



COPTHORNE PRIMARY SCHOOL

EQUALITY, DIVERSITY & COHESION POLICY

Date of issue		Review date		Date ratified by Governing Body	
September 2017		September 2018		27 th September 2017	
	Print name	Signature		Date	
Head Teacher	Mrs C Shepherd				
On behalf of Governing Body	Mrs N Hussain				

Copthorne Primary School
Equality, Diversity and Cohesion Policy

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At Copthorne Primary School we value the individuality of all of our children. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here. We are committed to giving all our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied experiences and needs. We offer a broad and balanced curriculum, and have high expectations of all children. The achievements, attitudes and well-being of all our children matter. This policy is intended to help to ensure that this school promotes the individuality of all children, irrespective of ethnicity, religion, attainment, age, disability, gender or background.

This policy accords with legislation:

- Equality Act 2010
- Race Relations (Amendment) Act 2000
- Disability Discrimination (Amendment) Act 2002;
- Sex Discrimination Act 1975.

1. Aims and objectives

Copthorne Primary School is located in inner-city Bradford and serves a well established Pakistani community. In recent years the area has experienced a significant influx of new communities such as economic migrants from Slovakia and other countries in Eastern Europe. The community also plays host to overseas students attending Bradford University. Whilst the majority of the community follow the Islamic faith, there are a growing number of Catholic families in the area. Other faiths are represented in smaller numbers.

Through this Equality, Diversity and Cohesion Policy, Copthorne Primary School seeks to ensure that we meet the requirements of the Public Sector Equality Duty and, as a result, that no member of the school community, or any person through their contact with the school, receives less favourable treatment on any grounds which cannot be shown to be justified. This covers race, colour, nationality, ethnic or national origin, religion or belief, gender, marital status, responsibility for children or other dependents, disability, sexual orientation, gender reassignment, age, trade union or political activities, socio-economic background, where the person lives, pregnancy and maternity, or spent convictions.

At Copthorne we will actively seek to:

a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;

(b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;

(c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

The principles of this policy apply to all members of the extended school community – pupils, staff, governors, parents and community members. Partners and contractors are also expected to abide by the policy.

Through our school ethos, curriculum and community links, we will work towards

- ✓ a common vision
- ✓ a sense of belonging for all
- ✓ similar life opportunities for all
- ✓ strong and positive relationships between different communities.

Our aim is to equip pupils with an awareness of our diverse society and to appreciate the value of difference. This will be achieved by adherence to the following principles:

- Discrimination on the basis of race, colour, culture, origin, gender or ability is not acceptable;
- The primary objective of this school will be to educate, develop and prepare all our pupils for life whatever their race, colour, culture, origin, gender or ability;
- Pupils and teachers will further this objective by contributing towards a happy and caring environment and by showing respect for, and appreciation of, one another as individuals.

Equality and Diversity is more than just meeting legal obligations, or targets. It's about making a difference to the lives of the people we serve, treating all people with dignity and respect, and recognising the value of each individual. We will prepare children and young people for living in a diverse society with increasing global connections and controversial issues.

2. Mainstreaming equality into policy and practice

As well as the specific actions set out beneath this policy, the school operates equality of opportunity in its day to day practice in the following ways.

2.1. Guiding Principles

These principles have been drawn from a specimen school policy for equalities prepared by the DCSF and we at Copthorne Primary School fully endorse and accept them.

Principle 1: All learners are of equal value

All learners and potential learners are of equal value and benefit equally from school policies, practices and programmes, whatever their ability, background, gender or cultural identity.

Principle 2: Relevant differences are recognised

Treating people equally can mean treating them differently. Policies, practices and programmes do not discriminate, but may be differentiated to take account of differences of life experience, outlook and background, and in the kinds of barrier and disadvantage which people may face.

Principle 3: We foster positive attitudes, relationships and a shared sense of belonging

Policies and programmes promote

- positive attitudes and interactions
- mutual respect and good relations
- an absence of harassment or prejudice-related bullying between people of different ability, background, gender or cultural identity.

Principle 4: Staff recruitment, retention and development

Policies and procedures benefit all employees and potential employees in recruitment, professional development and promotion. Steps are taken to positively promote equality, especially where there is evidence of inequality.

Principle 5: Current inequalities and barriers are addressed and reduced

In addition to avoiding or minimising possible negative impacts of policies and programmes, we take opportunities to maximise positive impacts by addressing, reducing and removing inequalities and barriers that already exist between people of different ability, background, gender or cultural identity.

Principle 6: Policy development involves widespread consultation and involvement

People affected by a policy or programme are consulted and involved in the design of new policies, and in the review of existing ones. Such consultation is both direct and through representative organisations, and is based on principles of transparency and accountability. It involves those who in the past have been excluded or disadvantaged, and who continue to face barriers:

Principle 7: Society as a whole benefits

Policies and programmes benefit society as a whole, locally, nationally and internationally, by fostering greater cohesion and greater participation in public life of people of different ability, background, gender or cultural identity.

2.2. Teaching and learning

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. The school will provide a curriculum that recognises diversity in a positive light and that broadens pupils' awareness of world religions, cultures and languages. Equality of opportunity permeates the whole curriculum. The school's aim is to provide for all pupils according to their needs, irrespective of race, colour, culture, origin, gender or ability.

To do this, we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- Monitor achievement data by ethnicity, gender and disability and action any gaps;
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping;
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- Seek to involve all parents in supporting their child's education;
- Encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

2.3. Every Child Matters

We recognise that for some groups 'equal access' may not be enough. We are committed to positive action to redress the opportunities imbalance that can exist for some pupils.

3. Admissions and exclusions

The school follows the LEA and Governing Body Admission Policies. Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors. Pupils' names will be accurately recorded and correctly pronounced. Pupils will be encouraged to accept and respect names from other cultures

Exclusions will always be based on the school's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

4. Equal Opportunities for Staff

This section deals with aspects of equal opportunities relating to staff at Copthorne Primary School. We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However we are concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

4.1 Employer duties

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff;
- Continued professional development opportunities for all staff;
- Senior Leadership Team support to ensure equality of opportunity for all.

Legal duties

The Disability Discrimination Act (DDA) 2005 placed a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination and 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.

5. Equalities Legislation

There are a number of statutory duties that must be met by every school in line with legislation from the Race Relations (Amendment) Act (2000), Disability Equality Duty (2005) and Equality Act (2006). The action plan at the end of this Equality Plan outlines the actions Copthorne Primary School will take to meet the general duties detailed below.

Our commitment is reinforced through our legal duty both as an employer and service provider. The legal duties come from a range of relevant equality legislation and associated codes of practice. Through this policy we are committed to complying with the general and specific duties, as well as codes of practice. See Appendix 1 and 2 for further detail of these duties and codes of practice.

5a. Race Equality

The Race Relations Act (1976) and the Race Relations Amendment Act (2000) requires schools to take appropriate steps to promote race equality, eliminate unlawful race discrimination and promote good race relations. We have drawn up and will maintain an active Race Equality Scheme, including an action plan, to meet these responsibilities.

The General Race Equality Duty requires us to have due regard to the need to:

- Eliminate racial discrimination;
- Promote equality of opportunity;
- Promote good relations between people of different racial groups.

We do not tolerate any forms of racism or racist behaviour. Should a racist incident occur, we will deal with it in accordance with school procedures (**see policies for Behaviour and for Racial Equality**).

Under our specific duty we will assess and monitor the impact of our policies, including this Plan, on pupils, staff and parents by ethnicity including, in particular, the achievement levels of these pupils and towards raising the achievement of minority ethnic groups.

We endeavour to make our school welcoming to all minority groups. We promote an understanding of diverse cultures through the topics studied by the children, and we reflect this in the displays of work shown around the school. Our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups. So, for example, in the curriculum topic on religious festivals, the children learn the importance of Diwali to Hindus and Sikhs. It is the right of all pupils to receive the best education the school can provide, with access to all educational activities organised by the school.

5b. Disability Equality

This section should be read in conjunction with the school's Special Educational Needs Policy and Accessibility Strategy.

The Disability Discrimination Act (1995 and 2005) places a positive duty on us to ensure that services provided by the school and its premises are accessible to disabled people, that we promote disability equality, eliminate discrimination and harassment and promote positive attitudes to encourage participation. Some children in Copthorne Primary School may have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all within the school. The school fully meets the requirements of the amended Disability Discrimination Act that came into effect in September 2002. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared with non-disabled children. The school is committed to endeavouring to provide an environment that allows disabled children full access to all areas of learning. In some circumstances teachers modify teaching and learning as appropriate for children with disabilities. For example, they may give additional time to complete certain activities, or modify teaching materials, or offer alternative activities where children are unable to manipulate tools or equipment.

5c. Gender Equality

The Sex Discrimination Act (1975) and the Gender Equality Duty 2006 places a general and specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male pupils and between women and men and transgender people. We need to ensure that the needs of both sexes and transgender people are taken into account in our services and employment. We recognise that in some subject areas the achievement of one gender is greater than the other. We are committed to seeing all individuals and groups of pupils making the best progress possible at School by eliminating gender biased resources and purchasing materials that interest and stimulate all. We realise that although gender is one of the key factors affecting educational performance, it affects different sub-groups of boys and girls in different ways. Social class, ethnic origin and local context are all strongly linked to performance. We also seek to ensure that policies designed to improve one gender's attainment do not do so at the expense of the other.

Under our general duty we will actively seek to:

- Eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment;
- Promote equality between men and women.

5d. Sexual Orientation

All public bodies have responsibilities to promote equal opportunities in employment and vocational training on the grounds of sexual orientation through the Employment Equality (Sexual Orientation) Regulations 2003. The Equality Act 2006, extends the provision to service delivery, making it unlawful to

discriminate in the provision of goods, services and facilities. We will ensure that we follow these regulations.

5e. Religion and Belief

The school has responsibilities to promote equal opportunities in employment and vocational training on the grounds of religion and belief through the Employment Equality (Religion or Belief) Regulations 2003. The Equality Act 2006, extends the provision to service delivery, making it unlawful to discriminate in the provision of goods, services, facilities and public functions. This also includes lack of faith and people of no faith. We will ensure that we follow these regulations.

5f. Language

The school views linguistic diversity positively. Pupils and staff must feel that their natural language is valued.

5g. Age

The school has responsibilities to promote equal opportunities in employment and vocational training on the grounds of age, through the Age Discrimination Act 2006 and Age Discrimination Regulations. The provisions apply to all age groups. We will ensure that we follow these regulations.

5h. Community cohesion

The Education and Inspections Act 2006 places a responsibility on schools to promote community cohesion, locally, nationally and globally. We will do this through promoting a common vision, a commitment to equality and social justice, respecting people's different backgrounds and promoting positive relationships in the school and local neighbourhood. We recognise that the biggest influence on educational outcomes is social class and that this can also strongly affect community cohesion. We have programmes to 'narrow the gap' and to draw people together from different social backgrounds.

See Appendix 2 for further information.

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty on the governing bodies of state schools to promote community cohesion. Community cohesion encompasses promoting good relations between pupils from different races, faiths / beliefs and socio-economic backgrounds. The duty came into force on 1 September 2007.

5g. Future legislation

We will also welcome the contribution of future equalities legislation to provide equal opportunities for everyone.

It is a requirement that the development of this plan and the actions within it have been informed by the input of staff, pupils and parents and carers. We have achieved this by using the following to shape the plan:

- Input from staff surveys or through staff meetings / INSET;
- Feedback from the annual parent questionnaire, parents' evening, parent-school forum meetings or governors' parent-consultation meeting;
- Feedback from the school council, PSHE lessons, whole school surveys on children's attitudes to self and school (PASS);
- Issues raised in annual reviews or reviews of progress on Individual Education Plans/Personalised Provision Maps, mentoring and support;
- Feedback at Governing Body meetings.

6. Roles and Responsibilities

All who are associated with Copthorne Primary School have a responsibility for promoting equality and inclusion, and avoiding unfair discrimination.

6a. The role of governors

In this policy, the Copthorne Governing Body has set out its commitment to equal opportunities, and it will continue to do all it can to ensure that all members of the school community are treated both fairly and equally. The Governing Body collects, analyses and evaluates a range of school data. We check that all pupils are making the best possible progress, and that no specific group of pupils is underachieving. To do this, they monitor:

- that the school complies with all current equality legislation.
- making sure this policy and its procedures are followed.
- that the school has up-to-date equality schemes and action plans.
- admissions;
- attainment;
- exclusions;
- rewards and sanctions;
- parents' and pupils' questionnaires.

The Governing Body seeks to ensure that people with disabilities are not discriminated against when applying for jobs at our school. The Governors take all reasonable steps to ensure that the school environment properly accommodates people with disabilities.

6b. The role of the Head Teacher

It is the Head Teacher's role to implement the school's policy on equal opportunities, and they are supported by the Governing Body in so doing. The Head Teacher will ensure:

- that all staff are aware of the school policy on equal opportunities, and that teachers apply these guidelines fairly in all situations.
- produce regular information for staff and Governors about the policy and how it is working, and providing training for them on the policy, if necessary.
- take appropriate action in cases of harassment and discrimination.
- view all incidents of unfair treatment, and any racist incidents, with due concern.

6c. The role of the class teacher

At Copthorne Primary class teachers do their best to ensure that all pupils are treated fairly and with respect. Teachers:

- will not knowingly discriminate against any child.
- promote equality and good community relations and avoiding discrimination against anyone for reasons of race, colour, nationality, ethnic or national origins, gender, disability, religion or belief, sexual orientation or socio-economic circumstances. seek to implement this policy when designing schemes of work, both in our choice of topics to study, and in how we approach sensitive issues.
- Teachers and support staff challenge any incidents of prejudice or racism. We record any incidents in the class incident book, and draw them to the attention of the head teacher.
- When selecting classroom material teachers strive to provide resources which give positive images, and which challenge stereotypical images of minority groups or genders.
- Proactively following this policy and any associated guidelines.
- Providing role models for pupils through their own actions.
- Keep up to date with the law on discrimination and taking training and learning opportunities offered to them.

6d. The role of pupils:

- Treating others kindly and fairly without prejudice, discrimination or harassment
- Attending and engaging in their own learning as well as helping other pupils to learn
- Telling staff about any prejudiced related incidents that occur.

6e. The role of parents:

- Supporting our school in its implementation of this policy
- Following the school policy through their own behaviour
- Ensuring their children attend and engage in the learning
- Telling staff about any prejudice related incidents that occur.

6f. The role of visitors and contractors

- Knowing and following our equality policy.

7. Responsibility for overseeing equality practices

This is the responsibility of a named member of staff and a named governor. In order to meet the statutory requirements to publish a Disability Equality Scheme and Gender Equality Scheme, we will:

- Publish our plan on the school website;
- Raise awareness of the plan through the school newsletter, assemblies, staff meetings and other communications
- Make sure hard copies are available.
- Coordinate and monitoring work on equality issues.
- Deal with and monitoring reports of harassment (including racist and homophobic incidents).
- Monitor the progress and attainment of vulnerable groups of pupils (e.g. Black and minority ethnic pupils, including Gypsies and Travellers).
- monitor the school's behaviour policy, and the numbers of exclusions, to make sure
- Monitor that pupils from minority groups are not unfairly treated.
- Take into serious consideration any complaints from parents, staff or pupils regarding equal opportunity.

We will ensure implementation through action in the following areas:

- **Relationships and ethos** – to foster behaviour based on rights, responsibilities and mutual respect between all members of the school community, to support pupils' personal development and well-being, to address all forms of prejudice related bullying.
- **Equity and excellence** – to ensure equal opportunities for all to succeed at the highest possible level possible, removing barriers to access and participation in learning and wider activities and minimising variations in outcomes for different groups.
- **Teaching, learning and curriculum** – to teach pupils to understand others, to promote common values and value diversity, to promote awareness of human rights and of the responsibility to uphold and defend them, and to develop the skills of participation and responsible action.
- **Engagement and extended services** – to provide a means for children, young people and their families to interact with people from different backgrounds and build positive relations, including links with different school communities locally, across the country and internationally.

The School Development Plan ensures that schemes and action plans form an essential part of the school's action on equality. It includes targets determined by the Governing Body for, inclusion and equality in the school, promoting a cohesive community and equality in the workforce. It also ensures other school policies address equality issues.

This policy will be regularly monitored and reviewed by staff and governors to ensure that it is effective in tackling discrimination, promoting access and participation, equality and good relations between different groups, and that it does not disadvantage particular sections of the community. Any pattern of inequality found as a result of impact assessments is used to inform future planning and decision-making.

8. Breaches of the Policy

Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the Executive Head Teacher, Head Teacher and Governing Body. Anyone wishing to make a complaint will be advised to follow the School Complaints Procedure

Racial incidents will be recorded and reported to the Local Authority following the procedures and guidelines established by Children and Young People's Services. Other prejudice driven behaviour will be recorded and reported following the procedures and guidelines established by the Equalities Unit of the Disability Charities Consortium.

9. References to other documents, advice and guidance.

Guidance and advice will be actively sought and used through:

- Utilising the information provided by DCC Human Resources on employment and staffing procedures.
- This is available on the Schools' Extranet / Document Library / Human Resources / Equality and Diversity
- using guidance from DFE, and OfSTED
- taking advice from agencies such as The Race Equality Council for Darlington and Durham, Gay Advice Darlington and Durham, the Equality and Human Rights Commission, Trade Unions.

Appendix 1
General and Specific Duties

Race Equality: from the Race Relations Amendment Act 2000

General Duty

- ✓ Promote equality of opportunity
- ✓ Promote good relations between people of different racial groups
- ✓ Eliminate unlawful racial discrimination

Specific Duties

- ✓ Prepare a written race equality policy and keep it up to date.
- ✓ Make arrangements to fulfil the policy through an action plan
- ✓ Assess the impact of our policies, including the race equality policy, on pupils, staff and parents of different racial groups, particularly the impact on pupils' attainment levels.
- ✓ Monitor the impact of policies on pupils, staff and parents and particularly on pupils' attainment levels.
- ✓ Publish, annually, the results of monitoring the policy.

Disability Equality: from the Disability Discrimination Act 2005 and other preceding legislation

General Duty

- ✓ Eliminate discrimination that is unlawful under the DDA
- ✓ Eliminate harassment related to disability
- ✓ Promote equality of opportunity between disabled people and other people
- ✓ Promote positive attitudes towards disabled people
- ✓ Encourage participation by disabled people in public life
- ✓ Take steps to meet disabled people's needs, even where that involves treating disabled people more favourably than other people.

Specific Duties

- ✓ Make reasonable adjustments to resources and activities to avoid substantial disadvantage for disabled pupils
- ✓ Make improvements to the physical environment to increase access to education and associated Services
- ✓ Increase access to the curriculum for disabled pupils
- ✓ Make written information accessible in a range of different ways for disabled pupils, where it is provided for pupils who are not disabled
- ✓ Provide auxiliary aids or services, such as equipment or personal support, for pupils with SEN

Gender Equality: from the Equality Act 2006

General Duty

When carrying out their functions, to have due regard to the need to:

- ✓ eliminate unlawful sex discrimination and harassment
- ✓ promote equality of opportunity between females and males.

"Due regard" comprises two linked elements: proportionality and relevance. The weight given to gender equality should therefore be proportionate to its relevance to a particular function.

In terms of unlawful discrimination and harassment in employment and vocational training, the general duty also applies to people who intend to undergo, are undergoing or have undergone gender reassignment.

Specific duties

To support progress in delivering the general duty, we accept specific duties which include the following activities:

- ✓ Preparing and publishing a Gender Equality Scheme, showing how the school will meet its general and specific duties including setting out its gender equality objectives.
- ✓ Formulating our overall objectives, to consider the need to include objectives to address the causes of any gender pay gap.

- ✓ Gathering and using information on how the school's policies and practices affect gender equality in the workforce and in the delivery of services, in particular education functions.
- ✓ Consulting stakeholders (ie pupils, parents, employees, others service users or potential service users, including trade unions) and taking account of relevant information in order to determine its gender equality objectives.
- ✓ Assessing the impact of its current and proposed policies and practices on gender equality.
- ✓ Implementing the actions set out in its scheme within three years, unless it is unreasonable or impractical to do so.
- ✓ Reporting against the scheme every year and review the scheme at least every three years.

Sexual Orientation: from separate pieces of legislation 2003 – 08

Within the regulations sexual orientation refers to lesbians and gay men, heterosexuals and bisexuals.

Duties

- ✓ To avoid all forms of discrimination, direct and indirect, in employment on the basis of sexual orientation
- ✓ To avoid all forms of discrimination in service provision : Admissions, Teaching and Curriculum
- ✓ To avoid all forms of harassment on the grounds of sexual orientation.
- ✓ To avoid all forms of victimisation because someone has made, or intends to make, a complaint.

Religion and Belief: from Employment Equality (Religion and Belief) Regulations 2003

Within the Regulations religion or belief is defined as any religion, religious belief or similar philosophical belief. It does not include political beliefs.

Duties

- ✓ To avoid all forms of discrimination, direct and indirect, in employment on the basis of religion or belief.
- ✓ To avoid all forms of harassment on the grounds of religion or belief.
- ✓ To avoid all forms of victimisation because someone has made, or intends to make, a complaint related to religion / belief discrimination.

Age: from the Employment Equality (Age) Regulations 2006

These regulations apply to workers of all ages; it is unlawful to discriminate against young workers as well as older workers

Duties

- ✓ To avoid all forms of discrimination, direct and indirect, in employment on the basis of age.
- ✓ To avoid all forms of harassment on the grounds of age.
- ✓ To avoid all forms of harassment on the grounds of age.
- ✓ To avoid all forms of victimisation because someone has made or intends to make a complaint related to age discrimination.

Appendix 2

Community Cohesion

A **cohesive** community is one where:

- ✓ There is a common vision for all communities, an emphasis on articulating what binds communities together rather than what differences divide them, a sense of belonging, of identifying with the neighbourhood and of 'looking out for each other'.
- ✓ There is a commitment to equality and social justice.
- ✓ The diversity of people's different backgrounds and circumstances is appreciated, respected and protected, in order to support integration and cohesion in changing communities.
- ✓ People have similar life opportunities, irrespective of background.
- ✓ Everyone understands their rights and responsibilities and is encouraged to participate at all levels.
- ✓ Strong and positive relationships are being developed between people from different backgrounds in the workplace, in schools and within neighbourhoods.

The National Community Cohesion Standards are framed by four strategic aims:

- ✓ Close the attainment and achievement gap.
- ✓ Develop common values of citizenship based on dialogue, mutual respect and acceptance of diversity.
- ✓ Contribute to building good community relations and challenge all types of discrimination and inequality.
- ✓ Remove the barriers to access, participation, progression, attainment and achievement.
The DCSF Guidance on the duty to promote community cohesion suggests that schools' contribution to community cohesion is under the three headings:
- ✓ **Teaching, learning and curriculum** – to teach pupils to understand others, to promote common values and to value diversity, to promote awareness of human rights and of the responsibility to uphold and defend them, and to develop the skills of participation and responsible action.
- ✓ **Equity and excellence** – to ensure equal opportunities for all to succeed at the highest possible level possible, removing barriers to access and participation in learning and wider activities and eliminating variations in outcomes for different groups.
- ✓ **Engagement and extended services** – to provide a means for children, young people and their families to interact with people from different backgrounds and build positive relations, including links with different school communities locally, across the country and internationally.

In order to achieve a **cohesive community**, we recognise that we need to :

- ✓ Promote understanding and engagement between communities.
- ✓ Encourage all children and families to feel part of the wider community.
- ✓ Understand the needs and hopes of all our communities.
- ✓ Tackle discrimination.
- ✓ Increase life opportunities for all.
- ✓ Ensure teaching and the curriculum addresses issues of diversity.

Appendix 3

Questions for which quantitative and qualitative evidence is required when current policies are being reviewed. (From DFE Sample Equalities Policy)

Aspect / Principle	Disability	Ethnicity	Gender
1. Outcomes for learners	Do our policies benefit all learners and potential learners, whether or not they are disabled? or are disabled learners excluded, disadvantaged or marginalised?	Do our policies benefit all learners and potential learners, whatever their ethnic, cultural or religious background? Or are people from certain backgrounds losing out?	Do our policies benefit all learners and potential learners, whichever their gender? Or are outcomes different for females and males, with some being disadvantaged?
2. Recognising relevant differences	Is due account made of the specific needs and experiences of disabled people? Or is a 'one size fits all' approach adopted?	Is due account made of different cultural backgrounds? Or is a 'one size fits all' approach adopted?	Is due account made of women's and men's differing experiences? Or is a 'one size fits all' approach adopted?
3. Attitudes, relationships and cohesion	Do our policies promote positive attitudes towards disabled people, and good relations between disabled and non-disabled people? Or is there negativity and little mutual contact?	Do our policies promote positive interaction and good relations between different groups and communities? Or are there tensions and negative attitudes?	Do our policies promote good relations between women and men? Or are there tensions or disrespect, perhaps expressed through sexual harassment.
4. Benefits for the workforce	Do all members and potential members of the workforce benefit, whether or not they are disabled? Or are reasonable adjustments for disabled staff not made?	Do all members and potential members of the workforce benefit, whatever their ethnic, cultural or religious background? Or are some excluded?	Do all members and potential members of the workforce benefit, whichever their gender? Or are there differential impacts, both positive and negative?
5. Positive impact on equality	Do our policies help to reduce and remove inequalities between disabled and non-disabled people that currently exist? Or does inequality for disabled people continue?	Do our policies help to reduce and remove inequalities and poor relations between different communities that currently exist? Or do barriers and inequalities continue?	Do our policies help to reduce and remove inequalities between women and men that currently exist? Or do inequalities, for example in seniority and pay, continue?

6. Consultation, Involvement and accountability	Are our policies based on involvement of and consultation with disabled people? Or are the views and experiences of disabled people not sought or not heeded?	Are our policies based on involvement of and consultation with people from a range of backgrounds? Or are certain views and experiences not sought or not heeded?	Are our policies based on involvement of and consultation with both women and men? Or are the views and experiences of women or men not sought or heeded?
7. Benefits for society	Do our policies benefit society as a whole by encouraging participation in public life of all citizens, whether or not they are disabled? Or are disabled people excluded or marginalised?	Do our policies benefit society as a whole by encouraging participation in public life of citizens from a wide range of backgrounds? Or are certain communities excluded or marginalised?	Do our policies benefit society as a whole by encouraging participation in public life of women as well as men? Or are women excluded or marginalised?