



Single Equality Scheme and Action Plan New Bewerley Community School 2019-2023

VISION AND VALUES

At New Bewerley Community School we value each child for the unique contribution that he or she makes to our community. We expect everyone to show respect for the environment and for others; to be courteous, responsible and caring. We actively foster such behaviours.

We strive to provide a learning climate in which children can flourish and achieve their full potential. We want children to be lifelong learners and we do this by providing a challenging environment and an exciting curriculum. We value and encourage curiosity and independence.

We aim to create a school which promotes children's self-esteem, to make our school a place where pupils feel happy, safe and able to enjoy learning. We aim to develop the whole child, nurturing and extending their spiritual, moral, social and cultural understanding.

By working closely with parents, other schools and the community we aim to build strong and effective partnerships, which help our children to thrive

SCHOOL CONTEXT

New Bewerley Community School is a larger than average, two-form entry primary school in the Inner South of Leeds. Of the 417 pupils on roll, around 58% are from ethnic minorities and 45% speak English as an additional language. The school deprivation indicator is 0.41, which is above the national mean. 52% of the pupil are in receipt of a pupil premium allowance. The proportion of pupils on school's SEN register is 26% which is significantly higher than the national mean value. This includes up to 14 children accessing school's Resourced Provision.

WHAT DO WE MEAN BY EQUALITY?

At New Bewerley Community School we understand equality to mean treating everyone with equal dignity and worth valuing their particular characteristics such as their age, disability, gender, ethnicity, religion or belief, sexual orientation and socio-economic circumstances.

We further understand that people have different needs, situations and goals and therefore achieving equality requires the removal of discriminatory barriers that limit what people, especially children and young people can do and can be. We recognise that inequality can be experienced in a variety of ways such as through outcomes, access to services, the degree of independence to make decisions affecting lives and inequality of treatment, including in relation to employment, through direct and indirect discrimination or disadvantage imposed by other individuals, groups, institutions or systems intentionally or inadvertently.

OUR GUIDING PRINCIPLES

We recognise our duty and responsibility to establish equality for all students, staff, other members of the school community and service users regardless of their ethnicity, gender, disability, sexual orientation, age or beliefs as defined within existing equalities legislation. The purpose of our Single Equality Scheme (SES) is to fulfil the duties to promote equality for people with 'protected characteristics', and embed fairness and equality at the heart of our school community and in all

aspects of our provisions, criteria and practices (PCPs). We recognise within this Scheme the inequality linked to poverty and socio-economic factors.

Our SES enables us to meet the duties under equality legislation, and to achieve the following for all groups:

- eliminate all forms of unlawful discrimination;
- eliminate harassment and bullying (schools must keep accurate records of bullying and harassment related to equalities and report as required to the Local Authority);
- advance equality of opportunity through vision, strategy and practice;
- foster good relations.

Through our SES we make links to all our actions and commitments to:

- promote community cohesion;
- narrow the attainment gap in outcomes between children and young people;

In fulfilling the legal obligations outlined further on in this scheme, we at New Bewerley Community School are guided by seven principles.

Principle 1: All members of the school and wider community are of equal value

We see all members of the school and wider community of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or socio-economic circumstances
- whichever their gender and sexual orientation
- whatever their age

Principle 2: We recognise and respect diversity

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate, but are differentiated, as appropriate, to take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender and sexual orientation so that the different needs and experiences of girls and boys, women and men are recognised.
- age

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

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or socio-economic circumstances, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, women and men, and an absence of sexual harassment
- promote positive intergenerational attitudes and relationships.

Principle 4: We will ensure that the recruitment, retention and ongoing development of staff is undertaken in a fair and equitable manner to support our school's vision and values

Policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled whatever their ethnicity, culture, religious affiliation, national origin or socio-economic circumstance
- whichever their gender and sexual orientation
- whatever their age

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious and socio-economic backgrounds
- girls and boys, women and men
- lesbian, gay, bisexual and transgender
- Age (where appropriate)

Principle 6: We consult widely

People affected by a policy or activity should be consulted and involved in the design of new policies, and in the review of existing ones. We involve:

- disabled people as well as non-disabled
- people from a range of ethnic, cultural and religious and socio-economic backgrounds
- both women and men, and girls and boys.
- lesbian, gay, bisexual and transgender
- Age

Principle 7: We feel that the community as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious and socio-economic backgrounds
- both women and men, girls and boys.
- lesbian, gay, bisexual and transgender
- People of different ages and between generations

Principles in themselves are not enough

In the light of the principles stated above, we have identified practical priorities and plans of specific action, in order to promote equality in:

- disability
- ethnicity
- gender
- sexual orientation
- religion and belief
- age

- Socio-economic circumstances

These are outlined in our Single Equalities Action Plan.

ACTION PLANS

1. We recognise that the actions resulting from a policy are what make a difference.
2. Each year we draw up an action plan within the framework of the overall school improvement plan, setting out the specific actions and projects we shall undertake to implement the principles above.
3. Our current action plan is set out in our Single Equality Scheme Action Plan.

THE CURRICULUM

We will actively seek opportunities to review the curriculum (including the hidden curriculum) and curriculum subject or areas in order to ensure that teaching and learning reflect the seven principles outlined above.

We will ensure staff members are offered the opportunity to engage in appropriate training and development to support the achievement of the seven principles.

ETHOS AND ORGANISATION

We ensure that the principles listed above apply also to the full range of our policies and practices, including those that are concerned with:

- learners' progress, attainment and assessment
- learners' and staff personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff and governor recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions
- working in partnership with parents, carers and guardians
- working with the wider community.
- Participation of groups in wider school activities
- Preparing all members of the learning community for living and positively contributing to a diverse society

ADDRESSING PREJUDICE AND PREJUDICE-RELATED BULLYING

The school is opposed to all forms of prejudice which stand in the way of fulfilling legal duties for all aspects of equality:

- prejudices around disability and special educational needs
- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example anti-semitism and Islamophobia, and those that are directed against Travellers, refugees and people seeking asylum
- prejudices reflecting sexism and homophobia.

There is guidance in the behaviour policy on how hate-related incidents should be identified, assessed, recorded and dealt with.

We take seriously our obligation to report regularly to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they were dealt with in line with existing and future legal requirements.

ROLES AND RESPONSIBILITIES

Governing Body

The governing body has a duty to promote equality of opportunity and eliminate discrimination. Functionally, the governing body discharges this responsibility through the Senior Leadership Team (SLT)

A dedicated member of the governing body has a watching brief regarding the implementation of this policy.

The Senior Leadership team (SLT)

The head teacher is responsible for implementing the policy; for ensuring that all staff, governors and visitors are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

In addition to this the Senior Leadership Team (SLT) promotes equality and eliminates discrimination by:

- raising awareness of all the duties within the whole school community;
- referring to relevant and up-to-date documentation from the Equality and Human Rights Commission (EHRC);
- ensuring understanding of the broad legal definition of disability;
- sensitively encouraging declaration of protected characteristics by children and young people, parents/carers, staff and other users of the school;
- working with trade unions to implement the relevant duties in employment functions;
- ensuring that action plans are undertaken for all protected characteristics;
- setting up the working party, with membership to include (where practicable): -

SLT member

Governor

Parent/carer

Staff representative

SENCO

Trade union representative(s)

Associate members e.g. disabled children and young people, school council reps, community / voluntary groups and minority ethnic groups;

- ensuring that the principles of relevance, proportionality, reasonable adjustment and positive action are applied appropriately;
- providing appropriate training for staff, Governors and other members of the school community;
- Monitor the outcomes and impact of provisions, criteria and practices on all groups, and respond with appropriate actions;

Pupils:

Pupils will:

- be expected to act in accordance with any relevant part of the Scheme;
- experience a curriculum and environment which is respectful of diversity and difference and prepares them well for life in a diverse society;
- understand the importance of reporting discriminatory bullying and racially motivated incidents;

All Members of the School Community

The school regards equality for all as a responsibility for all. All members of our community (staff, contractors, volunteers, children and young people etc) contribute to ensuring that our school is a fair, just and cohesive community by:

- contributing to the SES implementation and review process
 - raising issues with line managers which have an impact or potential impact on the school's guiding principles
- maintaining an awareness of, and professional interest in, the school's current SES and the guiding principle to which it relates;
- implementing guiding principles in accordance with agreed protocols and standards;
- behaving with respect and fairness to all members of the school community

INFORMATION AND RESOURCES

We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and parents and carers. The wide range of information gathered to support our planning and action to promote equality and eliminate discrimination includes the following:

- identification of children and young people, parents, carers, staff and other users of the school representing the different protected characteristics. This helps us develop and monitor the scheme. Comprehensive and sensitive efforts are made to collect accurate information and meet security of information requirements, in addition to our duty to secure accurate information relating to ethnicity and first language;
- pupil attainment and progress data relating to different groups;
- sports and activities choices of all groups;
- exclusions data analysed by group;
- records of bullying and harassment on the grounds of any equality issue;
 - data on the recruitment, development and retention of employees;
- outcomes of activities promoting community engagement and community cohesion;
- outcomes of actions taken to secure the involvement of parents and others who have been identified as difficult to engage;

All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

STAFF DEVELOPMENT AND TRAINING

We ensure that all staff, including support and administrative staff and governors, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

Complaints

Complaints If a member of the public feels that they have suffered harassment or being treated unfairly by the School because of their sex, colour, race, nationality, ethnic group, regional or national origin, age, marital status, disability, political or religious belief, sexual orientation or class they should report this without fail through the School's Complaints Procedure.

Complaints by staff will be dealt with under the Grievance Procedure, as appropriate. We take all external and internal complaints seriously and will not tolerate any form of discriminatory behaviours. Complaints about staff will be investigated using the appropriate procedures. Monitoring complaints is also an alternative method of gathering information to establish whether we are meeting our equality duties. We will report regularly to the Governing Body on complaints made and action taken

Breaches of this scheme will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the head teacher and governing body.

MONITORING AND EVALUATION

We collect study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.

In particular we collect, analyse and use data relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin, socio-economic circumstances, gender and age.

REVIEW

As part of the review of the SES, the school commits to:

- revisiting and analysing the information and data used to identify priorities for the SES and action plans. This incorporates use of the overview of outcomes;
- using the impact assessments to ensure that actions taken have a positive impact across all protected characteristics, that the promotion of equality is at the heart of school planning and that discrimination is being eliminated effectively.

The review of the SES informs its revision, the setting of new priorities and action plans. This process continues to:

- involve the participation of a full range of stakeholders;
- be evidenced based - using information and data that the school has gathered and analysed;
- use the evidence to do accurate impact assessments which inform priorities.

DEVELOPING AND IMPLEMENTING THE SCHEME

Key to this process for our school is the implementation of **Equality Impact Assessments (EQUIAs)**.

We use this tool as a common sense measure of determining whether a policy, practice or project will impact on all groups equally or whether it potentially may have a differential impact on one or more particular group (either positively or negatively). It helps us to ensure that there is no unlawful discrimination against certain individuals or groups and those positive duties are promoted equally. It is a way to ensure we meet the diverse needs of our pupils/students and staff and that diversity, equality and inclusion run through all areas of school life.

HOW WE DEVELOPED OUR SCHEME

The development of this scheme has involved the whole of our school community. We've discussed it with them and listened to what they have to say, including:

- Our pupils/students

Our school council representatives asked their classes to give their comments regarding equality in our school and discussed these at a school council meeting. These views are reflected in the minutes and throughout this policy.

- Our staff

Our staff were consulted during staff meeting time about the scheme. The Leadership team developed the scheme together.

- Our school governors

The Pupil Support and Resources Sub Committee of the Governing Body have been involved in developing the equality scheme.

- Parents/carers

Parents/carers have been asked for their ideas during parents' meetings.

- Minority, marginalised and potentially vulnerable groups

All groups are represented by their peers/parents/carers/staff members where they are unable to communicate their views personally. We use interpreters where appropriate to ensure parents without a secure understanding of English are fully informed. Pupils without an understanding of English are supported to develop their knowledge, confidence and competence. Pupils with special educational needs use a range of resources to ensure they can communicate effectively and understand, including using Makaton (pupils and adults) and using visual prompts where appropriate. All pupils including those from potentially vulnerable groups are encouraged to express their views at school in a range of different ways.

- Our partners in the community

Professionals we work with have helped to shape this policy through their on going support. These include Complex Needs Services, Speech and Language Therapists and GRTAS.

- Finally:

We work with schools within our cluster and wider afield to ensure we benefit from best practice both locally and nationally.

PRIORITISING ACTIVITY

We will use the information gained from our involvement with all stakeholders and issues arising from our data (qualitative and quantitative) to prioritise activities for improvement.

Date approved by the Governing Body:

_____ Review date

_____ Summer 23

LEGAL DUTIES

1. We welcome our duties under the Equality Act 2006 and the Equality Act 2010.
2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
3. We recognise that these four sets of duties are essential for achieving the five outcomes of the Every Child Matters framework, and that they reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.
4. Summaries of our legal obligations are outlined below.

SUMMARY OF LEGISLATIVE REQUIREMENTS

The legal frameworks

The Equality Act has put a new single Equality duty on public bodies. The duty requires public bodies to think about the needs of everyone who uses their services or works for them, regardless of race or ethnicity, or any other protected characteristic such as disability or religion.

The act protects people from discrimination on the basis of “protected characteristics” (which previously used to be called grounds). The relevant characteristics for services and public functions are:

- **Disability**
The protected characteristic of disability applies to a person who has a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day to day activities.

To qualify for protection from discrimination a disabled person no longer has to show that their impairment affects a particular “capacity” such as mobility or speech, hearing or eyesight. Direct discrimination has been extended to cover disability
- **Gender re-assignment**
The protected characteristic of gender re-assignment will apply to a person who is proposing to undergo, is undergoing or has undergone a process to change their sex. To qualify for protection from discrimination a transsexual person no longer has to show that they are under medical supervision as it is considered 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.
- **Pregnancy and maternity**
Pregnancy and maternity is not a protected characteristic for the purposes of the schools provisions but it is covered by other requirements which means that schools are prohibited from restricting access to education on the grounds pregnancy and maternity status
- **Race**
Race includes ethnic or national origins, colour or nationality. People can belong to one or more of these groups at the same time and the one which is relevant to a particular situation depends on the circumstances.
- **Religion or belief**
The protected characteristic of religion or belief includes any religion or belief and any religious or philosophical belief. It also includes any lack of such religion or belief. A religion need not be mainstream or well known to gain protection as a religion, although it must be identifiable and have a clear structure and belief system.

Faith schools and educational institutions with a religious ethos may in some limited circumstances favour pupils or students because of their religion.

- **Sex**
A person's sex refers to the fact that they are male or female. You must not treat a woman or a girl worse than you would treat a man or boy. You must not treat a man or boy worse than you would treat a woman or a girl in the same circumstances.
- **Sexual orientation**
Everyone is protected from being treated to a detriment because of sexual orientation whether they are straight, gay, lesbian, or bisexual. Sexual orientation discrimination also covers discrimination connected with expressions or manifestations of a person's sexual orientation. That may include someone's appearance, the places they visit or the people they associate with.
- **Age**
Under the schools provisions of the Act age is excluded from the list of protected characteristics.

An integrated public sector equality duty encourages public bodies to address the needs of groups experiencing disadvantage or discrimination on a number of grounds. The School in carrying out its duties agrees to have due regard to the need 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.

Having due regard to the need to advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it involves, in particular, to the need to:

- (a) remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic;
- (b) take steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it;
- (c) encourage persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.

Having due regard to the need to foster good relations between persons who share a relevant protected characteristic and persons who do not share it involves having due regard, in particular, to the need to:

- (a) tackle prejudice, and
- (b) promote understanding.

The School will also comply with its Specific Duties under the Public Sector Equality Duty. These are:-

- (i) to annually publish information to demonstrate its compliance with the duty imposed by section 149(1) of the Act.
- (ii) to prepare and publish one or more objectives it thinks it should achieve in order to satisfy paragraphs (a) to (c) of subsection (1) of section 149 of the Act. (sections 4.2 a-c above)

The specific duty covering an authority's role as an employer is to monitor the effect of its policies and practices on persons, and in particular the effect on the recruitment, development and retention of employees.

Complaints

Complaints If a member of the public feels that they have suffered harassment or being treated unfairly by the School because of their sex, colour, race, nationality, ethnic group, regional or national origin, age, marital status, disability, political or religious belief, sexual orientation or class they should report this without fail through the School's Complaints Procedure.

Complaints by staff will be dealt with under the Grievance Procedure, as appropriate. We take all external and internal complaints seriously and will not tolerate any form of discriminatory behaviours. Complaints about staff will be investigated using the appropriate procedures. Monitoring complaints is also an alternative method of gathering information to establish whether we are meeting our equality duties. We will report regularly to the Governing Body on complaints made and action taken

DISABILITY

We will promote equality for disabled people by:

- removing barriers to accessibility, particularly in relation to education, employment and access to services, information and buildings;
- encouraging good practice by our partners through our advisory capacity;
- ensuring we take their needs into account when procuring goods and services from our providers;
- promoting positive images of disabled people;
- challenging patronising or discriminating attitudes;
- making the environment as safe as possible for and challenging antisocial or bullying behaviour against, or harassment of, disabled pupils, staff and families.

What impact have we already had on disability equality in our school?
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Refer to Accessibility Plan

What key issues still remain for our school?

Refer to Accessibility Plan

RACE

We recognise that Black, Asian and Minority Ethnic (BAME) people experience discrimination based on colour, race, nationality, religion and ethnic origin. Racial harassment and violence is one of the most serious consequences of racism, damaging people emotionally and physically and limiting life choices and opportunities. The school will take all necessary measures to prevent and tackle racial harassment and assist BAME people to live in freedom from harassment and to feel safe as they enjoy and achieve throughout their education.

What impact have we already had on race equality in our school?
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The school already:

- | |
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| <ul style="list-style-type: none">• records any racial incidents and reports them to the Local Authority using electronic reporting systems• responds appropriately to any racial incidents• implements a pro-active anti-bullying policy including bullying for racial and ethnic differences |
|--|

- seeks opportunities to train and support staff to challenge racial bias and stereotyping
- provides full curriculum access to pupils from all racial groups
- encourages every child to develop a sense of personal and cultural identity with a confidence and openness to change that allows them to be receptive and respectful with regard to other people's identities
- has schemes of learning in place and partnership working that develops pupils' knowledge and understanding of diversity and citizenship in a wider global context
- tracks pupil progress and attainment by ethnicity
 - explores race, ethnicity and culture across the curriculum e.g. diversity weeks and Stephen Lawrence Day
- invites visitors of a variety of cultural and ethnic backgrounds into the school
- supplies the LA with data relating to the racial groups of people employed by the school
- supports pupils with English as a Foreign Language
- increased our active engagement in local community events with representatives of all ethnic groups and actively communicate with these groups

What key issues still remain for our school?

To work with a very small minority of our school community who may express discriminatory opinions which impact on children or other members of our community.

GENDER

In accordance with our Single Equality Scheme, we welcome the requirements of the Gender Equality duty and this section sets out our commitment to meeting the duty. We will give due regard to the need to:

- Eliminate unlawful discrimination and harassment on the grounds of sex, including domestic violence, sexual violence, bullying and exploitation;
- Promote equality of opportunity between women and men in all our functions

What impact have we already had on gender equality in our school?

The school already:

- monitors the levels of participation and attainment/progress within the classroom of boys and girls
- ensures all activities are open to all pupils irrespective of gender
- seeks to consider/address gender differences when planning the curriculum and ensure that lessons are engaging for all genders.

The curriculum addresses specific issues around stereotyping and gender as part of the SRE education.

- has identified ways to make teaching more boy friendly, these are:
 - o beginning a lesson by stating the learning outcomes, and giving the 'big picture';
 - o employing a variety of activities, and include a kinaesthetic element;
 - o delivering work in bite-sized chunks, with 'brain breaks' and new starts;
 - o providing challenge, competition and short-term goals;
 - o giving regular positive feedback and rewards;
 - o setting writing tasks that are cross-curricular, that have been modelled first, and for which there are frames and scaffolds available
- seeks to raise girls' attainment by a school based initiative - successful women from a variety of fields have led talks with girls to widen views of future careers
- addresses issues of health, sport and obesity for both genders through an active sports programme
- ensures that girls' participation in sport remains high e.g. dance club and cheerleading

- counters gender stereotypes brought into the school from home environments
- works to raise expectations and aspirations among all pupils

What key issues still remain for our school?

To continue to monitor the gender gap in terms of attainment and achievement for both boys and girls.

Religion and Belief

We recognise that people can face discrimination because of attitudes in society towards the faith communities to which they belong. Faith-based hate crime has been on the increase in recent years, developing a character that is distinct from race hate crime. The school also recognises that a person's religious (or similar) beliefs may mean that they have different needs, demands and expectations, which require flexibility. The school is committed to eliminating illegal discrimination and exclusion based on religion or belief. Our school recognises the need to consider the duties which require us to assess the impacts of our policies, functions and procedures have on promoting equality for people based on their religion, belief or non-belief.

What impact have we already had on religion and belief in our school?

The school already:

- conducts assemblies in a manner that is sensitive to the faiths and beliefs or non-belief of all members of the school
- holds assemblies that reflect the traditions of other religions that are represented in the school and the wider community
- allows any parent to request permission for their child to be excused from religious worship - parents do not have to explain or give reasons for their request. This right of withdrawal complies with the 1944 Education Act, and was restated in the 1988 Education Reform Act
- ensures that we are aware of pupils' dietary preferences to ensure that we have food for them that will comply with their religious dietary laws
- has a progressive R.E. policy, with increased educational visits to places of worship and increased opportunities to learn first hand from people of different faiths

What key issues still remain for our school?

- develop further links with all representative religious bodies within the local community
- increase opportunities for educational visits to places with populations of greater faith diversity

COMMUNITY COHESION

Since September 2007 all schools have had a duty to contribute to working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the work place, in schools and in the wider community.

We at New Bewerley Community School make this contribution by creating opportunities, through the curriculum and otherwise, for pupils to interact with those from different backgrounds to themselves to enrich their understanding of community and diversity.

We recognise that a school's community is defined in 4 dimensions:

- the school community,
- the community within which the school is located,
- the UK community,
- the global community.

We at New Bewerley Community School understand that there are links between this duty and the duty to promote equality, although each has a distinctive focus.

We recognise that our school's contribution to community cohesion should be organised under three main headings:

1. Teaching, learning and curriculum

- helping children and young people to learn to understand others
- to value diversity whilst also promoting shared values
- to promote awareness of human rights and to apply and defend them
- to develop the skills of participation and responsible action

We have a broad and balanced curriculum to develop understanding of equality and diversity both locally and globally. We work with a range of agencies and adults to link life in school to life in the wider world and our local community. For example, we have worked with D-Side on a series of workshops around drug and alcohol awareness.

We host parent education groups where parents are encouraged to work alongside their children to develop skills they will be able to use with them at home, for example Family Learning, Mad Science and Parents Smart.

2. Equity and excellence

- a. to ensure equal opportunities for all to succeed at the highest level possible
- b. striving to remove barriers to access and participation in learning and wider activities
- c. working to eliminate variations in outcomes for different groups

We have high expectations of everyone irrespective of their gender, ability, race or culture. In 2012, we were judged as 'Good' by a Local Authority Monitoring and Quality Assurance Officer when a Special Educational Needs Health Check was carried out.

Our IEPs show progression for pupils with SEN. SMSC is a strong focus and we have high expectations for all aspects of children's lives. We track all groups of children- including SEN and More Able.

3. Engagement and extended services

- to provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds
- build positive relations
- receive services which build positive interaction and achievement for all groups

We engage with agencies and the wider community to ensure that our provision meets the need of each individual in our school. We engage with and receive support from STARS, PCSO and leaders from religious denominations.

Gender Recognition Act 2004 The purpose of the Act is to provide transsexual people with legal recognition in their acquired gender. Legal recognition follows from the issue of a full gender recognition certificate (GRC) by a gender recognition panel. The holder of a GRC is not obliged to inform their employer that they have one, but if they choose to do so this information on their gender history must be established as protected information.

Trans people are protected by the Sex Discrimination Act 1975, as amended by the Sex Discrimination (Gender Reassignment) Regulations 1992 and the Sex Discrimination (Amendment of Legislation) Regulations 2008

Human Rights Act 1998 and Article 14 of the European Convention on Human Rights Article 14 refers to the prohibition of discrimination and states that the enjoyment of the rights and freedoms set forth in the Convention shall be secured without discrimination on any grounds such as “sex, race, colour, language, religion, political, or other opinion, national or social origin, association with a national minority, property, birth or other status”

Part 2 of the Equality Act 2006

Part 2 of the Equality Act 2006 came into force in April 2007 and makes it unlawful for providers of goods, facilities and services to discriminate in grounds of religion or belief.

Action Plans

We have action plans covering all relevant protected characteristics These describe how we are taking action to fulfil both the general and specific duties. Our action plans are cross referenced with (or incorporated into) the School Improvement Plan, which ensures that they are checked, monitored and evaluated systematically.

The action plans show:

- objectives and specific actions;
- expected impact and indicators of achievement (success criteria);
 - clear timescales;
- who has lead responsibility;
- resource implications;
- specified dates for impact assessment and review.

Our SES relates to a range of other policies and plans, and will be implemented through them and the procedures and practices that relate to them. These policies are listed in the appendices and significantly include our Accessibility Plan, Safeguarding Policy and Community Cohesion Policy. The

school evaluates the effectiveness of the SES on a regular basis, through the governing body and with Ofsted when the school is inspected.

Glossary:

Diversity is

- about including everyone
- valuing differences
- harnessing differences in individuals to the benefit of both the organisation and the individual, by allowing people with different perspectives and views to use their unique blend of skills and character to improve the quality and performance of the organisation
- having a better understanding of the diverse needs of our community

Duty

A mandatory and legal obligation to do something

Promote

Contribute to the progress and growth of...

Make publicity for.....

Equality and Human Rights Commission (EHRC)

Bringing together the Equal Opportunities Commission, Disability Rights Commission and Commission for Race Equality, also serving as a national body for age, religion and belief and sexual discrimination as well as human rights.

What is meant by discrimination?

Generally “discrimination” means treating someone with a protected characteristic worse than someone who does not have this characteristic would be treated in the same situation. The worse treatment must be because of that characteristic.

Discrimination can take a number of forms:

- “direct” or
- “indirect” or
- failure to make reasonable adjustments for disabled people or
- “discrimination arising from disability” or
- discrimination because of “association” with someone who has a protected characteristic, or
- discrimination because a person is thought to have a protected characteristic whether correctly or incorrectly (“perceived”)

People are also protected from:

- harassment related to a protected characteristic
- victimisation because they have, or their education provider thinks they have, made or helped made a complaint about discrimination, unless they know the complaint was not true.

Direct discrimination

Direct discrimination happens when an education provider treats a pupil or student (or an applicant for admission) worse than they treat or would treat another pupil or student (or applicant) because of a protected characteristic.

Direct discrimination also includes less favourable treatment of a person based on a stereotype relating to a protected characteristic, whether or not the stereotype is accurate.

It is not direct discrimination against a non-disabled person to treat a disabled person better.

Education providers must not treat someone worse because of a combination of two protected characteristics than they would treat someone who did not have either of these characteristics; this is known as combined characteristics.

Indirect discrimination

People's experiences and opportunities in education can be affected by an education provider's rules or ways of doing things. Indirect discrimination takes place when the same rule or way of doing things is applied to everyone. The rule or way of doing things may not appear to have a different or worse impact on people with a protected characteristic but does so in reality.

Associative Discrimination

Associative discrimination occurs when an employer directly discriminates against an employee because of his or her association with a person who has a protected characteristic. This applies regardless of whether the employee has the protected characteristic personally. Associative discrimination is prohibited on the grounds of race, religion or belief, sexual orientation, age, disability, gender reassignment, sex and pregnancy. Discrimination on the grounds of marital status or civil partnership is exempt from this protection.

Discrimination by Perception

Discrimination by perception is direct discrimination against an employee on the grounds of a perceived protected characteristic; this applies even if the employee does not actually have the characteristic. This covers race, age and sexual orientation, disability, sex, pregnancy, gender reassignment and religion or belief. As is the case with associative discrimination, marital status and civil partnership are not covered by discrimination by perception.

Victimisation

If an education provider treats a person badly because they have taken a particular action related to the Equality Act 2010 (or because they suspect the person has taken or will be taking such action), this will be victimisation, and is against the law. The protection covers anyone, whether or not they have a protected characteristic, if they do something in relation to making a complaint of discrimination and you treat them badly.

Harassment

- Harassment in the Equality Act 2010 means:
- Unwanted behaviour which has purpose or effect of:
- Violating the dignity of another person: or
- Creating for that person an intimidating, hostile, degrading and humiliating or offensive environment

Unwanted behaviour can include any kind of behaviour, including spoken or written words or abuse, imagery, graffiti, physical gestures, facial expressions, mimicry, jokes, pranks, acts affecting a person's surroundings or other physical behaviour.

Positive action

"Positive action" means the steps that an education provider is allowed (but not required) to take to encourage people with a protected characteristics from groups with different needs or a past track record of disadvantage or low participation to access education.



New Bewerley Community School

Action Plan

Timescale	Key Objective	Action	Personnel	Resources	Success Criteria
Area of equality: All					
Policy review period	For pupils to understand they have rights, how they can exercise their rights and understand how rights link to responsibilities	To increase awareness of the School Single Equality Scheme across all groups within school and how it affects everyone	SLT	Staff meeting time	Pupils, staff and Governors are aware of the school's objectives and action plan
Area of equality: Disability equality					
Policy review period	To increase awareness and understanding of pupils and people with additional needs and to provide an inclusive curriculum.	To promote different ways of communication e.g. Makaton and PECS throughout school. To promote inclusion at play times (turn taking and inclusion) To increase staff training opportunities for staff working with children with specific disabilities	SLT SENDCo RP Leader	Funding, resources	Pupils will have experiences achieving 'wider outcomes' Training implemented in school Inclusion at playtime
Area of equality: Accessibility					
Policy review period	To ensure the school is appropriately accessible to everyone	Refer to Accessibility Plan	Governors SLT	Budget	Refer to the Accessibility Plan
Area of equality: Disability/Race/Gender equality					
Policy Review Period	To ensure the school has positive images	Audit images around school. Purchase resources to	All staff EAL lead RE lead SRE lead	Budget	Images around school.

	<p>representative of all groups.</p> <p>To educate pupils about other cultures and beliefs.</p>	<p>display around school.</p> <p>Review areas of RE/SRE curriculums to ensure diverse and relevant coverage</p>			<p>Skills/knowledge audit of children's understanding of other cultures and beliefs</p>

