



Equality, Diversity and Community Cohesion Policy

Date Passed to Governors:

Approved / Adopted by Governing Body:

Date Policy Reviewed:

Date of Next Review:

January 2018

September 2022

September 2023

This policy is composed with reference to the **Equality Act 2010** and guidance documents:

http://www.legislation.gov.uk/ukpga/2010/15/pdfs/ukpga_20100015_en.pdf

We aim to give all pupils and staff equal opportunities to develop their full potential. The latest non-statutory DfE guidance is:

The Equality Act 2010 and schools: Departmental advice for school leaders, school staff, governing bodies and local authorities (May 2014) which can be accessed via this web link:

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

When reading this document, it is essential also refer to other Longfield Academy

Policies including:

- Single Equality Scheme
- Equal Opportunities Policy
- British Values and Collective Worship Statement
- Safeguarding Policy & Strategy
- Anti-Bullying Policy
- SEN Policy
- Recruitment Policy
- Admissions Policy
- Discipline Policy
- Transition Policy
- Careers Education and Guidance Policy
- Code of Conduct for School Employees Policy
- Citizenship Policy
- Disadvantaged Pupils Statement
- English as an Additional Language Policy
- Food and Healthy Lifestyles Policy
- Sex and Relationships Policy
- Young Carers Policy

Annually, all policies are reviewed in relation to the Swift Academies Single Equality Scheme and these reviews can be obtained from Mr Nicholas Lindsay (Head of School Longfield Academy).

www.longfield.uk.com/about/documents-library/school-policies-2/

Purpose of the Document

The overall objective of Longfield Academy's Equality, Diversity and Community Cohesion Policy is to provide a framework for the school to pursue its equality duties to eliminate unlawful discrimination and harassment; promote equality of opportunity; and promote good relations and positive attitudes between people of diverse backgrounds in all its activities.

The principles of this policy apply to all members of the extended school community – pupils, staff, directors, parents / carers and community members. Partners and contractors are also expected to abide by the policy.

Equality, Diversity and Community Cohesion Statement

We will not tolerate less favourable treatment of anyone, particularly in relation to age, disability, gender, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, or sexuality.

Through our school ethos, curriculum and community links, we will work towards: -

- a common vision
- a sense of belonging for all
- similar life opportunities for all
- strong and positive relationships between different communities

Through the Equality, Diversity and Community Cohesion Policy, Longfield Academy seeks to ensure that no member of the school community, or any person through their contact with the school, receives less favourable treatment on any grounds which cannot be justified. Consequently, this not only covers the nine protected characteristics of age, disability, gender, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, and sexuality, but also relates to socio-economic background, where people reside, those responsible for children or other dependents, those who engage in political or trade union activities, and those with spent convictions.

Commitment to equality, diversity and community cohesion is more than just meeting legal obligations or targets. It's about making a difference to the lives of the people we serve, treating all people with dignity and respect, and recognising the value of each individual. This implies an on-going commitment to ensuring that our services meet the varied and individual needs of all the children and young people in our school. We will make sure that our employment practices are fair, promote equality and value diversity. We will actively value the wide variety of lifestyles and cultures which exist locally and nationally. We will prepare children and young people for life in a diverse society with ever-increasing global connections and help them to deal in an informed manner with sometimes controversial issues.

We will ensure that the principles of this policy are reflected in all our policies, practices, procedures and services and are part of everything we do.

Our School within Darlington's Profile

Darlington is a market town in the Borough of Darlington. It is the main population center in the borough, with a population of 106,000 as of 2011.

Darlington has 7 Secondary Academy Schools and from September 2015, 1 Free School providing secondary education, one of which is a Catholic Academy with a growing sixth form college admitting over 100 pupils each year. Queen Elizabeth Sixth Form College is one of the most highly rated colleges in England and has almost 2000 pupils, mostly aged 16–18. It offers around 40 full-time AS and A level courses, some vocational courses and GCSEs, as well as several part-time evening classes.

Darlington College is also a high performing Further Education College which offers a wide range of vocational courses. Teesside University opened a Darlington campus on the same site in 2011 offering higher education in the town to pupils and businesses.

For a breakdown of the schools in Swift Academies see Single Equality Scheme.

Longfield Academy Profile

Correct census information is available from Mrs Yates, Data Manager.

Guiding Principles

These principles have been drawn from a specimen school policy for equality and diversity prepared by the DfE and we at Longfield Academy, fully endorse and accept them.

Principle 1: All Learners Are of Equal Value

All learners and potential learners are of equal value and benefit equally from school policies, practices and programmes, whatever their ability, background, gender or cultural identity. As a school we aim to increase the aspirations of all pupils.

Principle 2: Relevant Differences Are Recognised

Treating people equally can mean treating them differently. Policies, practices and programmes do not discriminate, but may be differentiated to take account of differences of life experience, outlook and background, and in the kind of barriers and disadvantages people may face. Reasonable adjustments will be made where appropriate for individuals and groups.

Principle 3: We Foster Positive Attitudes, Relationships and a Shared Sense of Belonging

Policies, practices and programmes promote: -

- positive attitudes and interactions
- mutual respect and good relations
- An absence of harassment or prejudice-related bullying between people of different ability, background, gender or cultural identity

Principle 4: Equality of Opportunity Determines Staff Recruitment, Retention and Development

Policies and procedures benefit all employees and potential employees in recruitment, professional development and promotion. Steps are taken to positively promote equality, especially where there is evidence of inequality.

Principle 5: Current Inequalities and Barriers are Addressed and Reduced

In addition to avoiding or minimising possible negative impacts of policies, we take opportunities to maximise positive impacts by addressing, reducing and removing

inequalities and barriers that already exist between people of different ability, background, gender or cultural identity.

Principle 6: Policy Development Involves Widespread Consultation and Involvement

People affected by a policy are consulted and involved in the design of new policies, and in the review of existing ones. Such consultation is both direct and through representative organisations and is based on principles of transparency and accountability. It can involve those who in the past have been excluded or disadvantaged, and who continue to face barriers.

Principle 7: Society as a Whole Benefits

Policies benefit society as a whole, locally, nationally and internationally, by fostering greater cohesion and greater participation in public life of people of different ability, background, gender or cultural identity.

Equality and Diversity Legislation

Our commitment is reinforced through our legal duties both as an employer and service provider. The legal duties come from a range of relevant equality and diversity legislation and associated codes of practice. Through this policy we are committed to complying with the general and specific duties, as well as the codes of practice.

See Appendices 1 and 2 for more about these duties and codes of practice.

Age

All public bodies have responsibilities to promote equal opportunities in employment and vocational training irrespective of age, through the Employment Equality (Age) Regulations (2006). The Equality Act (2010) will make it unlawful to discriminate in the provision of goods, services, facilities and public functions. We will ensure that we follow these regulations and legislative requirements.

Disability

The Disability Discrimination Acts (1995, 2001 and 2005) place a positive duty on us to ensure that services provided by the school and its premises are accessible to disabled people, that we promote disability equality, eliminate discrimination and harassment, and promote positive attitudes to encourage participation. In some situations, this may mean treating disabled people more favourably. We have drawn up and will maintain the Single Equality Scheme, including an action plan, to meet these responsibilities.

Gender

The Sex Discrimination Act (1975) and the Equality Act (2006) place a positive duty on us not to treat anyone unfairly because of their gender. This means we will eliminate discrimination and promote equality of opportunity between girls and boys, men and women. We will ensure that the needs of both sexes and transgender people are taken into account in our services and employment. We have drawn up and will maintain the Single Equality Scheme, including an action plan, to meet these responsibilities.

Race

The Race Relations Act (1976) and the Race Relations (Amendment) Act (2000) require schools to take appropriate steps to promote race equality, eliminate unlawful race discrimination and promote good race relations. We have drawn up and will maintain the Single Equality Scheme, including an action plan, to meet these responsibilities.

We believe in providing the best possible education for children to be found anywhere. To prepare pupils to be able to fulfil meaningful roles in society once they have left school, we must actively encourage tolerance and acceptance of other people's culture and ethnicity and also celebrate the wonderful diversity of our community.

Values

Therefore, this school:

- a) Is opposed to all forms of racism which seek to disadvantage persons on the grounds of colour, culture or ethnic origin
- b) Will continue to re-appraise and develop its organisation and curriculum in order to create an ethos that meets the needs of all its pupils and so provide the best possible environment in which they may achieve their full potential, spiritually, morally, socially, intellectually, emotionally and physically
- c) Will not tolerate racist behaviour such as name calling, stereotyping of all ethnic groups, insulting remarks, offensive graffiti, and undue pressure on individuals and bullying. It will not use literature that is racially biased and dependent upon stereotypes, nor will it allow the distribution of racist literature or pamphlets or permit the wearing of racially offensive symbols
- d) As a school we ask our pupils to adhere to a non-touch policy
- e) Will take immediate and positive action against any racist offences whoever may be the perpetrator. Those responsible will be made aware of the school's opposition to racism and reasons will be given. Sanctions will be applied as judged appropriate according to the circumstances and having in mind a positive outcome, bearing in mind the feelings of the victim. Where possible a victim may be given a choice of restitution
- f) In the light of the above, is aware of the need to publicise its racial equality policy and code of conduct. It will keep them under review.
- g) Keep a log of all racist incidents and inform the local authority of these incidents as and if required

Responsibilities

- a) The Board of Directors will ensure that the school complies with the duty under the Race Relations (Amendment) Act and Disability Act 2010 that its policies and related strategies and procedures are implemented
- b) The Head of School will be responsible for implementation of the policy and ensuring all staff are aware of their responsibilities and given training and support if required
- c) All staff will be responsible for dealing with racist incidents, challenging racial bias and stereotyping, promoting racial equality and keeping up to date with race relations legislation by attending training as required

Racist Behaviour Is:

“Any hostile or offensive action or words by a person of one ethnic group or culture against a person of another group”.

Such behaviour may:

- Cause offence
- Interfere with the peace and comfort of the victim
- Cause the victim to fear for their safety

Racist incidents can include:

- Racially prejudiced remarks and name calling
- Racially based threats
- Taunts or physical abuse
- Racist badges or literature in school
- Racist graffiti

Racism has a damaging effect on pupils and staff in our schools. It damages self-image, has a detrimental effect on pupils as learners and leads to disaffection and low achievement. Racism may promote anger and retaliation.

Longfield Academy is an inclusive school. We welcome pupils from all faiths and ethnic diversity.

Tolerance is addressed through positive choices, use of teaching materials, throughout the school that reflecting our multi-cultural society. The LIFE Personal development curriculum addresses the issues of bullying and harassment. The programme includes:

- British values and citizenship
- Anti-Bullying
- Relationships
- Cultural Awareness
- Human Rights
- A range of teaching materials chosen to reflect our diverse society

Dealing with Racist Incidents

Any reported incident is investigated and dealt with as a serious matter.

A racist incident will be dealt with using the same formal referral and discipline procedures outlined in the School Discipline Policy. A range of sanctions may be imposed. The exact sanction to be imposed upon an individual or group will be decided upon by the appropriate Head of Year or ultimately the Head of School.

We treat every child as an individual and every incident on its own merits therefore, sanctions may differ according to the case in question. All racist incidents will be logged in the racist incident log on the school CPOMS system and incidents can be reported to Local Authority bodies if and when requested in accordance with their own policy and practice.

Longfield Academy works together with pupils, parents / carers and other partners in education in order to eliminate racism from our school. We understand why pupils and/or parents / carers may be reluctant to report racist incidents but seek to reassure that any incident will be dealt with appropriately.

Racist behaviour should always be confronted and because attitudes are often deep-rooted, a simple 'telling-off' is not likely to resolve the situation for either the victim or perpetrator.

Responsibilities

Leadership Team will:

- Maintain oversight of the policy and practice
- Evaluate the effectiveness of the policy
- Help identify any staff needs
- Maintain a record of incidents
- Monitor the effectiveness of the policy
- Monitor EAL pupils

Pastoral Team will:

- Uphold the values of equal rights through assemblies and team meetings
- Support all stakeholders in dealing with racist incidents

All staff will:

- Encourage equal rights and actively seek to combat racism
- Be aware of potential problems
- Deal with any known incidents according to the policy

Religion and Belief

All public bodies have responsibilities to promote equal opportunities in employment and vocational training irrespective of religion and belief through the Employment Equality (Religion and Belief) Regulations (2003). The Equality Act (2006) makes it unlawful to discriminate in the provision of goods, services, facilities and public functions. We will ensure that we follow these regulations.

Sexual Orientation

All public bodies have responsibilities to promote equal opportunities in employment and vocational training irrespective of sexual orientation through the Employment Equality (Sexual Orientation) Regulations (2003). The Equality Act (2006) makes it unlawful to discriminate in the provision of goods, services, facilities and public functions. We will ensure that we follow these regulations.

Gender Reassignment, Marriage and Civil Partnership, and Pregnancy and Maternity

The Equality Act (2010) makes it unlawful to discriminate against anyone in relation to gender reassignment, marriage and civil partnership, and pregnancy and maternity.

Discrimination might be direct or indirect or involve harassment or victimisation. We will ensure that we do not discriminate in relation to these protected characteristics.

Community Cohesion

The Education and Inspections Act (2006) places a responsibility on schools to promote community cohesion within the school itself as well as locally, nationally and globally. We will do this through promoting a common vision, a commitment to equality and social justice, respecting people's different backgrounds, and promoting positive relationships in the school and local neighbourhood. We recognise that one of the biggest influences on educational outcomes is socio economic growth; and that this can also strongly affect community cohesion. We have programmes to 'narrow the gap' and increase aspirations to draw people together from different social backgrounds.

See Appendix 2 for further information.

Future legislation

We will also welcome the contribution of future equality and diversity legislation to provide equal opportunities for everyone.

Implementation

We will ensure implementation through action in the following areas:

- Relationships and Ethos – to foster behaviour based on rights, responsibilities and mutual respect between all members of the school community, to support pupils' personal development and well-being, and to address all forms of prejudice-related bullying
- Equity and Excellence – to ensure equal opportunities for all to succeed at the highest level possible, to remove barriers to access and participation in learning and other activities, and to minimise variations in outcomes for different groups
- Teaching, Learning and the Curriculum – to teach pupils to understand others, to promote common values and value diversity, to promote awareness of human rights and of the responsibility to uphold and defend them, and to develop the skills of participation and responsible action
- Engagement and Extended Services – to provide a means for children, young people and their families to interact with people from different backgrounds and build positive relations, including links with different school communities locally, nationally and internationally

Monitoring, Reviewing and Assessing Impact

This policy is supported by the school's Single Equality Scheme and related action plans. The Single Equality Scheme and related action plans run for three years but are reviewed annually.

This policy will be regularly monitored and reviewed by staff and directors to ensure it is effective in tackling discrimination, in promoting access and participation, and in promoting equality and good relations between different groups, and that it does not disadvantage particular sections of the school community.

Any pattern of inequality found as a result of impact assessments is used to inform future planning and decision-making.

A named member of staff and a named director responsible for equality and diversity monitor specific outcomes annually.

The Head of School provides monitoring reports as required for review by the Board of Directors. These include information about: - school population, workforce recruitment, retention and progression, special initiatives, progress against Key Indicators and targets, and future plans.

Roles and Responsibilities

All who are associated with Longfield Academy have a responsibility for promoting inclusion, equality, diversity and community cohesion, and avoiding unfair discrimination.

Our Directors Are Responsible for:

- Making sure the school complies with all current equality and diversity legislation
- Making sure this policy and its procedures are followed
- Making sure that the school has an up-to-date Single Equality Scheme and related action plans
- Our Equality Champion is the Director – Mr Derek Bell

Our Head of School is Responsible for:

- Making sure the policy is readily available and that the governors, staff, pupils and their parents / carers know about it
- Making sure its procedures are followed
- Producing regular information for staff and governors about the policy and how it is working, and providing training for them on the policy, if necessary
- Making sure all staff know their responsibilities and receive training and support in carrying these out
- Taking appropriate action in cases of harassment, victimisation and discrimination

Staff Are Responsible for:

- Proactively following this policy and any associated guidelines
- Providing role models for pupils through their own actions
- Dealing with racist, sexist and homophobic incidents, and recognising and tackling other forms of bias and stereotyping
- Promoting equality, diversity and good community relations, and avoiding discrimination against anyone based on the nine protected characteristics above, as well as avoiding discrimination irrespective of socio-economic background or where people reside, as well as against those responsible for children or other dependents, those who engage in political or trade union activities, and those with spent convictions
- Keeping up to date with the law on discrimination and taking advantage of training and learning opportunities offered to them

Pupils Are Responsible for:

- Treating others kindly and fairly without prejudice, discrimination or harassment
- Attending school and engaging in their learning, as well as helping other pupils to learn
- Telling staff about any prejudice-related incidents that occur

Parents / Carers Are Responsible for:

- Supporting our school as it implements this policy
- Providing role models for their children through their own actions
- Ensuring their children attend school and engage in learning
- Telling staff about any prejudice-related incidents that occur

Visitors and Contractors Are Responsible for:

- Knowing and following the content of our Equality, Diversity and Community Cohesion Policy

Responsibility for overseeing Equality, Diversity and Community Cohesion practices in the school lies with the Leadership Team and Mr J Raw, Community Cohesion Lead.

Responsibilities include:

- Coordinating and monitoring work on equality, diversity and community cohesion
- Dealing with and monitoring reports of harassment (including racist, sexist and homophobic incidents)
- Monitoring the progress and attainment of vulnerable groups of pupils
- Monitoring exclusion

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 of School and the Board of Directors. Anyone wishing to make a complaint will be advised to follow the School Complaints Procedure.

Racist incidents will be recorded and reported in accordance with LA guidelines.

References to Other Documents, Advice and Guidance.

Guidance and advice will be actively sought and used through:

- The Equality and Human Rights Commission (EHRC) has developed detailed technical guidance for schools available on their website. It goes into more detail than this advice and may also be helpful for schools seeking good practice guidance on particular areas
- Stonewall and the NSPCC
- The DfE and Home Office
- Humankind Darlington Young Carers
- Using guidance from DCSF, QCDA, OFSTED, etc.

- Taking advice from agencies such as The Race Equality Council for Darlington and Durham, Gay Advice Darlington and Durham, the Equality and Human Rights Commission, Trade Unions and any associated and affiliated organisations

Appendix 1

General and Specific Duties:

We at Longfield not only recognise our duty in these areas but also feel it vital to promote equality where pupils are identified as belonging to one or more of the following groups within our school community.

- Race
- Disability
- Gender
- Gender reassignment
- Age
- Marriage and civil partnership
- Pregnancy and maternity
- Religion and belief
- Sexuality
- Socio-economic background

These ten protected characteristics in addition to community cohesion, provide the framework for our Single Equality Scheme. In addition, we also recognise the contribution to the meeting the aims of the Single Equality Scheme that Community Cohesion can bring and therefore include this area within this scheme and within other equality documents, policies and statements.

The Equality Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil, potential pupil, member of staff or parent / carer:

- in relation to admissions
- in the way it provides education for pupils
- in the way it provides access to any benefit, facility or service, or
- by excluding a pupil or subjecting them to any other detriment
- In the way it responds to parents / carers making a complaint

Race Equality

The general duty to promote race equality means that we must have due regard to:

- Eliminate unlawful racial discrimination towards any pupil or member of staff
- Promote equality of opportunity for all
- Promote good relations between people of different racial groups

Disability Equality

The general duty to promote disability equality is owed to all disabled people which means that we must have due regard to:

- Promoting equality of opportunity between disabled people and other people
- Eliminating unlawful discrimination
- Eliminating disability- related harassment
- Promoting positive attitudes towards disabled people
- Encouraging participation by disabled people in public life
- Taking steps to take account of disabled peoples' disabilities, even where that involves treating disabled people more favourably than other people

Accessibility

There is specific disability legislation in relation to disabled people and accessibility which means we must plan strategically over time to:

- Increase access to the curriculum for disabled pupils
- Make improvements to the physical environment of the school to increase access for disabled pupils, staff and parents / carers
- Make written information accessible to disabled pupils, parents / carers and staff in a range of different ways. It must be ensured that any person with a disability does not receive less favourable treatment and to do this the school has a duty to make reasonable adjustments

Gender Equality

The Sex Discrimination Act (1975) and the Equality Act (2010) place a positive duty on us not to treat anyone unfairly because of their gender. This means we will eliminate discrimination and promote equality of opportunity between girls and boys, men and women. We will ensure that the needs of both sexes and transgender people are taken into account in our services and employment. We have drawn up and will maintain the Single Equality Scheme, including an action plan, to meet these responsibilities and affect the following

- Eliminate unlawful discrimination and harassment
- Promote equality of opportunity between all people regardless of gender
- The duty also includes the need to consider actions to address the causes of any gender pay gap that may arise

Transgender / Gender Reassignment

Gender reassignment is the process of transitioning from one gender to another. It is a personal process (rather than a medical process) which involves a person expressing their gender in a way that differs from or is inconsistent with the physical sex they were born with. This may include undergoing medical procedures or could include choosing to dress in a different way as part of the personal process of change.

Transgendered people are explicitly covered by the gender equality duty. The term transgendered refers to a range of people who do not feel comfortable with their birth gender. The school will respect the confidentiality of those seeking gender reassignment and will provide a supportive environment within its school community.

Age

All public bodies have responsibilities to promote equal opportunities in employment and vocational training irrespective of age, through the Employment Equality (Age)

Regulations (2006). The Equality Act (2010) will make it unlawful to discriminate in the provision of goods, services, facilities and public functions. We will ensure that we follow these regulations and legislative requirements.

Sexual Orientation

Sexual orientation means the attraction a person feels towards one sex or another (or both, or neither), which determines who they form intimate relationships with or are attracted to. Some people are only attracted to those of the same sex (lesbian women and gay men). Some people are attracted to people of both sexes (bisexual people). Some people are only attracted to the opposite sex (heterosexual people). Everyone is protected from being treated less favourably because of sexual orientation, whether they are bisexual, gay, lesbian or heterosexual.

All public bodies have responsibilities to promote equal opportunities in employment and vocational training irrespective of sexual orientation through the Employment Equality (Sexual Orientation) Regulations (2003). The Equality Act (2010) makes it unlawful to discriminate in the provision of goods, services, facilities and public functions. We will ensure that we follow these regulations.

Religion and Belief

The protected characteristic of religion or belief includes any religion and any religious or philosophical belief. It also includes a lack of any such religion or belief (e.g. Atheism). A religion need not be mainstream or well known to gain protection as a religion. It must, though, be identifiable and have a clear structure and belief system. Denominations or sects within religions, Cults and new religious movements may also be considered religions or beliefs. Generally, a belief need not include faith or worship of a god or gods, but must affect how a person lives their life or perceives the world to be included in the definition.

All public bodies have responsibilities to promote equal opportunities in employment and vocational training irrespective of religion and belief through the Employment Equality (Religion and Belief) Regulations (2003). The Equality Act (2010) makes it unlawful to discriminate in the provision of goods, services, facilities and public functions. We will ensure that we follow these regulations.

Socio-economic Background

Longfield Academy also recognises the importance of socio-economic status with regard to developing good relations across different cultures, ethnicities, religious and non-religious and socio-economic groups. We have incorporated these priorities into our Scheme. This will allow the School to prepare for the proposed socio-economic public duty as outlined in the Equality Act.

Marriage and Civil Partnership

The Equality Act (2010) makes it unlawful to discriminate against anyone in relation to marriage and civil partnership. Discrimination might be direct or indirect or involve harassment or victimisation. We will ensure that we do not discriminate in relation to these protected characteristics. In addition, Longfield Academy also recognises the duty to not discriminate against those unions that are presented as 'common law' marriages.

Pregnancy and Maternity

Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding.

The Equality Act (2010) makes it unlawful to discriminate against anyone in relation to pregnancy and maternity. Discrimination might be direct or indirect or involve harassment or victimisation. We will ensure that we do not discriminate in relation to these protected characteristics.

Community Cohesion

We also have a responsibility to promote community cohesion, developing good relations across different cultures, ethnic, religious and non-religious and socioeconomic groups. We have incorporated our priorities into our Single Equality Scheme and Whole School SEF to make it easier to monitor our progress and performance in meeting our objectives.

Appendix 2

Community Cohesion

A **cohesive** community is one where:

- There is a common vision for all communities, an emphasis on articulating what binds communities together rather than what differences divide them, a sense of belonging, of identifying with the neighbourhood and of 'looking out for each other'
- There is a commitment to equality and social justice
- The diversity of people's different backgrounds and circumstances is appreciated, respected and protected, in order to support integration and cohesion in changing communities
- People have similar life opportunities, irrespective of background
- Everyone understands their rights and responsibilities and is encouraged to participate at all levels
- Strong and positive relationships are developed between people from different backgrounds in the workplace, in schools and within neighbourhoods

Our strategic aims are:

- Close the attainment and achievement gap between different groups of people
- Raise aspirations of harder to reach families
- Develop common values of citizenship based on dialogue, mutual respect and acceptance of diversity
- Contribute to building good community relations and challenge all types of discrimination and inequality
- Remove the barriers to access, participation, progression, attainment and achievement

The DfE Guidance on the duty to promote community cohesion suggests that a school's contribution to community cohesion relates, above all, to:

- Relationships and Ethos – to foster behaviour based on rights, responsibilities and mutual respect between all members of the school community, to support pupils' personal development and well-being, and to address all forms of prejudice-related bullying
- Teaching, Learning and the Curriculum – to teach pupils to understand others, to promote common values and to value diversity, to promote awareness of human rights and of the responsibility to uphold and defend them, and to develop the skills of participation and responsible action
- Equity and Excellence – to ensure equal opportunities for all to succeed at the highest level possible, removing barriers to access and participation in learning and wider activities and eliminating variations in outcomes for different groups
- Engagement and Extended Services – to provide a means for children, young people and their families to interact with people from different backgrounds and build positive relations, including links with different school communities locally, nationally and internationally

In order to achieve a **cohesive community**, we recognise that we need to:

- Promote understanding and engagement between communities
- Encourage all children and families to feel part of the wider community
- Understand the needs and hopes of all our communities
- Tackle discrimination
- Increase life opportunities for all
- Ensure teaching and the curriculum address issues of diversity.
- Provide opportunities for all within the comprehensive Social Moral Spiritual and Citizenship programme (SMSC)

We aim to further supplement these guiding principles by regular engagement details of which are available from Careers, Community and Post 16 Aspirations Coordinator Mr J Raw.