment and Pregnancy and Maternity which have been enshrined in the Equality Act 2010. **Please note that Age and being married or in a civil partnership** are not protected characteristics for the schools provisions but are for employees. This policy covers age discrimination from the point of the school as an employer.

Buckingham Primary School Equalities and Cohesion Policy

School Mission Statement / Principles

What is Equality? Equality is the principle of equal treatment for all people irrespective of their gender, ethnicity, disability, religious belief/ non belief, sexual orientation, age, gender re assignment, marriage or civil partnership and pregnancy or maternity status.

What is 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.

What is Community Cohesion? Community cohesion is to have common vision and civic pride, valued and celebrated diversity, clear rights and responsibilities, equal life chances for all and strong relations between different communities.

The philosophy of our school talks of valuing the individuality of all our pupils. We are committed to giving all our pupils every opportunity to achieve the highest of standards. Within this ethos of achievement, we do not tolerate bullying and harassment of any kind. We actively tackle discrimination against those with a disability (disabilism), racial discrimination including discrimination based on religion or belief / non belief, sexual (orientation) harassment and discrimination, gender re-assignment, pregnancy or maternity, breastfeeding 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 pupils, irrespective of ethnicity, sexual orientation, disability, gender, gender re-assignment, 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 schools 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.

We uphold fundamental British values and will endeavour to ensure that all children learn these as part of a broad and diverse curriculum. Through our work on preventing radicalisation and extremism (both violent and non-violent) we will engage with our school community to enhance community cohesion. Our Safeguarding Policy reflects our commitment to ensuring our school is a safe place for all.

We believe that these commitments are as important in the context of a school with limited ethnic diversity as well as in a school with a diverse population whatever that diversity may be.

This policy applies to :

- staff, governors, pupils, parents/carers and any visitors to our school

Current Profile of the School

Buckingham Primary School is well located, close to the centre of Buckingham town. The school has a large catchment area within town and neighbouring villages. The majority of children attending the school live in catchment. The school is one of four primary schools in Buckingham.

- Currently there are 210 boys and 214 girls on roll at the school (September 2018)
- The ethnic makeup of the pupils registered at the school covers White British, White Irish, White Background, Asian Background, Pakistani, Black African, Black Caribbean, Chinese, Mixed background, Asian, White Black African, White Black Caribbean, White Asian
- The ethnic makeup of school staff and Governors covers White British, White Irish, Asian British with Indian, Asian British with Pakistani, mixed white black Caribbean. Governors: Sri Lankan
- There are 4 disabled pupils on roll (September 2018). One member of staff have declared a disability. No Governors have declared a disability.
- The school is physically accessible.
- The demographic trend in the local area is predominantly white British.
- The school takes the religious background of pupils, parents, staff and users into account.
- The school ensure those who identify as lesbian, gay or bisexual have their needs met through an age appropriate curriculum and access to pastoral support if required. We work closely with parents whose children are exploring their gender identity and make sure that we focus on the child's choice, putting their needs first. We have reviewed our uniform policy, ensuring that it does not make assumptions about who wears trousers or skirts whilst still providing clear and simple rules for clothing expectations at School.
- The staff age profile of the school is 17 – 64 years.

Aims & Objectives

At Buckingham Primary School we foster a culture of inclusion where we believe in every child's ability to progress and succeed.

Objective	Action
<p>Narrow the gender gap in attainment, specifically for: Boys: Yr 1, 3, 6 all subjects Girls: Yr 5 all subjects</p>	<ul style="list-style-type: none"> • Review of curriculum, ensuring topics engage boys and girls. • Dedicated staff training time to highlight gaps and share strategies. • Targeted parental engagement to discuss potential barriers and support. • Targeted homework club. • Half termly progress meetings • Review of high quality texts available for boys. • Ensure group level data is presented to Curriculum Committee and scrutinised by Governors • Allocated mentors to targeted underperforming boys. • Provision to be continually monitored by senior leaders.
<p>Ensure effective use of Pupil Premium, closely monitoring its impact on disadvantaged pupils</p> <p>Number of Pupil Premium pupils working above age-related expectations to increase between 2017-18 and 2018-19</p>	<ul style="list-style-type: none"> • Identify the barriers for learning for each disadvantaged child. • Engage with PP Parents to discuss possible barriers for learning and support strategies for their child. • Address barriers for learning through holistic approach to the child, personalised targets and intervention resourced by PP funding. • Share personalised targets with children. • Termly Accelerated Progress Learning Walks with PP and Subject Leader(s) • Provide mentor support for vulnerable learners in KS2. • Run after school homework club for targeted vulnerable learner across KS2. • Review and disseminate PP Vision including non-negotiable expectations (i.e. PP reading opportunity, teacher response to absence). • Increase parental engagement – i.e., inclusion on trips, EYFS parent meetings at transition, classroom based learning. • Monitor PP parent engagement and target parents not attending parents evening/ workshops etc. • Whole school trends shared with all staff termly. • Review enrichment opportunities to support raising aspirations of disadvantaged pupils. • Continue to grow links with wider community, providing opportunities for pupils to be ambassadors for the school.

	<p>Improve attendance by:</p> <ul style="list-style-type: none"> • Monthly analysis of attendance data to identify persistent absentees and pupils at risk of low attendance and implement actions • Monthly data shared with Year teams. • Monitor regular low attendees and meet with parents monthly. • Hold attendance mentor meetings with targeted pupils. • No authorisation of in-term holidays. • Support implemented as appropriate including pastoral support, liaison with other agencies and parents. • Class teachers to telephone parents after 1 day of absence to enquire about wellbeing and offer work to be sent home. • Provide breakfast club for pupils at risk of low attendance.
<p>Improve knowledge, skills and attitudes amongst staff and pupils in order to better recognise and appreciate difference and diversity in culture, religion and gender.</p>	<p>Training and continual professional development ensures equality remains high on whole school staff's agenda and teachers are confident in their understanding around equality. New and reviewed curriculum provides opportunities to celebrate diversity and develop knowledge and skills and promote positive attitudes towards equality:</p> <p>Knowledge and Understanding Objectives:</p> <ul style="list-style-type: none"> • Social justice and equality: Understanding of inequality and injustice within and between societies. Knowledge of basic human needs and rights, and of the responsibilities as global citizens • Peace and conflict: Understanding of historical and present day conflicts and conflict mediation and prevention • Globalisation and interdependence: Knowledge about the world and its affairs; the links between countries, power relationships and different political systems. An understanding of the complexities of global issues • Diversity: Understanding of diversity within societies and how the lives of others can enrich our own. Knowledge of the nature of prejudice towards diversity and how it can be combated <p>Skills</p> <ul style="list-style-type: none"> • Critical thinking: ability to assess viewpoints and information in an open minded and critical way and to be able to change one's opinion, challenge one's own assumptions and make ethical judgement as a result • Ability to challenge injustice and inequalities: ability to recognise injustice and inequality in whatever form it is met and to select appropriate action • Ability to argue effectively: ability to find out information and to present an informed and persuasive argument • Cooperative conflict resolution: ability to share and work with others effectively to analyse conflicts objectively and to find resolutions acceptable to all sides. • Respect for people and things: ability to take care of things and respond to the needs of others. Ability to make choices and recognise the consequences of choices. <p>Values and Attitude</p> <ul style="list-style-type: none"> • Empathy: sensitivity to the feelings, needs and lives of others in the world. A sense of common humanity and common needs and rights. A capacity for compassion • Sense of identity and self-esteem: a feeling of one's own value and individuality • Belief that people can make a difference: a realisation that individuals can act to improve situations and a desire to participate and take action • Value and respect for diversity: appreciation that everyone is different but equal and that we can learn from each other • Commitment to social justice and equity: an interest in and concern about global issues • Commitment to fairness and readiness to work for a more just world <p>Promote Community Cohesion</p> <ul style="list-style-type: none"> • Ensuring that all pupils have equality of opportunity to achieve according to their full capabilities, regardless of their faith, cultural or ethnic background or social economic background • Promoting positive attitudes towards life in a multi-cultural, multi-ethnic and multi-faith society and celebrating diversity • Establishing a close partnership with parents and the local community, with sensitivity and openness to the experiences, aspirations and perspectives of those of a minority background • Developing children's understanding of the need to tackle injustice and inequality as a global citizen

Legislative Context

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 on older persons (over 60) and younger people*
- *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.*

Development of the Policy

- Whilst we do not have an Equalities and Diversity group, we do have a named Equalities Governor who meets termly to assess the needs of the school. The question of a named group will be address each term and reviewed.
- Termly meeting with Equalities Governor will address training and resources needs.
- Advice has been sought from Advisors at the Local Authority, local disability organisations, faith communities relevant to the school
- The school has ensured that the content of the Policy is acceptable to the groups concerned (E.g. Black and minority ethnic groups, Gypsy Roma and Traveller groups, persons with a disability, gender groups, LGBT groups, Faith groups). In consultation with Local Authority.
- The school ensures that there is a whole school commitment to the Policy by regular monitoring and evaluation by SLT and reports to Governors.
- The school will audit the provision within the school both internally and externally annually.

Responsibility for the Policy

The Governing Body is responsible for ensuring that:

- *The school complies with all equalities legislation relevant to the school community;*
- *The school's Equalities and Cohesion objective is maintained, updated regularly and published on the school's website*
- *That procedures and strategies related to the Policy are implemented;*
- *The named Equality Governor will monitor, on behalf of the governing body, all discriminatory / prejudiced-based incidents and ensure that appropriate action is taken in relation to all said incidents.*

Positive Action

The Governing Body recognises that the avoidance of discrimination is not sufficient to ensure that equality exists in the school. The Governing Body will therefore give full consideration to measures of positive action which may assist in achieving the aims of this policy. This is action designed to encourage or facilitate the employment or training of minority or disadvantaged groups.

The Governing Body will not discriminate in favour of individuals from specific groups (positive discrimination), but it will take positive action which enables members of those groups to compete on an equal basis. Positive action measures may include:

- encouraging applications from specific groups which are under-represented in the school
- encouraging people with disabilities to apply for posts
- advertisements which encourage applications from individuals of a particular sexual orientation, or religion or belief, but make it clear that selection will be on merit
- flexible working – promoting the use of job shares and flexible working where
- operational factors make this possible

- language/literacy training
- supporting training measure for under-represented groups
- assistance with applications for candidates with language problems
- provision of childcare facilities or support with the costs of childcare facilities for staff
- exploring the possibility of career breaks for women to assist with family commitments
- commitments to interviewing disabled people who meet the basic criteria for the post
- encouraging staff to become representatives of trade unions/associations

Harassment and grievance procedures

Harassment has the effect of destroying dignity and undermining the confidence of employees. It can take many forms including physical contact, bullying, threatening or ignoring someone. It can be a series of offensive remarks or a single incident. It can be behaviour that staff find offensive even if not directed at them or harassment because of perception or association.

The Governing Body is committed to the principles of dignity at work for all its staff in the school. This includes the right to be treated with respect by all managers and colleagues.

The Governing Body will consider any acts of harassment including those on the grounds of age, disability, gender reassignment, marital status and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation, as totally unacceptable and outside the ethos and culture of the school. Any such act by a member of staff against any adult or child will be treated as a disciplinary offence, and action taken accordingly.

The school has procedures to resolve grievances and for the handling of complaints of harassment and bullying at work. The Governing Body is committed to investigate any such complaint. These procedures will be followed carefully and promptly in response to any such complaint. The first point of contact for any such complaint should be the Head teacher or the Equalities Governor. In addition, staff members have the right to approach their professional association or trade union representative for support.

The Headteacher and Leadership Team is responsible for:

- *Along with the Governing body, providing leadership and vision in respect of equality and diversity;*
- *Overseeing the implementation of the Equalities and Cohesion Policy ;*
- *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 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, gender, 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 characteristics;*
- *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 Cohesion Policy;*
- *Positively influencing their children's expectations about education as well as their attitudes and behaviour towards other pupils, staff and senior management including the Governors ;*
- *Understanding the ethos of the school and becoming involved in school life (i.e. open days, extended services, parents' councils, informal discussions with staff, parent evenings);*

All Pupils are responsible for:

- *Being aware of and complying with the Equalities and Cohesion Policy (age appropriate);*
- *Not discriminating on grounds of race sexual orientation, religion, belief or non-belief, gender; or*

other equality characteristics;

- *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.*

Eliminating discrimination, promoting equality and celebrating diversity

Learning and Teaching

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

- *Ensure equality of access for all pupils and prepare them for life in a diverse society;*
- *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 pupils to appreciate their own culture and celebrate the diversity of other cultures.*
- *Promote attitudes and values that will challenge discriminatory behaviour;*
- *Strengthen individual and collective skills to deal with change across time and space*
- *Provide opportunities for pupils 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;*
- *Develop pupils awareness so that they can detect bias and challenge discrimination;*
- *Ensure that the PSHE and Citizenship curriculum cover issues of equalities, diversity, human rights and inclusion;*
- *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;*
- *Provide educational visits and extra-curricular activities that reflect all pupil groupings;*
- *Take account of the performance of all pupils when planning for future learning and setting challenging targets.*
- *Make best use of all available resources to support the learning of all groups of pupils.*
- *Increase achievement of all pupils in English, Maths, Science and ICT across all stages.*
- *Reduce direct, indirect and institutional discrimination.*
- *Reduce group segregation, disproportion and under/over representation.*
- *Foster social bonding (intra-group relations) and social bridging (inter-group relations) among pupils, workers, staff, parents, carers and families.*
- *Emphasise interconnectedness and interdependence of society members at local, regional, national and global levels.*
- *Facilitate balance between leadership and teamwork among pupils, staff, teachers and governors*
- *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.*

Personal development and pastoral guidance

- *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.*

Curriculum

- *Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes towards equality and diversity.*
- *Pupils will have opportunities to explore concepts and issues relating to identity and equality.*
- *All steps are taken to ensure that all pupils have access to mainstream curriculum by taking into account the cultural and lifestyle backgrounds of all pupils, their linguistic needs and their learning styles.*
- *Provide reasonable means for children, young people 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.*
- *Challenge cultural, geographical or generational boundaries of the “community”.*
- *Utilise food, arts, sports and PE as a means to foster participation, engagement, empowerment and consultation.*
- *Utilise case studies to emphasise successful relations among members of different groups, areas, neighbourhoods, nations and countries.*
- *Foster social bonding (intra-group relations) and social bridging (inter-group relations) among pupils, 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 pupils, their parents and carers as community members, regardless of migratory status and/or nationality.*
- *Remove barriers to access, participation, progression, attainment and achievement.*
- *Emphasise multiple dimensions of equality (opportunities, access, treatment, participation and outcome).*

Staff recruitment and professional development

- *All posts are advertised formally and 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.*
- *Access to opportunities for professional development is monitored on equality grounds.*
- *Equalities policies and practices are covered in all staff induction and staff are alerted to changes in policies via email*
- *All supply staff are made aware of equalities policies and practices.*
- *Facilitate training for staff, teachers, governors and head teachers on community cohesion.*
- *We aim to reduce direct, indirect and institutional discrimination with regards to staff recruitment, training and retention.*
- *Workforce at all levels aim to reflect local, regional and national diversity in terms of age, race, gender, ability, faith, ethnicity, social condition, cultural background and sexual orientation.*

Partnerships with parents/carers and communities

- *All parents/carers are encouraged to participate at all levels in the full life of the school.*
- *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.*
- *Members of the local community regularly join in school activities e.g. school fair, craft events, class trips and religious celebrations such as Divali, Eid, harvest festival, etc.*
- *The school has a role to play in supporting new and settled communities.*
- *We plan to increase consultation and engagement of community members to monitor and evaluate efficiency and fairness of extended services.*
- *Establish links with community groups and organisations to increase range of activities and services they can offer.*
- *Establish links with community groups and organisations to share good practice and grassroots knowledge.*
- *Increase participation and empowerment of community members on all extended services.*
- *Emphasise equal contribution to society of members from different backgrounds with various lifestyles and identities.*
- *Improve perceptions about efficiency, efficacy and fairness of service provision at local level.*
- *Increase sense of responsibility and reciprocity between and within groups and persons.*
- *Promote understanding and recognition of overlapped and interconnected sources of identity for persons and groups.*
- *Increase awareness amongst pupils, parents, carers and families about Children's Services at county, district, parish and neighbourhood level.*
- *Involve community members in activities that reflect similarities across heterogeneous groups and differences within homogeneous groups.*
- *Foster positive relationships between and within groups of pupils, workers, staff, parents, carers and families.*
- *Facilitate meaningful and continuous interaction between and within members of different groups.*
- *Establish and strengthen effective approaches to monitor, evaluate, manage and prevent conflict.*

Monitoring and Reviewing

Under the Codes of Practice all Equalities Policies, and related actions, need to be monitored and reviewed annually and a report on progress should be given to the Governors. This policy should outline how it intends to carry out this particular duty.

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

We regularly review the impact of our policies on the needs, entitlements and outcomes for pupils, 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 pupils from different groups.

We make regular assessments of pupils' learning and use this information to track pupils' 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 pupils 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 pupils where the information suggests that progress is not as good as it should be. The governing body receives regular updates on pupil performance information.

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

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

- *Exclusions;*
- *Incidents of racism, disabilism, sexual harassment and all forms of bullying;*
- *Parental involvement.*

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

Impact Assessments and how this policy relates to other school policies

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

- *Equal opportunities*
- *Pupils' progress attainment and assessment*
- *Behaviour discipline and exclusions*
- *Pupils' 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 pupils, staff, parents and carers from the different groups that make up our school. As part of the action plan a timeline of high, medium and low priority policies for impact assessment will be drawn up.

Appendix A

Definitions and Terminology

ETHNICITY

Refers to a person's identification with a group which shares some or all of the same culture, lifestyle, language, religion, nationality, geography and history. Everybody has an ethnicity.

NATIONALITY

The fact of being a citizen of a particular nation.

MINORITY ETHNICITY

A term used in Britain to describe groups of people who are identified in terms of common heritage or culture which is different to that of the majority within Britain.

RACE

A term that is commonly used to include people who share a common heritage or origin. It is, however, a meaningless term in this context, as it carries only one biological or scientific definition, which is that of the human race.

AFRICAN / CARIBBEAN

People whose origins are from Africa and from the Caribbean. This has replaced the term 'Afro Caribbean'. BLACK is commonly used to refer to people of African / Caribbean origin. The term 'coloured' is no longer acceptable.

ASIAN

People with origins in the continent of Asia (other than China). It is best to identify these individuals within this group separately, taking into account specific geographical area, e.g., Pakistani, Indian, etc.

DUAL HERITAGE OR MIXED HERITAGE

These terms have replaced the term mixed race (although it is still acceptable to use this term).

TRAVELLERS

This is a generic term covering Gypsies (Roma, English, Scottish, Welsh), Irish Travellers, Bargees, Showmen and New Travellers. It should always be written with a capital 'T'.

REFUGEE

To be granted refugee status a person must have left his / her own country or be unable to return to it owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion.

ASYLUM SEEKER

Someone who has crossed an international border in search of safety and refugee status in another country.

Appendix B

Characteristics of staff to promote Equality and Community Cohesion

Feels empathy with others

- Listens carefully to what children have to say and values their contributions and experiences
- Promotes an understanding that throughout the world people have common needs and rights
- Is compassionate and sensitive towards others
- Tries to see the world through others

Has a sense of identity and self-esteem and promotes these feelings in others

- Recognises the value of individuality in one self and others
- Acknowledges that we all make mistakes and that we can learn from them
- Has high and achievable expectations of all children and tries to ensure that each child fulfils their potential
- Praises children and creates an inclusive secure and nurturing environment for them. Has an understanding of and active commitment to social justice and equality.
- Is aware of causes of inequality in the world, deeply concerned by its injustices and committed to changing things
- Is aware of the educators own rights and responsibilities and respectful of the rights of others
- Behaves democratically within and outside school
- Uses fairness as the basis for decision making

Has an understanding of and respect for diversity

- Treats children as different but equal
- Enables all children to have equal access to education whatever their needs
- Is aware of issues related to diversity of faith, ethnicity and culture and socio economic backgrounds and is sensitive to the challenges faced by those who may be seen as different
- Is actively anti-discriminatory
- Has a belief that people can make a difference
- Has the confidence to act in order to improve situations
- Is an active participant in their school and community and sees the two as interlinked
- Promotes active learning

Has an understanding of peace and conflict and has the ability and willingness to behave co-operatively and resolve conflict

- Encourages children to co-operate, share, take turns and take responsibility for their actions
- Ensures that there is a democratic class system in place where children can share their problems and where grievances can be resolved, i.e., during circle time.
- Has a clear and fair procedure for children and educators to follow if conflict erupts
- Has the ability to think critically, challenge injustice and argue effectively
- Is aware of their own opinions but able and willing to challenge and change them in the light of convincing evidence
- Is able to present an informed, persuasive argument based on reason
- Does not generalise about groups of people, countries or continents
- Is able to recognise and challenge bias and manipulation of information in books ICT and the media

Has an understanding of diversity and an active commitment to learning more

- Is curious about the world and committed to life-long learning in order to understand how it works in a variety of ways
- Has a range of resources available which engage children exploring diversity and promoting equality
- Realises that aspects of diversity have the potential to be contentious but that this does not reduce the need to address them

Appendix C Protected Characteristics

Protected characteristic	Aims of the general duty		
	What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?	How do we advance equality of opportunity between people who share a protected characteristic and those who do not?	How do we foster good relations between people who share a protected characteristic and those who do not?
Race	<p>Racist incidents (which are rare) are treated very seriously and are recorded and reported annually to the Governing body and to the Local Authority.</p> <p>All pupils achieve and make good progress, irrespective of race.</p> <p>The ethnic diversity of the school reflects the demographic of the local area.</p> <p>Feedback from parents demonstrates a shared view that the school is inclusive of children from different cultures and backgrounds.</p> <p>Staff recruitment and professional review procedures help ensure equality of opportunity.</p>	<p>The school extends opportunities for children to experience other cultures through the curriculum, assemblies and through extended opportunities and visitors to the school (e.g. Indian classical dance, Navrati dance, Incredible me topic, exploring global traditional tales, Yr 5 topic exploring China, Dance Extravaganza theme 'dance around the world').</p> <p>Experiences are celebrated through the school website and newsletter.</p> <p>The school makes the most of international events to celebrate diversity and promote understanding of different cultures.</p>	<p>Children share experiences of other cultures and are interested in each other's lives.</p> <p>Children celebrate the different languages spoken in class by singing happy birthday in these</p>
Disability	<p>Planning for learning and support ensures that all disabled pupils play a full part in all aspects of school life, including residential trips, sports days and extra-curricular activities.</p> <p>A number of parents are registered disabled; care is taken to ensure that they are supported during visits to the school.</p> <p>The school has disabled access.</p> <p>Refurbishment work is carried out in response to need to improve disabled</p>	<p>All pupils are seen to participate fully in school productions, events and sports days.</p> <p>We ensure that parents who are disabled are able to access school events together with parents who are able-bodied.</p> <p>Children learn to support others and celebrate their involvement within a caring environment.</p>	<p>Expectations of pupils with disability are high and include appropriate challenge as for all pupils.</p> <p>Positive relationships are made between all pupils who see each other as equals.</p> <p>Able-bodied children create opportunities for disabled pupils to be included; opportunities are created where disabled pupils help others and are supported to take a lead in games and activities.</p> <p>The school works closely with outside agencies including Young Carers and the Specialist Teaching</p>

	<p>access within the school.</p> <p>Staff recruitment and professional review procedures help ensure equality of opportunity.</p>		<p>Service; assemblies and training and hosting events help raise their profile within the school and wider community.</p> <p>Ensure planned transition programmes are in place for pupils coming to Buckingham Primary School from other schools.</p>
Sex	<p>Progress of gender groups is closely monitored and strategies put in place to diminish any difference between genders.</p> <p>Staff recruitment and professional review procedures help ensure equality of opportunity.</p>	<p>The school makes every effort to challenge traditional stereotypes relating to gender and equality.</p> <p>Monitoring of pupil data ensures appropriate interventions support achievement for all pupils in all areas of the curriculum, irrespective of gender.</p>	<p>The school curriculum, identity of classes and assemblies extend children's knowledge and understanding of people's involvement of the world and challenges traditional stereotypes about gender.</p>
Gender Reassignment	<p>Staff recruitment and professional review procedures help ensure equality of opportunity.</p>	<p>The school has a strong ethos of equality and tolerance.</p>	<p>The school promotes inclusion for all members of the community.</p>
Pregnancy and Maternity	<p>The school ensures entitlements to Paternity and Maternity Leave are met.</p> <p>Line management support is in place.</p> <p>The school supports spouses wishing to attend medical appointments during pregnancy.</p> <p>The school supports flexible working as far as possible for teachers returning from maternity leave and for those with children.</p>	<p>Staff support needs during pregnancy are reviewed regularly with the line manager.</p>	<p>A strong team ethos helps foster a supportive environment for all staff.</p>
Age	<p>The school makes itself available as a resource for the local community, including clubs/classes for adults, teenagers and children.</p> <p>There is a wide age profile of staff and volunteers at the school.</p> <p>Staff recruitment and professional review</p>	<p>As a school we celebrate the opportunities that are presented through a community with a wide age profile.</p> <p>Children are encouraged to think of the needs of others.</p>	<p>Members of the community are invited into school to talk about their experiences of life when they were a child (e.g. WWII). Local senior attend termly tea parties and performances by children.</p> <p>The school engages in community events including the town's Remembrance Parade, Christmas Parade and park run.</p>

	procedures help ensure equality of opportunity.		
Religion and Belief	<p>Buckingham Primary School promotes the understanding and tolerance of all religions and does not discriminate on the basis of religious belief.</p> <p>Located within a broadly Christian community the school celebrates Christmas and, through assemblies and RE, develops the knowledge and understanding of the other religions (Judaism, Islam, Hinduism), including beliefs and celebrations.</p> <p>Staff recruitment and professional review procedures help ensure equality of opportunity.</p>	<p>Children talk about different religious festivals and beliefs during assemblies during the school year.</p> <p>Through PSHE and RE curriculum, children explore similarities and differences of beliefs across religions , for example, the importance of forgiveness in different religions including Judaism, Buddhism and Christianity. Children study founders of different religions and creation stories, discussing similarities and differences.</p>	<p>The school promotes an understanding of shared values between different cultures and religious beliefs.</p> <p>Class names and identities reflect a range religious beliefs.</p>
Sexual Orientation	<p>Homophobic language is not tolerated.</p> <p>Sex and relationships education incorporates understanding of sexual orientation for older pupils.</p> <p>The school demonstrates a commitment to equality of opportunity and treatment to all members of the community regardless of sexual orientation (e.g. parental involvement in school life).</p> <p>Staff recruitment and professional review procedures help ensure equality of opportunity.</p>	<p>We ensure that all parents are involved in all aspects of school life.</p> <p>We enable children to develop an understanding of different models of family life.</p>	<p>The school encourages the involvement of parents in all aspects of school life.</p> <p>We ensure that resources used in school promote a range of models of family life.</p>

Appendix D 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.

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 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 under represented 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 and teaching and learning,

Appendix E **Useful Websites**

The Employment Equality (Sexual Orientation Regulations 2003

<http://www.opsi.gov.uk/si/si2003/20031661.htm>

Guidance on New Measures to Outlaw Discrimination on Grounds of Sexual Orientation in the Provision of Goods, Facilities and Services

<http://www.communities.gov.uk/documents/communities/doc/485013.doc>

The Equality Act (Sexual Orientation) Regulations 2007, Guidance for Schools

<http://www.teachernet.gov.uk/docbank/index.cfm?id=12504>

For detailed guidance on:

- Admissions, teaching and the curriculum
<http://www.dfes.gov.uk/sacode/>
<http://www.teachernet.gov.uk/teachingandlearning/subjects/>
- Handling sex and relationship education
<http://www.dfes.gov.uk/sreguidance>
- Impact of Part 2 of the Equality Act 2007 (discrimination on grounds of religion or belief)
<http://www.teachernet.gov.uk/wholeschool/equality/religion>
- Anti-discrimination legislation
<http://www.teachernet.gov.uk/wholeschool/sexualhealthandorientation/homophobia/legislation>
- Tackling homophobic bullying
http://www.teachernet.gov.uk/teachers/issue33/secondary/features/Tacklinghomophobia_Secondary
- Code of Practices for Disability, Gender and Race
<http://www.equalityhumanrights.com>

The Employment Equality (Sexual Orientation Regulations 2003)

<http://www.opsi.gov.uk/si/si2003/20031661.htm>

Guidance on New Measures to Outlaw Discrimination on Grounds of Sexual Orientation in the Provision of Goods, Facilities and Services

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- Handling sex and relationship education

<http://www.dfes.gov.uk/sreguidance>

- Impact of Part 2 of the Equality Act 2007 (discrimination on grounds of religion or belief)
<http://www.teachernet.gov.uk/wholeschool/equality/religion>
- Anti-discrimination legislation
<http://www.teachernet.gov.uk/wholeschool/sexualhealthandorientation/homophobia/legislation>
- Tackling homophobic bullying
http://www.teachernet.gov.uk/teachers/issue33/secondary/features/Tacklinghomophobia_Secondary
- Code of Practices for Disability, Gender and Race
<http://www.equalityhumanrights.com>