

Equality and Community Cohesion Policy

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1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- › Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- › Advance equality of opportunity between people who share a protected characteristic and people who do not share it. The protected characteristics are: **age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion/belief, sex (gender) and sexual orientation.**
- › Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

Our responsibility in these areas extends to our pupils, our staff and members of our local community who may contact or visit the school.

These aims are reflected in the school's Values : Celebrating Diversity, Building Community, Securing Communication and Ensuring Equity.

2. Legislation and guidance

This document meets the requirements under the following legislation:

- › [The Equality Act 2010](#), which introduced the Public Sector Equality Duty and protects people from discrimination
- › [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

3. Roles and responsibilities

The governing board will:

- › Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents
- › Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- › Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governor is Paul Young. They will:

- › Meet with the designated member of staff for equality every half term, and other relevant staff members, to discuss any issues and how these are being addressed
- › Ensure they're familiar with all relevant legislation and the contents of this document
- › Attend appropriate equality and diversity training
- › Report back to the full governing board regarding any issues

The headteacher will:

- › Promote knowledge and understanding of the equality objectives among staff and pupils
- › Monitor success in achieving the objectives and report back to governors
- › Ensure that any training on all aspects of the protected characteristics are part of the professional learning for all staff.

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct. Our values and big aims of the curriculum outline how this is underpinned. Our Compelling Behaviour Policy sets out how we address discrimination.

We provide an open environment where pupils are encouraged to report, challenge and be a positive bystander when they notice any discrimination. The pupils are taught about the Universal Declaration of Human Rights; we have focus groups that reflect the diversity of our staff and pupils; our big aims of the curriculum promote kindness, empathy and taking positive action.

Staff and governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings.

We provide training for staff on the protected characteristics and this is reviewed annually.

The school has a designated member of staff for monitoring equality issues (Janice Allen, Headteacher), and an equality link governor, Paul Young. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- › Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have
- › Taking steps to meet the particular needs of people who have a particular characteristic
- › Encouraging people who have a particular characteristic to participate fully in any activities and taking steps when there is underrepresentation.

In fulfilling this aspect of the duty, the school will:

- › Analyse data each academic year showing how pupils with different characteristics are performing
- › Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- › Make evidence available identifying improvements for specific groups
- › Analyse further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils
- › Undertake audits of Equality, Diversity and Inclusion with external partners
- › Adopt the Greater Manchester Charter for Race Equality in Schools
- › Ensure our uniform policy takes into account the protected characteristics.

6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- › Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas.
- › Holding assemblies and focusing form time to deal with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- › Working with our local community. This includes extensive partnerships on a hyper-local place based level as well as regional and national representation.

- › Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school.
- › Working with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach including in policy making.

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- › Cuts across any religious holidays
- › Is accessible to pupils with disabilities
- › Is accessible to all pupils, regardless of income
- › Has equivalent facilities for boys and girls#

For staff, we ensure that we consider whether protected characteristics are met when planning training sessions, for example, ensuring we don't hold INSET on a religious holiday.

8. Equality objectives

Objective 1

Undertake an analysis of recruitment data and trends with regard to race, gender and disability annually, and report on this to the governing board.

Why we have chosen this objective: To ensure that we remain representative of our local community.

To achieve this objective we plan to: Consider where we advertise, particularly making use of local community networks.

Objective 2

Have in place a reasonable adjustment agreement for all staff with disabilities by July [?], to meet their needs better and make sure that any disadvantages they experience are addressed.

Why we have chosen this objective: We do a significant amount as a school on supporting staff with a disability but there is always more than we can do.

To achieve this objective we plan to: Consider with staff before we undertake any additional events outside of school that might have an impact on their reasonable adjustments.

Objective 3

Work with our community partners to tackle the increase in hate crime in the communities which is having an impact on young people.

Why we have chosen this objective: The impact of what is happening externally plays out in school. We have strong partners and we know that we can make improvement by working together in tandem.

To achieve this objective we plan to: Strengthen the link between parents and community partners.

9. Monitoring arrangements

The Headteacher will update the equality information we publish, at least every year.

This document will be reviewed by the governing body each year.

This document will be approved by the governing body.

10. Links with other policies

This document links to the following policies:

- Supporting pupils with medical conditions
- SEND Local Offer
- All LA HR policies
- Compelling Behaviour Policy
- Exclusion Policy
- Attendance Policy
- Uniform Policy
- Anti -Bullying Policy
- Curriculum Policy
- Relationship and Sex Education Policy.

It also informs the way in which we deliver the school curriculum and our day to day practice.

Appendix One

Statistics of Falinge staff compared to Rochdale



Staff Ethnicity
Comparison 2016 - 20

Appendix Two

Race and Equality Charter for GM schools



Race and Equality
Charter.pdf