

<b>Title and Description</b>	Equality Diversity and Community Cohesion Policy
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<b>Date of adoption</b>	December 2020
<b>Approved by</b>	Trust Board
<b>To be reviewed by</b>	Trust Board
<b>Responsibility</b>	Deputy Head Teacher
<b>Review period</b>	Annually
<b>Date of next review</b>	October 2024

## Equality, Diversity and Community Cohesion Policy

### Framwellgate School Durham: Ethos and Values Statement

#### Excellence, Compassion and Respect for All

Our school promotes academic excellence and embraces the shared values of honesty, integrity, respect and compassion. We want our students to be ambitious, kind, resilient and hardworking, and have a genuine passion for learning. We want them to change the world with the knowledge, skills and confidence they have learned here; to champion fairness, have friendships for life, and pride in our school. Above all, we want our students to be happy.

#### British Values

All staff are expected to uphold and promote fundamental British Values including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

### 1. Introduction

The aims of this policy are to ensure that Framwellgate School Durham is a welcoming school where everyone is valued highly and where tolerance, honesty, co-operation and mutual respect for others are fostered

### 2. Aims

Our policy and procedures are written so that when implemented we will:

- comply with the Public Sector Equality Duty, and Equality Act 2010.
- provide a safe environment in which all our students can flourish and achieve
- provide a learning environment where all individuals feel a sense of belonging
- prepare students for life in a diverse society in which children are able to see their place in the local, regional, national and international community
- include and value the contribution of all families to our understanding of equality and diversity
- provide positive non-stereotyping information about protected characteristics outlined in the The Equality Act 2010, including gender
- plan systematically to improve our understanding and promotion of diversity
- actively challenge discrimination and disadvantage
- make inclusion a thread which runs through our curriculum and tutor programme

### 3. Contents

This policy document contains the following:

Section 4: Definition of Diversity  
Section 5: The Equality Act 2010  
Section 6: The Public Sector Equality Duty  
Section 7: Protected Characteristics  
Section 8: Equality Objectives  
Section 9: Advancing Equality of Opportunity  
Section 10: Curriculum  
Section 11: Personal Development and Pastoral Guidance  
Section 12: Community Cohesion  
Section 13: Staffing and Staff Development  
Section 14: Monitoring and Evaluation

#### 4. Definition of Diversity

For us, diversity means us having an understanding of, and celebrating the differences between, people, regardless of their unique characteristics as outlined in the Equalities Act 2010 or any other differences. We will treat each person (including both students and members of staff, and those applying to work or learn here) equally regardless of these differences.

#### 5. The Equality Act 2010

The Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a student or potential student:

- in relation to admissions,
- in the way it provides education for students,
- in the way it provides students access to any benefit, facility or service, or
- by excluding a student or subjecting them to any other detriment.

The Act defines four kinds of unlawful behaviour – direct discrimination; indirect discrimination; harassment and victimisation:

- Direct discrimination occurs when one person treats another less favourably, because of a protected characteristic, than they treat – or would treat – other people
- Indirect discrimination occurs when a “provision, criterion or practice” is applied generally but has the effect of putting people with a particular characteristic at a disadvantage when compared to people without that characteristic
- Harassment has a specific legal definition in the Act - it is “unwanted conduct, related to a relevant protected characteristic, which has the purpose or effect of violating a person’s dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person”
- Victimisation occurs when a person is treated less favourably than they otherwise would have been because of something they have done (“a protected act”) in connection with the Act

#### 6. The Public Sector Equality Duty

The [Public Sector Equality Duty](#) consists of a general equality duty and specific duties, which help authorities to meet the general duty. The aim of the general equality duty is to integrate considerations of the advancement of equality into the day-to-day business of public authorities. In summary, those subject to the equality duty, must in the exercise of their functions, have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Act.
- Advance equality of opportunity between people who share a characteristic and those who do not share it
- Foster good relations between people who share a characteristic and those who do not

Through the implementation of this policy, Framwellgate School Durham will ensure compliance to the Duty specifically through:

- raising awareness with staff through use of CPD time, including reference to the most relevant policies and procedures, and our general and specific duties under the Equality Act
- raising awareness with students through targeted activities including hate crime assemblies; events such as Humanutopia; and implementation of student ambassador programmes covering areas such as anti-bullying.

#### 7. Protected Characteristics

It is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their:

- age

- disability
- gender reassignment
- marriage and civil partnership
- pregnancy or maternity
- race
- religion or belief
- sex
- sexual orientation

## **8. Equality Objectives**

### The Local Governing Board will:

- ensure that the school complies with equality legislation, and in exercising its functions as a public authority, have due regard to the Public Sector Equality Duty;
- ensure that the school's policy and its procedures and strategies are carried out and monitored
- scrutinise the recording and reporting procedures
- follow the LA's admissions policy, which is fair and equitable in its treatment of all groups
- monitor attendance and take appropriate action where necessary
- have equal opportunities in membership of the Governing Body
- provide information in appropriate, accessible formats
- be involved in dealing with serious breaches of the policy
- be pro-active in recruiting high-quality applicants from under-represented groups

### The Trust Board will:

- ensure safer recruitment processes are adhered to when recruiting staff to the Trust
- have equal opportunities in membership of the Governing Body and Trust Board

### The Headteacher will:

- implement the policy and its strategies and procedures
- ensure that all staff receive appropriate and relevant continuous professional development
- actively challenge and take appropriate action in any cases of discriminatory practice
- deal with any reported incidents of harassment or bullying
- ensure that all visitors and contractors are aware of, and comply with, the school's equality and diversity policy
- produce a report on progress for governors
- ensure this policy is developed and effectively implemented with governors, school staff and any relevant external partners
- ensure all staff are aware of this policy and understand their role in its implementation
- update specific information about the school population (staff and students) annually after the start of each new academic year, and publish this on the website

### School staff will:

- be vigilant in all areas of the school for any type of harassment and bullying
- deal effectively with all incidents from overt name-calling to the more subtle forms of victimisation caused by perceived differences
- identify and challenge bias and stereotyping within the curriculum and in the school's culture
- promote equality and good relations and not discriminate on any protected characteristics outlined in the The Equality Act 2010, including gender
- promote an inclusive curriculum and whole school ethos which reflects our diverse society
- keep up to date with equality legislation, development and issues by attending relevant training and accessing information from appropriate sources

### Students will:

- refrain from engaging in discriminatory behaviour or any other behaviour that contravenes this policy
- be encouraged to speak out against any discriminatory behaviour that they witness

## 9. 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 which are connected to a particular characteristic they have (e.g. students with disabilities, or gay students who are being subjected to homophobic bullying)
- taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim students to pray at prescribed times)
- encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all students to be involved in the full range of school societies)
- ensuring fairness and equality through our safer recruitment procedures

## 10. The Curriculum

We will ensure that:

- our curriculum will prepare students for life in modern Britain, providing them with opportunities to become respectful citizens, and develop their understanding and appreciation of diversity
- our curriculum actively promotes the Fundamental British Values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith
- Departments include in their curriculum, access to a broad range of literature and materials pertaining to individuals or groups from diverse cultures, including a focus on a range of religions, ethnicity, gender and disability
- all students have access to the school curriculum and all school activities
- all students achieve to the best of their abilities, despite any difficulty or disability they may have
- teaching staff are aware of and sensitive to the needs of all students, teaching them in a way that is most appropriate to their needs
- we identify at the earliest opportunity, all children that need special consideration to support their needs (whether these are educational, social, physical or emotional)
- we provide suitable provision for children with SEND to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum and other activities in school

## 11. Personal Development and Pastoral Guidance

We will ensure that:

- pastoral staff take account of disability needs, gender, religious and racial differences, sexual orientation and the experience and needs of particular groups such as Gypsy Roma and Traveller, refugee and asylum seeker students
- all students are encouraged to consider the full range of career opportunities available to them with no discriminatory boundaries placed on them due to their disability, gender or race
- all students/staff/parents/carers are given support as appropriate when they experience or perceive discrimination. We also recognise that the perpetrators of discrimination are themselves sometimes victims of their personal circumstances and therefore, where appropriate, remedial work is done to ensure that the actions do not occur again
- positive role models will be used throughout the school to ensure that different groups of students can see themselves reflected in the school community
- emphasis is placed on the value that diversity brings to the school community rather than the challenges
- the tutor programme includes topics with a specific focus on equality and diversity
- strategies are put in place to focus on motivating and reintegrating disaffected students who may at times access the Achievement Centre
- students are given opportunities to meet their individual religious needs, especially when important festivals occur
- students' dietary needs are met as far as is practicable

## **12. Community cohesion**

We are committed to supporting community cohesion by:

- developing a common vision and sense of belonging
- developing an appreciation of the diversity of people's backgrounds and circumstances
- creating opportunities for all learners to achieve their potential
- building strong and positive relationships
- having good links with other schools, locally and regionally
- teachers having links with other schools and promoting good role models when interacting with staff from other schools, through a range of activities
- learners having a strong voice and opportunities to take responsibility through our Student Council
- engaging parents through a range of activities, consultation evenings and information evenings
- having strong links with external agencies
- building networks and partnerships between services to encourage joint thinking and sharing of skills
- building on relationships with the school community and consulting with all stakeholders, giving particular attention to those affected by inequality in the decisions we take to promote equality and eliminate discrimination.

## **13. Staffing and Staff Development**

We recognise the need for positive role models and distribution of responsibility among staff. This will include:

- student access to a balance of male and female staff
- encouraging the career development and aspirations of all individuals
- providing staff with training and development, which will increase awareness of the needs of different groups of students in the various dimensions of equality of opportunity

## **14. Monitoring and Review**

This will be carried out by the relevant appropriate member of the SLT who will consider feedback from a range of sources and report to the Local Governing Body. Sources will include attendance and truancy figures, exclusions, incidents of racism, homophobia and sexism and all forms of bullying. Student achievement data for particular groups will be compared to national and Local Authority data.

## Equality and Diversity Policy - Appendix 1

2023-24 (updated September 2023), to be updated annually

As a result of the Public Sector Equality Duty the school publishes the following information about staff and students, specifically information collected about certain protected characteristics (as detailed below):

Protected characteristic	Data collected and recorded	
	Staff	Students
Age (staff)	✓	✓
Disability	✓	✓
Gender reassignment (Gender identity)	✓	✓
Pregnancy and maternity	✓	✓
Race (Ethnicity)	✓	✓
Religion or belief		
Sex	✓	✓
Sexual orientation		
Marriage and Civil partnerships (staff)		

Staff															
Age	Figures change – we comply with our equality duty.														
Disability	Should we have staff with disabilities we would endeavour to make all reasonable adjustments to enable them to do their jobs properly. Currently 0 members of staff have reported that they have a disability.														
Sex (gender)	188 staff all of whom gave information, with 130 female and 58 male colleagues														
Gender Reassignment (Gender Identity)	We are an inclusive school community and support any staff member who is exploring their gender identity.														
Marriage & Civil Partnerships	Figures change – we comply with our equality duty.														
Pregnancy and Maternity	Figures change – we comply with our equality duty.														
Sexual Orientation	Our school community is inclusive of all staff regardless of their sexual orientation.														
Race (Ethnicity)	188 staff gave information <table style="width: 100%; border: none;"> <tr> <td style="padding-left: 20px;">White British</td> <td style="text-align: right;">174</td> </tr> <tr> <td style="padding-left: 20px;">White Irish</td> <td style="text-align: right;">2</td> </tr> <tr> <td style="padding-left: 20px;">White, any other White background</td> <td style="text-align: right;">4</td> </tr> <tr> <td style="padding-left: 20px;">Chinese</td> <td style="text-align: right;">1</td> </tr> <tr> <td style="padding-left: 20px;">Mixed White and Asian</td> <td style="text-align: right;">1</td> </tr> <tr> <td style="padding-left: 20px;">Any other ethnic background</td> <td style="text-align: right;">1</td> </tr> <tr> <td style="padding-left: 20px;">Not obtained/refused to say/unknown</td> <td style="text-align: right;">5</td> </tr> </table>	White British	174	White Irish	2	White, any other White background	4	Chinese	1	Mixed White and Asian	1	Any other ethnic background	1	Not obtained/refused to say/unknown	5
White British	174														
White Irish	2														
White, any other White background	4														
Chinese	1														
Mixed White and Asian	1														
Any other ethnic background	1														
Not obtained/refused to say/unknown	5														

Religion and Belief	Our school community is inclusive of all staff regardless of their religion or beliefs.
<b>Other information</b>	
Salaries	Males and females are paid equally for doing similar work
Promoted Posts (SLT & Middle Leaders)	7 females and 2 males are on School Leadership Team 8 females and 8 males are Middle Leaders
Part-time	All requests for part-time work are considered. There are currently 17 part-time teachers. At the present time we have no job-share but we would consider this should a request be made.

<b>Students</b>	
Age	11-18 years old
SEND (Special Educational Needs & Disabilities)	311 students We ensure reasonable adjustments are made where appropriate.
Gender Reassignment (Gender Identity)	We are an inclusive school community and support any student exploring their gender identity.
Pregnancy and Maternity	We comply with our equality duty and have plans to deliver education on site if required or offer a place at an alternative off site provision.
Race / ethnicity	White British – 1252 120 Students other than White British as broken down below: Any other Asian background – 5 Any other Black background – 2 Any other Ethnic group – 16 Any other mixed background – 12 Any other White background – 29 Bangladeshi – 1 Black African – 8 Black Caribbean – 1 Chinese – 14 Gypsy/Roma – 1 Indian – 8 Other Gypsy/Roma – 1 Pakistani – 3 Refused – 3 Roma – 1 White Irish – 2 White and Asian – 7 White and Black African – 5 White and Black Caribbean - 1
Sex (at birth)	679 females and 703 males
Sex (Gender)	1330 students gave information female 676



	<p>male 650 other 4</p>
Sexual Orientation	<p>Our school community is inclusive of all students regardless of their sexual orientation.</p>
<b>Other</b>	
FSM (Free School Meal)	<p>304 students currently listed (In care -18; Service children - 21)</p>
Pupil Premium Students	<p>18 students 'ever 6' listed</p>
EAL (English as an Additional Language)	<p>65</p> <p>KS5 – 10 Year 13 – 3 student Year 12 - 7 students</p> <p>KS4 – 16 Year 11 – 11 students Year 10 – 5 students</p> <p>KS3 – 38 Year 9 – 15 students Year 8 – 10 students Year 7 – 13 students</p>
Curriculum	<p>All students have access to a broad and balanced curriculum and make choices at appropriate times based on clear information, advice and guidance (IAG). All students have equal access to all aspects of the curriculum, including PE, sport, food technology etc. Through PSHE, R.E and the work of the STEM (Science, Technology, Engineering and Maths) team, gender stereotyping is challenged.</p>
Sub-Group and Achievement	<p>The progress made by vulnerable students, as identified by Ofsted in the 'Evaluation Schedule for Maintained Schools and Academies', is closely monitored and is in line with expectations. This monitoring includes the use of the Pupil Premium Grant and Catch-up funding.</p>