



Equalities and Cohesion Policy

To be reviewed: **Every 3 Years**

Next review: **Summer 2025**

Date Approved by the Genesis Education Trust Board: **Summer 2022**

** Executive Head/ Head Teacher/Headteacher/Associate Head (henceforth referred collectively as Head Teacher, unless specifically stated)*

Under the Education and Inspections Act, 2006, there is a duty for schools to promote community cohesion, by which is meant working towards a society in which there is a common vision and sense of belonging by all communities; where diversity is valued and appreciated; where similar life opportunities are available to all and where strong and positive relationships exist and continue to be developed in schools, the workplace and the wider community.

Legal duties

1. We welcome our duties under the Equalities act 2010.
2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
3. We recognise that these four sets of duties are essential for achieving the five outcomes of the 'Every Child Matters' framework, and that they reflect 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.
4. Summaries of our legal obligations are provided in Appendix A.

Guiding principles

5. In fulfilling the legal obligations referred to above, we are guided by seven principles.

Principle 1: All learners are of equal value

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

- whether or not they are disabled
- whatever their age
- whichever their race
- whichever their sex
- whatever their gender reassignment
- whichever their marriage or civil partnership
- whichever their pregnancy and maternity status
- whichever their religion or belief

Principle 2: We recognise and respect diversity

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 in the kinds of barriers and disadvantages which people may face, in relation to:

- disability, so that reasonable adjustments are made
- race, so that different cultural backgrounds and experiences of prejudice are recognised
- sex, so that the different needs and experiences of girls and boys, women and men are recognised.
- gender reassignment, so that any gender reassignment is not discriminated against but fully considered

- age, so that all ages are treated equally and given equal opportunities
- marriage and civil partnership, so that no partnership is treated more or less favourably
- pregnancy and maternity, so that reasonable adjustments are made
- religion or belief, so that every faith or no faith is fully recognised and valued
- sexual orientation, so that sexual preferences and experiences of prejudice are recognised

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should 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 races, culture, religious affiliation, 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
- respect and understanding between groups and between individuals of different ages through an absence of ageism
- understanding and recognition between persons of different sexual orientations which is rooted in the belief that no bias or prejudice against a sexual orientation is present
- positive regard for those who are in their pregnancy or on maternity without prejudiced bias or less opportunities in the workplace
- a respectful understanding between those who are in a marriage, those who are in a civil partnership and people who are in neither so no one is treated less favourably
- meaningful and positive attitudes towards people of any religion, including a lack of religion and a deep respect for someone's life choices or the way they live
- understanding and respect for those people who are going through or have gone through the process of transitioning from one sex to another so that there is never any direct or indirect discrimination

Principle 4: Staff recruitment, retention and development

Policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whichever their marriage or civil partnership
- whichever their race, ethnicity, culture
- whichever their religious affiliation or belief
- whichever their sex
- whichever their gender reassignment
- whichever their sexual orientation
- whether they are pregnant or on maternity
- whatever their age

Principle 5: We aim 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:

- disabled and non-disabled people
- people of different race and cultural backgrounds
- people of different religions and beliefs and those of no faith
- girls and boys, women and men.
- people who have reassigned their gender and those who have not
- people of all ages
- people who are married, in a civil partnership or neither
- people who are pregnant or on maternity and those who are not
- people of all sexual orientations

Principle 6: We consult widely

People affected by a policy or activity should be consulted and involved in the design of new policies, and in the review of existing ones. We involve:

- disabled people as well as non-disabled
- people from different races
- people of different ages
- both women and men, and girls and boys.
- people who are attracted towards their own sex, the opposite sex or to both sexes
- people of different religions or a lack of religion
- people who have reassigned their gender
- people who are married, in a civil partnership or neither
- people who are pregnant or on maternity

Principle 7: Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled
- people from different races
- people of different ages
- both women and men, and girls and boys.
- people who are attracted towards their own sex, the opposite sex or to both sexes
- people of different religions or a lack of religion
- people who have reassigned their gender
- people who are married, in a civil partnership or neither
- people who are pregnant or on maternity

Action plans

6. We recognise that the actions resulting from a policy are what make a difference.
7. Each year we draw up School Development Plans setting out the specific actions and projects we shall undertake, implementing the principles described above.

The curriculum

8. We are mindful of the above principles when planning, implementing and monitoring the curriculum, encompassing 'out of hours' learning, the 'extended school agenda' and when embracing all stakeholders within the spirit of a true "professional learning community" ethos - in which everyone is helped to "*do their best*".

Ethos and organisation

9. We ensure that these principles 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
 - 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.

Addressing prejudice and prejudice-related bullying

10. The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to above:

- prejudices around disability and special educational needs
- prejudices around race, including racism and xenophobia
- prejudices around people's religion or belief, for example antisemitism and Islamophobia, and those that are directed against Travellers, refugees and people seeking asylum
- prejudices around people who are of different ages, meaning an absence of ageism in and around our work place
- prejudices around people who are in the process of reassigning their gender or those who have gone through this process
- prejudices around people's marital status, civil partnership or neither
- prejudices around pregnancy or maternity status
- prejudices around sex, meaning an absence of sexism in and around the workplace
- prejudices around someone's sexual orientation, for example homophobia
- the risk of radicalisation will be dealt with according to 'The Prevent Duty' (June 2015) within the Safeguarding Policy

11. The school follows Local Authority/Human Resources guidance on how all prejudice-related incidents should be identified, assessed, recorded and dealt with.
12. We take seriously our obligation to report regularly to the Local Governing Body about the numbers, types and seriousness of prejudice-related incidents at our school and how they were dealt with.

Roles and responsibilities

13. The Local Governing Body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and strategies are implemented.
14. A member of the Local Governing Body has a watching brief regarding the implementation of this policy.
15. 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.
16. A senior member of staff has day-to-day responsibility for co-ordinating implementation of the policy.
17. All staff are expected to:
 - 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
 - keep up-to-date with equalities legislation relevant to their work.

Information and resources

18. We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and parents.
19. All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

Religious observance

20. We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

Staff development and training

21. 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.

Breaches of the policy

22. 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 Headteacher and Local Governing Body, upon seeking advice from HR/LADO.

Monitoring and evaluation

23. We collect, analyse and use data relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; and gender.

24. To review good practice, we make use of a range of auditing mechanisms.