

Reviewed September 2014

Reviewed May 2017

Reviewed November 2018

## **COMMUNITY COHESION AND EQUAL OPPORTUNITY POLICY**

### **Rationale**

Eastbury School is committed to ensuring that all staff, students, parents/carers and visitors are treated and valued equally. We welcome the opportunity with this policy to promote this across the primary and secondary phases of our school and in the additional resource provision for deaf students and to ensure we fulfill all of our statutory requirements.

This policy covers our duties under the Equality Act 2010.

This policy is also aimed at promoting Community Cohesion as stated in the Education and Inspections Act 2006. These Acts are based on 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.

'Getting the best from and for all our learners' is our school mission statement and through this every Eastbury student and member of staff matters. We aim for all students to achieve more. We aim for all staff to develop their professional knowledge and skills.

### **Policy Aims**

Eastbury School recognises the rights of staff, students, parents/carers, and visitors to be treated equally, to be safe, emotionally supported and supported to succeed.

We are committed to equality of opportunity and outcome, eliminating direct discrimination, indirect discrimination, harassment, victimisation, harassment of an employee by a third party, associative discrimination and discrimination based on perception.

No form of intimidation, bullying or harassment will be accepted in or out of school.

### **1. All learners and members of the school community are of equal value**

We see all learners and potential learners as of equal value:

- whether or not they are disabled or have special needs, including hearing or sight impairment
- whatever their race, ethnicity, culture, religious affiliation, beliefs, national origin or national status
- irrespective of their gender and/or gender identity and/or gender reassignment
- irrespective of their sexual orientation
- irrespective of their socio-economic background
- irrespective of their age
- irrespective of pregnancy
- irrespective of marital status and/or civil partnership status
- irrespective of if they have children
- irrespective of status as a refugee or asylum seeker

## **2. We recognise and respect diversity**

We recognise that 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 the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made in line with the Disability Discrimination Act
- special educational needs, so the different SEN/D needs are recognized and met in line with the Special educational needs and disability code of practice: 0 to 25 years – May 2015.
- race and ethnicity, religion and beliefs, so that different cultural backgrounds and experiences of prejudice are recognised in line with the 2010 Equality Act.
- gender, so that the different needs and experiences of girls and boys, women and men are recognized in line with the 2010 Equality Act.
- gender identity/transgender, gender reassignment, so that experiences of prejudice are recognised
- sexual orientation, so that the different sexual orientation of girls and boys, women and men are recognised and respected in line with the 2010 Equality Act.
- socio-economic background, so that any barriers are recognized and as far as possible students are supported in their education
- age, so that different needs and experiences are recognised.

## **3. We foster positive attitudes and relationships, and a shared sense of cohesion and belonging**

We intend that our policies, procedures and activities will 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 race, ethnicity, culture, religious affiliation, beliefs, national origin or national status, 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, discrimination or prejudice-related bullying directed at gender, gender identify, gender reassignment or sexual orientation
- mutual respect and good relations between those from different socio-economic backgrounds
- mutual respect and good relations between those of different ages

Our displays, form time activities, PSHE curriculum and assembly materials reflect all of the above and are guided by our aim to ensure that school is a safe place for our students to engage in any conversation.

## **4. Equal opportunities for staff recruitment, retention and development**

**We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment. All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However, we are concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.**

Our policies and procedures will benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development, irrespective of all and any status pertaining to section 1.

## **5. We will work 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: any group irrespective of all and any status pertaining to section 1.

## **6. We consult widely**

All stakeholders, staff, parents/carers, governors, students, irrespective of all and any status pertaining to section 1 will be consulted and involved in the design of new policies, and in the review of existing ones as appropriate.

We welcome comments about our policies at any time and will assess following any comment if it requires us to bring forward our review and updating processes.

## **7. Society as a whole will benefit**

We intend that our policies and activities will benefit society as a whole, both locally and nationally, and globally, by fostering greater social cohesion, and greater participation in public life of all groups, irrespective of all and any status pertaining to section 1.

## **8. Learning and Teaching and the Curriculum**

- i. We strive for the highest standard of learning and teaching that supports the highest standards of attainment and achievement, promotes shared values and build pupils' understanding of the diversity that surrounds them, recognising similarities and appreciating differences, including all and any that exist between groups irrespective of all and any status pertaining to section 1.
- ii. Each curriculum area will ensure that learning and teaching addresses the policy aims: all learners are of equal value, respect for diversity, fostering positive attitudes and relationships and a shared sense of cohesion and belonging, so that society as a whole should benefit.
- iii. Curriculum leaders and classroom teachers will monitor individual student progress and the achievement of social groups and put in to place interventions to reduce and remove inequalities in order to reduce and remove inequalities and barriers that already exist.
- iv. All should provide opportunities within the curriculum for students to develop their understanding of community and diversity through fieldwork, visits and meetings with members of different communities.
- v. Support for pupils for whom English is an Additional Language and specific support for their teaching staff will be provided to remove barriers to effective learning, enabling the pupils to be integrated and achieve the highest possible level in English.
- vi. Support for pupils with Special Educational Needs and disabilities ~~will be provided~~ and specific support for their teaching staff will be provided to remove barriers to effective learning, ensuring that being in an 'inclusive' school allows pupils to reach and maximise their potential.
- vii. Support for pupils with socio-economic needs will be provided to remove barriers to effective learning, enabling the pupils to be integrated and achieve their personal potential, such as provision for students to attend educational visits, support with purchasing essential learning equipment for school.
- viii. Support for our pupils who may be pregnant will be provided to ensure that their education continues and they reach their full potential as learners and parents.

## **9. Equity and Excellence**

- i. We aim to secure the highest standards of attainment and aspiration for all of our students, regardless of their unique starting point and background. All teaching staff will evaluate progress by analysing quantitative/ qualitative data and specialist assessments, to promote a holistic approach to learning and to rigorously monitor the performance of different groups and ensure appropriate intervention strategies are put into place.
- ii. Exclusions will always be based on the schools behaviour policy. We will ensure the monitoring of exclusions to identify whether pupils from particular groups are more likely to be excluded or disciplined than others. This will include the use of the disproportionality tool and the repeat offenders documentation.
- iii. Our admission and transition arrangements are fair and transparent, and do not discriminate on any basis, including all and any status pertaining to section 1. Our admissions and transition arrangements will promote community cohesion and social equity so that we present Eastbury as a school that welcomes students from all backgrounds. We operate in accordance with the policies of the London Borough of Barking and Dagenham, through whom applications are made and places within the borough allocated.
- iv. Our support and reintegration of students who have been excluded or are self-excluded will be empathetic and realistic, enabling them to make a successful return to school and ensuring they are supported to achieve their full potential.
- v. Forward thinking and planning will facilitate the support and integration of students who are pregnant and become parents to remain within education and fulfil their full potential.

## **10. Engagement and Extended Services**

We aim to provide reasonable means for students and their friends and families to interact with people from different backgrounds and build positive relations, including: links with different schools and communities; the provision of extended services; and opportunities for pupils, families and the wider community to take part in activities and receive services which build positive interaction and achievement for all groups.

## **11. Ethos and organisation**

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

- learners' progress, attainment and assessment
- learners' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- Special Educational Needs and Disability
- staff 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.

## 12. Addressing prejudice and prejudice-related bullying

- i. The school is opposed to all forms of prejudice which stand in the way of fulfilling our legal duties.
  - 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 on socio-economic differences
  - prejudices reflecting sexism, gender identity, and sexual orientation
- ii. There is guidance on the intranet on how prejudice-related incidents should be identified, assessed, recorded and dealt with.
- iii. 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. All information addressing prejudice-relating bullying is sent to them as requested.
- iv. All concerns regarding any of the above or any issue relating to the provision for, or concern about, any stakeholder in section 1 are referred to the child protection team.

## 13. Roles and responsibilities

The governing body has a commitment to equal opportunities and community cohesion.

- i. The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and strategies are implemented.
- ii. A member of the governing body has a watching brief regarding the implementation of this policy.
- iii. The Head Teacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.
- iv. A senior member of staff has day-to-day responsibility for co-ordinating implementation of the policy.
- v. All staff are expected to:

Plan and deliver lessons based on prior learning and attainment of the students and:

- promote an inclusive and collaborative ethos in their classroom
- deal with any prejudice-related incidents that may occur
- identify and challenge bias and stereotyping in the curriculum
- support pupils in their class for whom English is an additional language
- support pupils in their class with Special Educational Needs
- support pupils in their class who are Gifted and Talented
- support pupils in their class who may be pregnant/be a parent
- keep up to date with equalities legislation relevant to their work.
- monitor all students' progress and tackle underperformance of any particular group and/or of any individual.

#### **14. 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.

#### **15. Religious observance**

We respect the religious beliefs and reasonable religious practice of all staff, pupils and parents, where reasonable religious practice is that which does not undermine the wellbeing of any stakeholder. We comply with reasonable requests relating to religious observance and practice. We also respect the positions of those without faith and work to ensure mutual understanding and respect between faiths and between those that have faith and those that do not.

#### **16. Staff development and training**

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

#### **17. Breaches of the policy**

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

#### **18. Monitoring and evaluation**

- i. We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.
- ii. In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, language, religious affiliation, national origin and national status; socio-economic status; and gender.
- iii. To review good practice we make use of a range of auditing schedules.

*Original community cohesion policy approved by the Governing Body: 3 February 2010*  
Community Cohesion and Equal Opportunity Policy approved by the Governing Body

#### **Policy to be reviewed**

This policy was reviewed and amended in the period between April and June 2017.

Reviewed by Megan Greet

Reviewed by Executive Head Teacher David Dickson

Reviewed by Senior Leadership Team

Reviewed by Governors

Reviewed by Dominic Simpson

#### **3.2 Promoting Equalities (update – Progress on our objectives for 2017-2021 November 2018)**

I am extremely grateful to Dominic Simpson for providing the following summary, Governors are reminded that this section links with section 1.07 Diversity of the ECS staff workforce: statement of intent.

Eastbury School is committed to ensuring that all staff, students, parents/carers and visitors are treated and valued equally.

This translates to our everyday practice. We use every lesson and opportunity, to promote

equality, whether this is directly (through our updated PSHE curriculum), in form times or assembly, where pupils often present to their peers or role models from older year groups share experiences with younger forms, or **indirectly through the actions of all staff**. Staff have engaged positively with the equalities agenda and the staff training is entering the second year. Time has been allocated for staff to work together to continue to raise awareness and devise strategies which promote equality in all aspects of our work. This is an established part of 'The Eastbury Way'; *the celebrating of diversity to help break down barriers which may hinder the well-being of our staff and pupils*

### **Review of Equality Objectives November 2018**

1. Ensure Equalities objectives are more explicit in the whole school SDP (rather than a bolt-on)

*Equalities are now part of 1.1, 2.1, 2.3 and 3.1(staff) of the school SDP 2018-2021. It is now an integral part of the whole school CPD programme as well all school meeting agendas.*

2. Continue to close all attainment and progress school gaps with the national.

*Our disadvantaged pupils continue to well outperform the national, competing with non-disadvantaged pupils. Boys and girls both outperform the national and our gap between them is smaller, (ECS girls make better progress than ECS boys – an in-school gap). ECS SEN pupils made better progress than the national SEN/D pupils.*

*Our disadvantaged KS5 / sixth form pupils also show excellent progress and there is no significant difference between different ethnic groups; however ECS boys perform slightly higher than ECS girls.*

*In our primary phase, there was found to be a gender gap with boys performing slightly lower than girls. However recent work (with an alteration in what was being taught, and the order it was being delivered), staff managed to reduce this gap.*

3. Continue to close all attainment and progress gaps in school.\*\*

*There is an in school gap between our boys and girls at GCSE which we are working hard to close.*

4. Explore deeper (the reasons for fluctuations) and develop further strategies to accelerate the progress of White British Students.\*

*WRBI and WOTH, both had negative P8, this is dealt with within exceptions report 6 for secondary and 8 for primary. While this is something we are working to eliminate, the most striking indicator to pupils not achieving their potential is attitude to learning and attendance.*

5. Accelerate the progress of pupils entering below national expectations in year 7.

*See catch up premium on the Eastbury website – ECS pupils have improved and are now making expected progress, with a significant number making accelerated progress, we are working hard to ensure all have accelerated progress, so that they all 'catch up'.*

6. Celebrate the achievements of underrepresented groups and challenge unconscious stereotyping across the curriculum.

*There have been three whole school CPD sessions on equalities with staff positively talking about the impact. There are three more planned this year with departmental time given over to enhancing the curriculum to better reflect the diversity of the school body and celebrating the role-models who are under-represented within those areas.*

7. Enhance the contribution made by pupils to our equalities work.

*Our Equalities group has proudly been representing Eastbury, at a London level, and have secured money from the work they have done to raise equalities awareness. Pupils decided to use the money for more training for pupils and staff about equalities awareness.*

8. Ensure all acts of discrimination are reported and appropriate action taken, through Promoting the use of the 'Confide' button to all.

*We have a confide button which is well known and used by staff and pupils. There is still work*

*to be done to further raise awareness that it is not just for child protection but it is also there to raise equalities concerns.*

9. Undertake an analysis of recruitment data and pay trends with regard to gender by July 2018; and race and disability by July 2019, and report on this to the staffing and pay sub-committee of the governing body in October 2018.

*We analysed the gender pay in April 2018 reporting to the resources committee there is a gender pay gap, however it must be stressed this is because of a proportionately lower number of women in the higher paid jobs; there is equal pay for people carrying out the same rolls. This has resulted in our careers strategy in the SDP 3.1*

*We are on track to report on ethnicity and disability pay gap by July 2019.*