

Equality and Cohesion Policy

Reviewed: Summer 2017

A copy of this policy can be provided in an alternative format e.g. in large print or audio if needed, on request from the Dawlish Learning Partnership or individual school offices.

1. Introduction

The aim of this policy is to demonstrate how the Dawlish Learning Partnership (DLP) schools promote and advance equal opportunities and community cohesion, and tackles inequalities and discrimination.

DLP schools are lively and supportive, including two special schools within the DLP family. The age range of children within the schools is 4 to 19.

Dawlish Learning Partnership is made up of a mixture of families in terms of employment and economic background. Our annual census data shows us that the children are predominately from a White British background. We have a large cohort of children with Special Educational Needs.

As migration and economic change alter the shape of our local and national communities, it is more important than ever that all schools play a full part in promoting community cohesion and inclusion. But community cohesion is not just about good race relations, it applies to many aspects of community life including positive relations between older and younger generations, and as Devon has an increasing older population this is another important factor.

2. Definitions

Equality = Treating people fairly and according to their needs. Equality of opportunity and outcome, rather than equality of treatment. People have similar life opportunities in so far, they are able to fulfil their own potential.

Inclusive = Making sure everyone can participate, whatever their background or circumstances.

Diversity = Recognises that we are all different. Diversity is an outcome of equality and inclusion.

Cohesion = People from different backgrounds getting on well together (good community relations). There is a shared vision and sense of purpose or belonging. Diversity is valued. Relationships are strong, supportive and sustainable. Cohesion is an outcome of equality and inclusion.

- Community = From the school's perspective, the term "community" has a number of meanings:
- The school community – the students we serve, their families and the school's staff.
 - The community within which the school is located – in its geographical community, and the people who live and / or work in that area.
 - The community of Britain – all schools by definition are part of it.
 - The global community – formed by European and international links.

3. Scope

This policy applies to and aims to benefit all staff, Governors, pupils, parents/guardians and other school users.

4. Our Values and Commitment

It is our belief that every school, irrespective of its intake and location, is responsible for educating young people who will live and work in a country which is diverse in terms of age, culture, religion or belief, ethnic or national origins, nationalities, sex/gender, gender identify, sexual orientation, disability and socio-economic backgrounds.

DLP schools aim to be a thriving, inclusive and cohesive community. We wish to show that, through our inclusive policies, ethos, curriculum, actions and relationships, we promote a common sense of identity and support diversity. This is linked very closely to our efforts to ensure that "Every Child Matters" as well as encouraging well-being in general.

We are committed to:

- ✓ Celebrating diversity.
- ✓ Promoting and advancing equality and inclusion.
- ✓ Meeting people's needs.
- ✓ Encouraging participation.
- ✓ Promoting cohesion, tackling prejudice and promoting understanding.
- ✓ Tackling discrimination and disadvantage.
- ✓ Tackling bullying.
- ✓ Encouraging, supporting and striving to enable all pupils and staff to reach their potential.
- ✓ Working in partnership with parents and the wider community to establish, promote and disseminate good practice.
- ✓ Ensuring that this policy is followed.

5. Our Legal Duties

Legislation relating to equality and discrimination is laid out in the Equality Act 2010. Legislation covers employment (work), the provision of services and public functions, and education.

Employers (schools) are liable for acts of employees if they did not take reasonable steps to prevent such acts. Employees can be liable for acts (where an employer took reasonable steps to prevent such acts).

The 'Protected Characteristics' within equality law are:

- **Age** - A person of a particular age (e.g. 32-year-old) or a range of ages (e.g. 18 - 30 year olds). However, age discrimination does not apply to the provision of education, but it does apply to work.
- **Disability** - A person has a disability if s/he has, or has had, a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. It includes discrimination arising from something connected with their disability such as use of aids or medical conditions.
- **Gender reassignment** - A person (usually with 'gender dysphoria') who is proposing to undergo, is undergoing or has undergone gender reassignment (the process of changing physiological or other attributes of sex, therefore changing from male to female, or female to male). 'Trans' is an umbrella term to describe people with this 'Gender Identity'. 'Intersex' or 'Third Sex' are not covered by the Act but the school will treat Intersex children with the same degree of equality as potentially Trans children. Children as young as five may begin to show signs of gender dysphoria and therefore it is relevant in a primary school environment.
- **Marriage and civil partnership** – Marriage and civil partnership discrimination does not apply to the provision of education, but it does apply to work.
- **Pregnancy and maternity** - Maternity refers to the period of 26 weeks after the birth (including still births), which reflects the period of a woman's Ordinary Maternity Leave entitlement in the employment context. In employment, it also covers (where eligible) the period up to the end of her Additional Maternity Leave.
- **Race** - A person's colour, nationality, ethnic or national origin. It includes Travellers and Gypsies as well as White British people. It may include Caste.
- **Religion and belief** - Religious and philosophical beliefs including lack of belief. Generally, a belief should affect your life choices or the way you live for it to be included in the definition. Religion and belief discrimination does not prevent a school from carrying out collective worship or other curriculum based activities, but pupils may withdraw from acts of collective worship.
- **Sex** - A man or a woman.
- **Sexual orientation** - A person's sexual orientation towards the same sex (lesbian or gay), the opposite sex (heterosexual) or to both sexes (bisexual). Although children may not identify as gay or lesbian until later, promotion of sexual orientation equality is still relevant in a primary school environment. For example, a child may have an older sibling or parent who is gay. Children may experience friends 'coming out' when they are older.

'Prohibited Conduct' (acts that are unlawful):

- **Direct discrimination** - Less favourable treatment because of a protected characteristic.
- **Indirect discrimination** - A provision, criteria or practice that puts a person at a particular disadvantage and is not a proportionate means of achieving a legitimate aim.
- **Harassment** - Conduct which has the purpose or effect of violating dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment. It includes harassment by a third party (e.g. customer or contractor) in the employment context. Harassment because of gender reassignment, sexual orientation or religion and belief

in relation to the provision of education does not apply but such acts may constitute direct discrimination.

- **Victimisation** - Subjecting a person to a detriment because of their involvement with proceedings (a complaint) brought in connection with this Act.
- **Combined (dual) discrimination** - Discrimination because of two protected characteristics such as age and sex/gender. Not yet effective.
- **Discrimination arising from disability** – Treating someone unfavourably because of something connected with their disability (such as periods of absence from work or medical conditions) **and failure to make reasonable adjustments.**
- **Gender re-assignment discrimination** (allows reasonable absence from work for the purpose of gender-reassignment in line with normal provision such as sick leave).
- **Pregnancy/maternity related discrimination** – unfavourable treatment because of a girl's/woman's pregnancy or maternity. It includes unfavourable treatment of a woman because she is breastfeeding.
- **Discrimination by association or perception** - For example, discriminating against someone because they “look gay”, or because they have a gay brother; discriminating against someone because they care for a disabled relative.

Public Sector Duties (applies to Schools):

A public authority must, in the exercise of its functions, give due regard to the need to (in relation to protected characteristics above):

1. Eliminate discrimination, harassment, victimisation and any other prohibited conduct.
2. Advance equality of opportunity (remove or minimise disadvantage; meet people's needs; take account of disabilities; encourage participation in public life).
3. Foster good relations between people (tackle prejudice and promote understanding).

Reasonable Adjustments and Access Plans (Schedule 10)

Schools are required to:

- Take reasonable steps to avoid disadvantage caused by a provision, criteria or practice or a physical feature that puts a disabled person at a substantial disadvantage compared to a non-disabled person. This involves removing or avoiding a physical feature.
- Take reasonable steps to provide auxiliary aids/services.
- Provide information in an accessible format.
- Develop and implement (by allocating appropriate resources) Access Plans which will
 - Increase disabled pupils' access to the school curriculum
 - Improve the physical environment
 - Improve provision of information.

The duty is an anticipatory and continuing one that you owe to disabled pupils generally, regardless of whether you know that a particular pupil is disabled or whether you currently have disabled pupils. You should plan ahead for the reasonable adjustments you may need to make.

For more information: <http://www.equalityhumanrights.com> which includes the guidance for education providers (schools) or <http://www.devon.gov.uk/equalitylegislation.htm>

The Education and Inspections Act 2006 introduced a duty on all maintained schools in England to promote community cohesion and on Ofsted, to report on the contributions

made in this area. The duty on schools came into effect on 1 September 2007 and the duty on Ofsted is due to commence in September 2008.

For more information: <http://www.teachernet.gov.uk/wholeschool/Communitycohesion>

Aspects of educational legislation has also promoted equal opportunities, e.g. the Education Act includes a duty for local authorities to educate children with special educational needs in mainstream schools wherever possible.

6. Responsibilities

Governing Body

- Ensure that the school complies with equality and cohesion legislation.
- Ensure that the policy and its procedures are implemented by the Headteacher.
- Ensure all other School policies promote equality and cohesion.

Executive Headteacher

- Implement the policy and its related procedures.
- Make all staff aware of their responsibilities and provide training as appropriate to enable them to effectively deliver this policy.
- Take appropriate action in any case of actual or potential discrimination.

All staff

- Enact this policy, its commitments and procedures, and their responsibilities associated with this policy.
- Deal with bullying and discriminatory incidents, and know how to identify and challenge prejudice and stereotyping.
- Promote equality and good relations and not discriminate on any grounds.
- Attend such training and information opportunities as necessary to enact this policy and keep up to date with equality and cohesion legislation.
- To be models of equal opportunities through their words and actions.

Specific Staff

- PSHE co-ordinator to ensure diversity issues are addressed in the implementation of the PSHE and citizenship framework throughout the school.
- RE co-ordinator to ensure that RE is in line with county guidance and stereotypical views of particular faith groups or beliefs are not perpetuated.
- SENCO to ensure that pupils with physical and learning disabilities needs are met.

Pupils

- Refrain from engaging in discriminatory behaviour or any other behaviour that contravenes this policy.

Visitors (e.g. parent helpers, contractors)

- To be aware of and comply with the school's equality and cohesion policy.

7. Communicating and Promoting this Policy

All staff and governors, including supply teachers and visitors are to be made aware of this policy and any subsequent updates or amendments.

Parents will be invited through the school's newsletter to be involved in any review of the policy.

A copy will be:

- Displayed on the school's website.
- Included in the New Parents Information Pack given to all new parents
- Displayed alongside other school policies at the New Reception Parents Open Evenings,
- Available at Parents' Evenings where the child's progress and targets are discussed.
- Included in the folder of public documents available to any parent on request.

8. Federation Development Plan

Legislation requires us to set objectives to meet our public-sector duties and improve our practice. Objectives will be contained within the Federation Development Plan.

Objectives will be agreed by Governors and based upon the following:

- Pupil performance/monitoring data.
- Consultations with staff, governors, parents and pupils.
- Impact assessments and other audits such as disability access.
- Inspection feedback.
- Legal duties.
- National or local issues relevant to the school.

9. Practice

▪ Admissions and attendance

The school welcomes pupils from all backgrounds and abilities and has a separate Admissions statement

Devon admissions and transfer criteria are determined by the Local Authority which is responsible for assessing the impact of its policies on different groups.

Information about pupil's gender, ethnic origin, home language, religion or belief, physical and emotional needs and diet is collected to enable the school to meet the needs of all pupils. The PHSE curriculum and ethos of the school, as laid out in mission statement, are evidence of this.

Attendance of all pupils is monitored regularly by the Education Welfare Officer. Where individual or groups are identified as causing concern appropriate strategies are implemented with support from the Education Welfare Services.

Provision and support is available for pupils to take time off for religious observance with minimal disruption to their education.

▪ Policies

All relevant policies shall contain a statement that "Equality and cohesion will be promoted, in line with our Equality and Cohesion Policy, and that the policy will be operated in a non-discriminatory way".

When the governing body approves policies, all policies shall be checked to ensure they do not have potential to disadvantage people because of a protected characteristic, and advance equality and foster good relations where possible.

▪ **Teaching, Learning and Curriculum**

In our schools, there will be a focus on securing high standards of attainment for all pupils, removing barriers to learning and wider activities and reducing unjustifiable difference in outcomes for different groups of pupils.

Our teaching and the curriculum provision will support high standards of attainment, promote common values, and help students understand and value the diversity that surrounds them, and challenge prejudice and stereotyping.

The taught and wider curricula will help to promote awareness of the rights of individuals and develop the skills of participation and responsible action.

The curriculum of our schools will promote the spiritual, moral, cultural, mental and physical development of our learners and society, and prepare our students for the wider opportunities, responsibilities and experiences of life after their school career with us has ended. PSHE and RE in particular will provide opportunities for students to develop their understanding, tolerance and empathy.

For some schools where the pupil population is diverse, existing activities and work aimed at supporting pupils from different social, ethnic or economic backgrounds to learn from, will already be contributing towards community cohesion. For our schools, where the student population is less diverse (according to our annual school census and local data), we will work to provide opportunities for our learners to work with a range of people from different age groups, backgrounds, religious, ethnic and cultural groups.

All pupils, including those with a physical disability or special educational needs, will have equal access to the curriculum appropriate for their age or ability. The curriculum may be modified and/or differentiated to enable the individual pupil to better access that curriculum due to any educational or physical special needs they may have.

Equal opportunities will be specifically taught and promoted through certain areas of the curriculum. For example, through Personal, Social and Health Education (PSHE) issues relating to gender, physical disabilities (e.g. mobility, hearing, sight), age, race and religion or belief can be addressed.

Science and sex and relationship education lessons (SRE) will provide opportunities for issues relating to gender and sexual matters to be addressed as appropriate for the age of the children.

Assembly and Collective Worship also enable specific matters around religion, belief and culture to be directly addressed.

Equal opportunities may also be promoted through other curriculum areas when appropriate. For example, in science, history, geography, RE, art, etc. there may be opportunities to include teaching about the contributions of men & women, people with disabilities, and our shared human needs and similarities irrespective of ethnic and cultural background.

Resources bought by the schools and used to teach the various subjects, and provide the children with a range of images and messages about diversity e.g. posters, books, computer software, will promote equal opportunities and be free of prejudicial or stereotypical messages. Resources will be reviewed from time to time to ensure they are appropriate. Staff will be mindful that this may not be the case where children, parents or other well-intentioned sources have loaned resources to the school. Loaned material found to contain prejudicial, discriminatory or stereotypical messages will be used with discretion, not used at all, or used within the context of opportunities to discuss issues of equality and diversity.

In planning the curriculum, account will be taken of the needs of the pupils, including a disability, cultural background and linguistic needs, and appropriately differentiated work produced.

Where appropriate within certain curriculum areas:

- pupils are given opportunities to explore issues of identity, equality, and racism, including the use of language;
- learn about and celebrate festivals and traditions of different cultures;
- learn about world development issues, global issues and our interdependence on each other.

A variety of strategies will be used to encourage the participation of all pupils, encouraging understanding and learning from each other e.g. providing accurate information, developing empathy, using discussion and debate, modelling good anti-discriminatory practice to enable the widest possible engagement and understanding of these issues.

Exploring and developing with pupils their understanding of potentially “difficult” issues, including racism and homophobia, will be handled in a sensitive way and “ground rules” are used appropriately.

Consultation and advice from teaching support services will be accessed as appropriate to help us meet the needs of all pupils, e.g. Ethnic Minority Achievement Service, Traveller Education Service.

Staff will be mindful of children with specific physical needs, such as partial sight or hearing, or those with restricted mobility, when considering classroom organisation, lesson planning and practice.

Staff will ensure both boys and girls have equal access to all aspects of the different curriculum subjects to ensure they are not seen as appropriate for only boys or girls, but for all children. This is especially important in those subjects that have historically been orientated to one gender. For example, in Design and Technology all children should engage in activities using food and fabrics, (historically female activities) and using construction materials (historically male activities).

When grouping children for certain activities, teachers should be mindful of the gender balance and the personal characteristics of the individuals within the group. For example, is the activity (e.g. D.T., practical science, games) likely to be dominated by one gender or character strong individuals within the group to the detriment of the others? If so, single gender or similar personality grouping may be appropriate to ensure all members of the group have equal opportunity to undertake the activity.

In class discussions, all pupils should be given the opportunity to contribute and staff should not allow the more lively and/or knowledgeable children, irrespective of gender, to

monopolise the discussion. Indeed, it may be necessary for staff to deliberately ask reluctant individuals to contribute not only for equal opportunity reasons but to enable the staff member to evaluate the child's understanding or to facilitate the child's learning and personal development.

▪ **Purchasing**

When purchasing equipment, it shall be checked to make sure it can be used by children with disabilities (e.g. hand-held devices cater for people with visual impairments and manual dexterity problems so that buttons can be easily navigated).

▪ **Pastoral care**

Support is available for specific pupils if necessary e.g. pupils for whom English is a second language, to enable them to participate equally and achieve their own potential.

▪ **Activities, including extra-curricular activities**

A variety of extra-curricular activities will be offered. For reasons of health & safety and management it is often necessary to restrict membership of the activity to specific age groups and/or a specific number of members. Where numbers have to be limited membership is on a "first come, first served" basis of receipt of parental consent forms to join the activity.

All extra curricular activities are open to all children including those, such as football and netball, which historically orientated to one gender. In these activities both single gender and mixed gender teams are created. Reasonable adjustments will be made so that children with disabilities can participate in sporting activities.

We provide different opportunities for young people and their families to interact with people from different backgrounds and build positive relationships, including links with different schools and communities locally, nationally and on a wider basis where possible.

The schools work in partnership with a wide variety of agencies and organisations to support the learners' education. Engagement with parents through an open-door ethos, parents' evening, curriculum meetings, parent and child classes, festivals and other celebrations is considered a priority at the school.

The School Councils and Eco Council, which involves the children in the decision making and organisation of the school, teaches the children the importance of participation and making a difference to the schools, local communities and beyond.

We have a number of activities that take place within our schools that contribute to community cohesion including:

Activity	How does it promote community cohesion?
Sporting festivals	Team work.
Collective worship / reflection	Understanding a religion.
Developing links through Schools	Communicating with other schools through various means (emails / letters Using communications to all communities to compare practise to our own, especially linking to outcomes for healthy schools

	Developing understanding of the term community and the part the children play in it.
Links with other countries through Twinning	Understanding other cultures and languages.
Performing Arts e.g. music performances, drama performances, talent shows	Team work and celebrating individual talent.
Celebration of historical events	Understanding cultures, communities and attitudes.
Links to village magazine	Being part of the community.
Village musical events	Being part of the community.
'Happy Assembly'	Celebrating achievements together.
Coffee afternoons / mornings	Engaging with parents/guardians.
Whole school / individual fund raising events	Social responsibility.
Parent help	Developing ideas on citizenship and participation without reward. Includes everyone in the school and wider community irrespective of socio-economic context or other factors.
Visits from life skills educators ie CAP, fire service, police service	Helps children and adults to recognise the wide variety of community members and the difficulties that are prevalent in our local and wider environs.
Transition work and link work undertaken with secondary schools	Encourages children to understand the world outside of their own school and the people they will be interacting with on a daily or regular basis.
Immersion of the children in MFL (in our case French)	Understanding other cultures and languages.
Visits to local places of worship	Understanding a religion.
Special curriculum days and weeks e.g. China week, D&T week	Understanding other cultures.
Close links to pre-school	Being part of the community.
Play leading system in the playground	Develops understanding of assisting others and prepares them for life outside school and interaction with people outside of their normal friendship circles.
Peer Mediator training	Develops understanding of assisting others and prepares them for life outside school and interaction with people outside of their normal friendship circles.
First aid training for staff and children	Helping others and meeting specific needs of disabled pupils.
Road safety events e.g. cycle training for year 5 and 6 children	Social responsibility.
School council	Social responsibility. Understanding other perspectives and sharing opinions in an open way.
Eco Council	Social responsibility.
Breakfast club/After School Club	Developing interaction with others from outside their normal friendship groups, and encouraging the children to contribute to activities which require tolerance and understanding of the feelings and abilities of others.
Extracurricular clubs	

Cultural events e.g. Christian festivals / Chinese New Year / other elements taught through curriculum	Understanding other cultures.
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▪ **Consultation, Engagement and Understanding**

At least once every three years, the schools will consult with the following stakeholders on its approach to equality and cohesion:

- Current pupils (via the school council)
- Parents/Carers
- School staff
- Governors

A committee in each school will form to lead any consultation and analysis exercises.

The consultation will involve:

- A detailed questionnaires to pupils, staff parents / carers and governors.
- Regular meetings of the Committee to provide an appropriate forum for discussing issues and formulating priorities.
- Discussion at the current affairs forum.
- Publications on the school website as well as hard copy to reach more members of the community.

Throughout the process, we will ensure that the setting for meetings has been conducive to participation for all those involved, including those with disabilities.

The school also seeks feedback on a regular basis on its performance in a variety of ways, including:

- PSHE lessons and circle time in classes.
- Through informal dialogue with the children.
- Through regular discussion with the children as part of the school self-evaluation process.
- Through assemblies and the current affairs forum.
- Through communication with parents and carers at regular meetings and coffee afternoons.
- Through provision of feedback forms for children, parents and carers that they can use to communicate in confidence with the school.

We will work closely with partner schools to share our experience, and to ensure that the process is as consistent across the local learning community and county as possible.

▪ **Monitoring of attainment, progress and assessment**

DLP schools aim to be a fully inclusive, and policies and procedures are firmly in place to cater for and make adjustments for any children with disabilities.

The progress of children is tracked carefully through the school's assessment framework, and monitored carefully to ensure that they are achieving in line with expectations at all times. We will monitor, compare and analyse children's progress in relation to the following characteristics:

- Sex/gender
- Disability/SEN

- Ethnicity
- Eligibility for Free school meals

The schools hold a wealth of progress data on all pupils. This data includes:

- Optional test results
- End of Key Stage results
- Results of regular ongoing assessments
- Any recorded teacher observations
- Discriminatory and bullying incidents

The following are also monitored both informally and formally the following data on children:

- Positions of responsibility held
- Satisfaction / enjoyment levels in different school activities
- Levels of behaviour and anxiety
- Areas of the curriculum which present particular challenges for them or to which they may have restricted access
- Areas of the school where they have no or impeded access
- Aspirations / ambitions for the future
- Success of transition out of school
- Access to school trips
- Involvement in school life e.g. after school clubs

Individual pupil attainment and progress is monitored for signs of underachievement. Attainment and progress of different groups is monitored for differences in performance e.g. whether boys are falling behind girls.

Targets are communicated regularly to the children. Where individual underachievement is found or differences in the performance of certain groups are identified, appropriate remedial strategies to curriculum planning and delivery are implemented and targeted at these specific individuals or groups.

Appropriate assessment strategies are employed as far as possible to ensure no individual or group is disadvantaged by the assessment system due to physical or linguistic needs whether culturally based or not. For example, assessment material could be produced in large print format, another language, Braille, etc.

Employment diversity monitoring questionnaires, data will be collected for all staff to fulfil monitoring duties. These questionnaires are available from the local authority.

DLP schools are aware of their legal duties in relation to asking job applicants questions about disability and health, insofar that it can only do this to make reasonable adjustments or for diversity monitoring.

In order that children feel comfortable in raising issues or difficulties they have as a result of any health conditions or impairments, or any other characteristic, systems are in place to ensure that children can discuss issues or potential barriers to their success, namely:

- 'Open-door' policy for children and parents.
- Problem slips that can be filled in by the children.
- The regular current affairs forum each week which allows children to discuss relevant issues as a group.
- Through educating children via the school's PSHE (personal, social and health education) curriculum, and through the SEAL (social and emotional aspects of

learning) materials used in school

Disability is a potential area of vulnerability, and is recorded using the school's pupil tracking system. The areas of vulnerability can then be taken into account when monitoring results, in order to spot trends and deal with any potential issues early.

Information on other disabled people using our services

Although not obliged to collect information on disabled parents / carers and other users, it was felt by the school that in ensuring access it would be worthwhile to take into consideration the needs of **all** school users. This information is gathered (and will be gathered where it was not before), in the following ways:

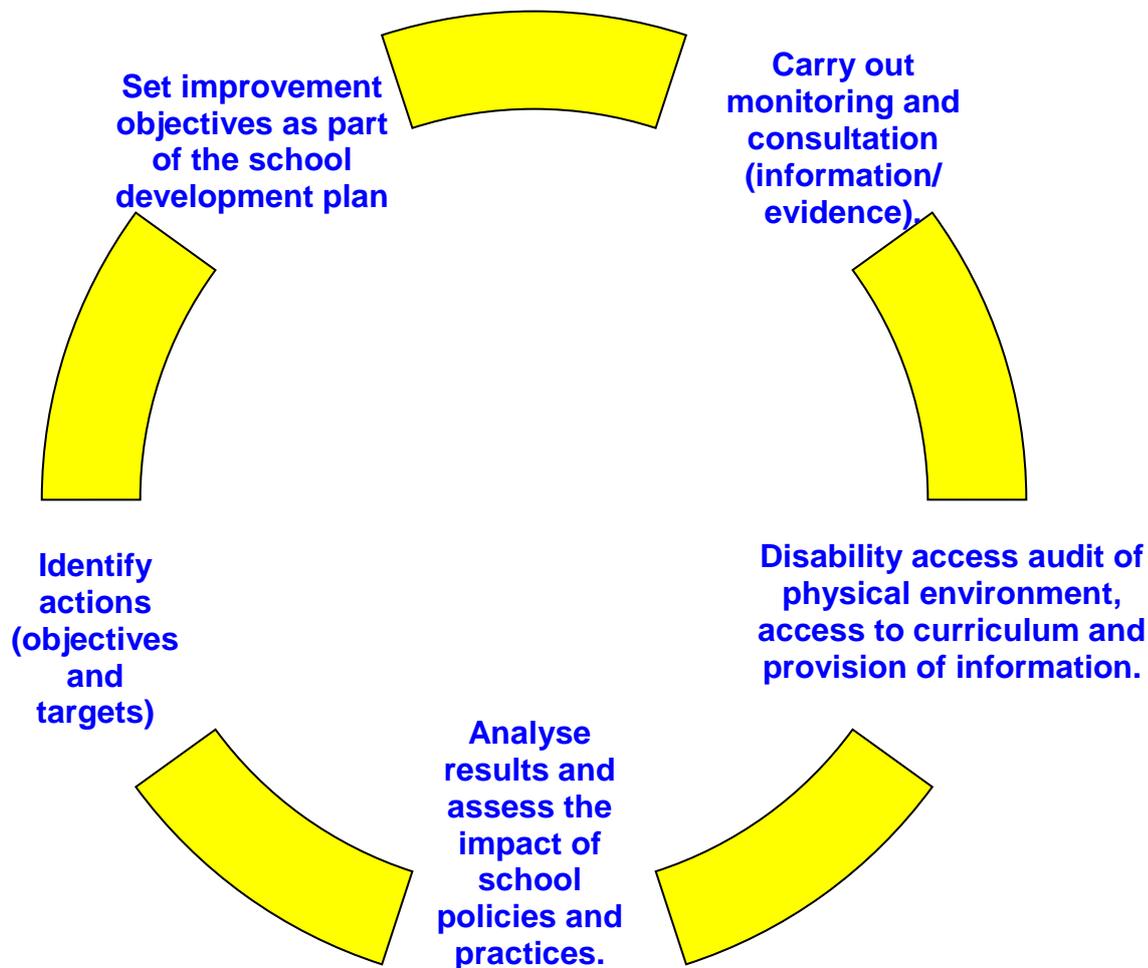
- Parents and carers will now be asked upon admission if there are any potential school users in their family who may have a disability that we need to consider
- Regular communication with the wider community of school users will take place on a regular basis and analyzed by governors (via Community Relations Committee) on a bi-annual basis to ensure that any issues with disability are taken into consideration. This will most likely be done through satisfaction surveys, and via feedback forms available to the community on the school website.

▪ Impact Assessment

The results of monitoring and consultation exercises will be used to conduct an Impact Assessment. The impact assessment will also review DLP schools' approaches to equality and cohesion.

The results of the Impact Assessment will identify areas for improvement which will form objectives in the School Development Plan.

The SDP will also contain an Access Plan for disabled pupils, based upon an audit of the physical environment, access to curriculum and provision of information for disabled people.



▪ Anti-Bullying and dealing with incidents of a discriminatory nature

Bullying will not be tolerated in DLP schools. It can make pupils' lives unhappy and can hinder their academic progress. We accept the definition of bullying as stated by the Government Anti Bullying Campaign: "Bullying is a deliberate act, often repeated, done to cause distress solely in order to give a feeling of power, status, or other gratification to the bully".

Bullying can range from:

- Physical (hitting ,kicking, theft)
- Verbal (name calling, racist and homophobic remarks)
- Indirect (spreading rumours, excluding someone from social groups)

Discriminatory Incident:

Is any incident which is perceived to be discriminatory/prejudiced by the victim or any other person on the basis of someone's race, colour, nationality, culture, language or religion/belief, disability, age, gender/sex, sexual orientation, gender identity,"

If any child or adult is found to be deliberately engaging in discriminatory language or behaviour the following procedures will apply.

Staff and Governors will be reminded of their obligations to refrain from engaging in discriminatory language or behaviour and warned that further non-compliance will result in further action being taken. The form of this action will depend on the degree and context of the discriminatory language or behaviour and will be in line with the school and local authority's disciplinary procedures.

Visitors will be reminded of their obligations to refrain from engaging in discriminatory language or behaviour. Non compliance on more than two occasions will result in visitors not longer being welcome and their offer of help terminated. Contractors will have their services terminated and be reported to the local authority if applicable for relevant sanctions to be imposed.

Pupils will have the relevant sanction imposed on them as set down in our school Behaviour Management policy's sanctions relevant to their age.

- High standards of behaviour are expected of all pupils.
- Rewards and Sanctions procedures are applied to all pupils fairly and equitably in accordance with our Behaviour Policy.
- Sanctions are monitored for patterns or trends.
- Any incidents will recorded on the appropriate local authority forms and sent to the authority each term (even if there have been no incidents) for monitoring purposes.
- Appropriate action will be taken to prevent and incident re-occurring and appropriate support provided to those affected by the incident which may include Safeguarding provisions.
- Parents/guardians of the pupils involved will be informed of the incident.
- The situation will be monitored.

A member of the Senior Management Team (the Headteacher, Deputy Headteacher, or other SMT member) will be responsible for ensuring the above procedure for reporting and responding to an incident is carried out and followed up. Any parent wishing to report an incident should contact a member of the Senior Management Team.

Further information, incident report forms and guidance: <http://www.devon.gov.uk/cyps-prejudicerelatedbullying2010-web.pdf>

▪ **Behaviour, discipline and exclusions**

Anyone involved with our school found to deliberately breach this policy will have appropriate action taken against them.

Staff and Governors will be reminded of their obligations to adhere to the policy and warned that further non-compliance will result in further action being taken. The form of this action will depend on the degree and context of the non-compliance and will be in line with the school disciplinary procedures.

Visitors will be reminded of their obligations to adhere to our school policy. Continued non compliance will result in parent helpers being no longer welcome and their offer of help terminated, contractors will have their services terminated and be reported to the local authority if applicable for relevant sanctions to be imposed.

Pupils will have the relevant sanction imposed on them as set down in individual school Behaviour Management policies.

Whilst the school maintains a dress code, the school's dress code shall not unlawfully disadvantage children on grounds of religion/belief or disability or any other unreasonable factor.

▪ **Staff recruitment, support and professional development**

Staff appointments will be based on the applicant most able to demonstrate they best match the Person Specification and their ability to undertake the Job Description. Irrelevant characteristics such as gender, race, religion, etc. will not form part of the selection process. The part of the application form where candidates disclose these details for monitoring purposes will be detached before members of the staff appointment panel receive copies of the application forms so they neither know nor can be influenced by this information.

All staff vacancies are advertised as widely as possible; e.g. teaching vacancies are advertised in the national teaching newspapers, non-teaching vacancies are advertised in local newspapers.

Occasionally it may be necessary to fill a post immediately. On these occasions an existing member of staff or member of the community (e.g. a parent helper) who is known to be police checked may be asked to undertake the duties of the post temporarily pending a more permanent or fixed term appointment being made.

All staff will have equal opportunities to undertake Continuing Professional Development in accordance with our school CPD policy.

All governors involved in staff appointments will undertake appropriate training and be made aware of how to avoid discrimination in the appointment process.

Whole school training needs for staff and governors will be identified within individual School Development Plans. The School Management Team will arrange with the relevant local authority officers to provide whole staff INSET during an INSET day or staff meeting. The Link Governor will arrange for any whole governing body training in conjunction, if appropriate, with the governing body of other local schools.

Individual training needs for staff will be identified through the Performance Management Review process. The school's Staff Development Co-ordinator will identify relevant LA courses and arrange for individual staff to attend. The school's Mentor for Newly Qualified Teachers (NQT's) will identify and arrange for any necessary training for NQT's. The Link Governor will arrange for any individual governors to attend any appropriate LA provided training for governors.

All staff have been made aware that there is no legal obligation to disclose a disability, however by informing the school of a disability, the school will be able to make reasonable adjustments which may include applying for support through the "Access to work" scheme.

Any staff who indicated that they have a disability, will be informed of any reasonable adjustments that are either in place or planned to be put in place in the future.

Any specific training needs of other staff to help make reasonable adjustments are dealt with through the school's Continuous Professional Development Programme. Systems are in place to support staff if they are returning to work, and staff's attention has been drawn

to these procedures.

▪ **Governors**

The constitution of the school Governing Bodies is determined by Government legislation to be representative of the local community, with local authority appointed members, and others elected by, and representative of, the parents, the staff and the Town/ Village Councils. The schools conduct the election of parent and staff governors and on these occasions it is made clear that all staff and parents have an equal opportunity to stand for election.

All governors are eligible to hold posts of responsibility (e.g. Chair of Governors) and annual elections are held for these posts. The governing body meetings are arranged and timed to enable full participation by representatives of all members of the community.

▪ **Partnerships with the local communities**

All parents/guardians shall have equal opportunities to, and are encouraged to, become involved in the life of the school either during the school day or as part of other school organizations eg Community Forums at each school and regular meetings held for new parents.

As appropriate we draw upon and involve the experience and expertise of the parents and community in the life of the schools, and welcome parents and guardians from all backgrounds and abilities.

As far as practicable and appropriate we may provide information for specific parents in a format alternative to that normally used to take into account their specific needs and thereby enable them to access the information.

The Federation has a Lettings policies that enables individuals or groups within the community to hire the school premises for after school functions. No group shall be discriminated against unlawfully in relation to lettings.

We promote equal opportunities for all parents to meet staff formally and informally. At the beginning and end of the school day, staff are available for informal meetings with parents. Formal opportunities are provided each term after school and into the later in the evening on another to facilitate every opportunity for both parents, including those with work commitments, to attend.

As circumstances do not always make it possible for parents to attend on these occasions, teachers are always willing to arrange to meet parents at other times if necessary. In addition, duplicate copies of newsletters are willingly provided for parents living separately if this is requested.

Parents and members of the community are welcomed to help voluntarily in the school, working directly with pupils on reading, craftwork, cooking, and helping with school trips etc. Offers of help are welcomed provided that the parents have, or can be taught, the skills that the task requires and satisfy the necessary police clearance checks. We may also directly approach parents and members of the community to come into school and share an aspect of their life with the children. Indeed, on occasion they may be deliberately chosen because of their religion, race or disability or other reason. For example, members

sharing their experience of their culture or faith to enhance children's awareness of diversity; or disabled athletes demonstrating how individuals can overcome disability and achieve success.

All schools in the Dawlish Learning Partnership are made aware of the requirements and adhere to the principles set out in this policy wherever appropriate and necessary to do so.

10. Annual Reporting

Improvement objectives are contained within the Federation Development Plan and will be reviewed as the FDP is reviewed (on an annual basis).

A full review of the whole policy will be carried out every three years. The action plan will be reviewed annually.

Progress reports will be communicated via Schools Governors Meetings.

As with all policies, the impact of them must be monitored closely to ensure that they are effective in reaching their aims, and to ensure that resources are used effectively.

A rolling programme of policy review is in place and this is very successful.

Date Adopted:	5 th June 2013
Committee:	Teaching & Learning
Next Review:	June 2019

KENN & KENTON FEDERATION – EQUALITIES ACTION PLAN

The duty to report racist incidents and the publication of the Equality Plan to meet the Disability and Gender Equality legislation must be included in the action plan below.

. You may also wish to cross reference the action plan with actions in other documents e.g. School Improvement Plan / Accessibility Strategy / Special Educational Needs Policy.

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing ?	What are the timeframes ?	Early success indicators
All	Publish and promote the Equality and Cohesion Plan through the school website, newsletter and staff meetings.	Question about child / parent awareness of Equality Scheme in annual survey	Executive Headteacher	Sept 2017	Staff are familiar with the principles of the Equality Plan and use them when planning lessons, creating class room displays Children and Parents are aware of the Equality Plan
All	Monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils. Fairness for all.	Achievement data analysed by race, gender and disability	Executive Headteacher / Governing body	Annually in Sept	Analysis of teacher assessments / annual data demonstrates the gap is narrowing for equality groups
All	Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability. Plan more opportunities linked to challenging stereotypes – through assemblies, visits, visitors, history.	Increase in pupils' participation, confidence and achievement levels	Humanities lead, through history lesson plans	Sept 2017	Notable increase in participation and confidence of targeted groups
All	Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity.	Increase in pupil participation, confidence and positive identity – monitor through PSHE	Headteacher	Ongoing	More diversity reflected in school displays across all year groups

KENN & KENTON FEDERATION – EQUALITIES ACTION PLAN

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing ?	What are the timeframes ?	Early success indicators
Race Equality Duty	Identify, respond and report racist incidents as outlined in the Plan. Report the figures to the Governing body / Local Authority on a termly basis.	The Headteacher / Governing body will use the data to assess the impact of the school's response to incidents i.e. have whole school / year group approaches led to a decrease in incidents, can repeat perpetrators be identified, are pupils and parents satisfied with the response?	Headteacher / Governing body	Reporting: December, April, July	Teaching staff are aware of and respond to racist incidents Consistent nil reporting is challenged by the Governing Body
Gender Equality	Increase the % of boys attaining at expected and greater depth standards.	Analysis of data to increase focus on gender - Report the figures to the Governing body a termly basis.	Headteacher / Governing body	July and termly reports to T&L	Increased awareness among Governors of any attainment issues linked to gender.
Disability Equality	Improve school sites for children who are partially sighted. Further improve support for children with dyslexic type difficulties.	Implement recommendations of survey ay Kenton and extend to Kenn site. Further implement the actions identified in the Dyslexia Association Audit.	Headteacher / Governing body Headteacher / Governing body	Sept 2017 July 2018	High vis tape and paint identifiable on step nosings and poles in playground. Improved provision for children with dyslexic type difficulties.