



Believe. Achieve. Succeed.

Single Equalities, Diversity and Cohesion Policy

Contents

1. Principle
 2. Aim
 3. Commitment to Equality and Diversity
 4. Implementation
 5. Monitoring and evaluation

 6. Arrangements for consultation
 7. Links to existing school policies
 8. School priorities
 9. Policy statements

 10. Action plan
-
- | | |
|-------------|---------------------|
| Appendix 1: | Requirements by law |
| Appendix 2: | Legislative context |
| Appendix 3: | Accessibility plan |
| Appendix 4: | Further information |
| Appendix 5: | Glossary |

April 2015

1. Principles

The school shares Northumberland County Council's commitment to making the school a fully accessible and inclusive organisation that welcomes and respects the diversity of its pupils, staff, community and visitors to the school.

- All learners are of equal value and benefit equally from their experience of school including the opportunity to develop Basic Skills in Literacy and Numeracy
- Difference is recognised and valued so that where appropriate individuals can be treated differently to achieve equality
- We encourage positive attitudes, interactions, mutual respect and a shared sense of belonging
- Policies and procedures relating to employees (and potential employees) promote equality positively
- We create opportunities to remove barriers to equality
- Policy development involves consultation and participation
- Our ethos and practice embrace the local, national and international communities in which we operate

The Single Equalities, Diversity and Cohesion policy ensures that the school complies with equalities legislation and satisfies the Ofsted criteria for making judgements relating to equalities, diversity and inclusive practice.

2. Aim

The aim of this policy is to provide an overall framework for the school's action to:

- Promote equality and eliminate unlawful discrimination for pupils, staff and others using school facilities
- Make it clear that equality and diversity are embedded in all of the school's policies and practices
- Promote community cohesion

Legislation identifies 6 equality 'strands' as a structure for this framework:

1. Race
2. Gender
3. Disability
4. Religion/belief
5. Sexual orientation
6. Age

3. Commitment to Equalities and Diversity

This school is fully committed to discharging all of its equalities duties for all pupils, employees and visitors to the school site. The Single Equalities and Diversity action plan contributes to an overall commitment by the school to improve standards and to build a school community with a positive ethos that reflects the wider community.

Through the school's ethos, curriculum and extended activities we will contribute positively towards:

- a common vision,
- a sense of belonging, and
- similar life opportunities for all

The Local Authority is considered to be a key partner in the development of school policy as it discharges its role,

to support all schools and other educational institutions to become more inclusive, through ensuring that the quality of learning, the attitudes and aspirations and the physical and mental well-being of every child matters.

(Learning and Development 0-19 Service, People Group, NCC, 2009)

The school will ensure that this policy and accompanying documentation are accessible by publishing them electronically in appropriate formats and making them available on request in large print, Braille, on tape and in community languages other than English.

The school will ensure that procedures are in place to consider complaints or concerns. Procedures at Local Authority and school level are in place for dealing with allegations of harassment or discrimination and for recording and reporting racist incidents.

The Equality and Human Rights Commission (EHRC) is the enforcement body for equalities legislation and may serve the school with a Compliance Notice if it fails in its specific duties under the Acts. If the school fails to comply within three months of the Compliance Notice the EHRC can ask the courts to order the school to comply.

The school has data on its composition broken down by year group, ethnicity, SEND and gender and by proficiency in English.

Teaching and Learning has a focus on engaging and responding to the needs of all students, and engaging harder to reach groups with a curriculum appropriate to their needs.

	Total on roll	Male	Female	EAL	SEND	Pupil Premium
Year 5	28	14	14	0	5	3
Year 6	28	16	12	1	3	5
Year 7	24	12	12	1	5	11
Year 8	24	14	10	0	3	6

We aim to be totally inclusive eg. We provide books to engage both genders and we use Dyslexia friendly teaching strategies. We ensure that disadvantaged pupils are not excluded from any activities.

We plan and deliver targeted and specific literacy and numeracy interventions using programmes such as; Success @ Arithmetic and Digismart.

Provision is in place for all SEND students. We record the interventions a student has had, and their impact on attainment. Staff meet half termly to review progress and report to parents.

The School SEND Policy and other linked policies support our SEND students and other vulnerable groups to develop strategies in order to generate positive Behaviour for Learning in lessons. Teaching Assistants are deployed effectively to provide support where it is most appropriate. (See SEND Policy and Local Offer on the school website).

Our disadvantaged students, in respect of whom we receive Pupil Premium Grant (FSM/E6, Looked After Children, Adopted from Care and Services Children), are reported on as a discrete group. This is in order to demonstrate the effect of the PPG funding on closing the gaps in attainment. Further information on PPG is on the school website. Individual pupil progress is tracked half termly and appropriate interventions planned to help close the gap in attainment.

Provision is in place for all SEND students. We record the interventions a pupil has had, and their impact on attainment. The School SEND Policy and other linked policies and other pastoral and academic interventions support our SEND students and other vulnerable groups to develop strategies in order to generate positive Behaviour for Learning in lessons.

4. Implementation

The aims of this policy will be achieved strategically by aligning an Equalities and Diversity action plan with school priorities identified in the School Development Plan. Equalities targets and actions are therefore embedded in existing school policies and practice, including procedures for regular monitoring and review.

The school is committed to being a model employer and this policy therefore outlines how the duties relating to recruitment and employment practices will be met.

The school will develop appropriate support and training and make it available for all staff, including Governors, to develop their practice in equalities and diversity work.

5. Monitoring and evaluating

Our Race Equality action plan, Disability Equality scheme, Gender Equality scheme and Community Cohesion strategy are combined through this policy as a Single Equalities and Diversity Scheme.

A range of information, including quantitative and qualitative data, will be used to monitor and evaluate the implementation of the action plan.

A report on progress through the Scheme will be made annually to governors. The Headteacher and Steering Committee of the governing body are responsible for equalities matters.

The school has a procedure in place for recording, reporting and responding to racist incidents. The school also complies with Local Authority procedures so that information can be analysed. This procedure is outlined fully in the separate document **Recording, Reporting and Responding to Racist Incidents: Information for Schools** (available to download at www.communitycohesionncc.org.uk).

Data used for evaluation will include:

- Data by gender, age, ethnicity and disability on:
 - pupil attainment,
 - access to the curriculum and subject areas
 - exclusions from school
 - exclusions from areas of the curriculum, including school trips and extra-curricular activities
 - punishment and rewards
 - staff recruitment, retention and career development
- Analysis of racist incident report forms
- Ofsted reports on the school's educational provision and standards
- Consultation with parents, pupils, Governors and the Local Authority
- Equality impact assessments

Data will be used to inform the next action plan, ensuring that the commitment to equalities and diversity goes from policy to practice.

The school is required to monitor staff by ethnicity, including:

- staff in post
- applicants for employment, training and promotion
- for schools with 150 or more full time staff or equivalent, the number of staff
 - receiving training

- benefiting, or suffering a detriment as a result of performance assessment procedures
- involved in grievance procedures
- subject to disciplinary procedures; and
- ending employment with these schools

Each aim/issue/priority of the Scheme designates a lead responsibility. Those designated will establish lines of accountability and make arrangements for reporting to the Leadership team and subsequently to the Governors in the annual School Profile.

Progress through the Scheme will be monitored by the Leadership team and Governors alongside the School Development Plan. The policy will be reviewed at least every three years. Updating will take account of changes in the law, government policy, Local Authority and school priorities.

This policy will be effective from: **April 2015**
 Date for policy review: **April 2019**

6. Arrangements for consultation

Governors meetings and visits. Parents evenings and parent questionnaires. Pupils voice sessions. Pupil questionnaires.

7. Links to existing school policies and practice

The actions in this policy are based on:

- Our strategic priorities
- Existing relevant policies
- Data available to us
- Consultation and involvement of pupils and staff

The above includes:

1. Children and Young People's Plan (CYPP), Children's Services
2. School Action Plan
3. SEF
4. Accessibility plan
5. Admissions policy
6. Curriculum policy
7. Behaviour policy
8. Special Needs policy
9. Anti-bullying policy
10. Recruitment and Selection policy
11. Pay policy

8. School Development Priorities

Current school priorities are organised into the following areas:

- a) To raise standards and accelerate pupil progress particularly in reading and maths at Key Stage 2, improve the quality of teaching by: checking the work given to the most able is sufficiently challenging, providing more opportunities for mathematical investigations and problem solving, improving feedback and marking.
- b) Ensure good leadership, management and governance by: regularly monitoring the quality of teaching and learning and by making sure all staff receive the training they need to improve their classroom practice, tracking progress of pupils so that any underachievement of pupils can be identified and supported, ensuring leaders in English and Maths are given greater responsibility for driving improvements and mentoring other staff, ensuring governors develop the skills required so that they can rigorously check on how well actions are making improvements to teaching, curriculum and pupils' achievement.

9. Policy statements

Our commitment to equalities and the continued promotion of our guiding principles is evident through action in the following areas:

This school is committed to preparing its “mainly white” pupils to live in and contribute to, a diverse and multi-cultural society.

Recognising the lack of cultural diversity many of our pupils may experience in their own community, teachers strive to incorporate an appreciation of others' lives in the curriculum.

Ensuring all pupils irrespective of gender, race or disability make good progress.

Enhancing pupil voice throughout the school to develop the skills of participation and responsible action.

Promoting an ethos that safeguards the dignity and well-being of everyone and encourages practices that take into account the rights of individuals to be treated with dignity and respect irrespective of their sexual orientation.

Children, irrespective of their age, sexuality, religion or belief:

- Will have access to all the facilities and resources available in the school.
- Will always work and play with other children.
- Will, if necessary, receive additional support to ensure that their needs and aspirations are met in full.

- Will, if necessary, be given extra help and support to ensure that they fulfil their potential.
- Will have access to the same broad, balanced and relevant curriculum/range of activities as other children.
- Will be involved in decisions being made about their care and education.
- Will be protected from name-calling and bullying.
- Will have opportunities to learn how people have challenged, or can challenge, discrimination and stereotypes based on age, sexuality, religion and belief.

10. Action plan – Single Equalities, Diversity and Cohesion 2015 - 2017

Equality Strand	Action	Person Responsible	Success Criteria	Resources	Link to School Priority	Time Scale
Community Cohesion	Celebrate cultural events throughout the year to increase pupil's awareness and understanding of different communities and issues relating to race, disability, religion, gender and sexual orientation.	JH	School assembly timetable shows clear link to equality. Increased understanding of different races, religions, gender, sexual orientation and disability. Evidence of greater tolerance towards others.	Visitors in to school eg, Show Racism The Red Card. Staff training re Homophobic bullying.	Teaching And Learning.	September 2015 ↓ September 2016
Disability / SEN	Continue to review the use of a variety of interventions to ensure they accelerate the progress of children with SEND.	KS	Increased progress of SEND pupils. Parents and pupils with SEND feel valued and are pleased with progress.	Half termly meetings. Review meetings with parents.	Leadership Management Governance.	April 2015 ↓ September 2016

Community Cohesion	Introduce the Education in Human Values Programme, compiled by the Human values Foundation, in years 5+6.	LC, KM	Scheme of work for EVH in place and being used. KS2 pupils demonstrate an understanding of the values in school.	Resources free. Directed time sessions for planning.	Teaching And Learning.	September 2015 ↓ July 2016
Gender Race SEN / Disability	Monitor and analyse pupil achievement and progress by gender, race, SEND as well as Pupil premium.	Steering Group.	Governors have increased understanding of strengths and areas for development for specific groups of pupils. Specific areas of concern are addressed and successful strategies identified.	Half termly meetings of English and Maths staff. Steering Group meetings.	Leadership Management Governance.	April 2015 Then half termly.
Gender Race Sexual Orientation	Review the RE and PSHE curriculum in all year groups to ensure it has a focus on equality.	LC, KM, KS, AM.	The RE and PSHE schemes of work address all 6 aspects of equality in each key stage.	Directed time sessions for planning. Resources £200 per Key Stage.	Teaching And Learning.	January 2016 ↓ January 2017
Community Cohesion	Enhance the role of pupil voice in a variety of contexts so that pupils have a greater input in determining policies and evaluating teaching and learning.	JH	School Council is representative of school population. Use of focus groups of pupils helps to improve teaching and learning for all pupils.	School Council Meetings. Pupil questionnaires Focus group meetings.	Leadership Management Governance.	September 2015 ↓ July 2016

Desired Outcomes

- Achievement gap between vulnerable pupils and other pupils is reduced.
- Attendance of vulnerable pupils is increased and their persistent absence decreased.
- Pupils are more culturally aware and have first-hand experience of different cultures, faiths and beliefs and how justice and democracy in modern Britain operates.
- Pupils are more tolerant and understanding.