Equality, Diversity and Community Cohesion Policy

The Cottesloe School

Reviewed by:	Resources & People Committee	**Date:**	20 November 2019
Adopted by FGB:	10 December 2019		
Last reviewed:	Summer Term 2016		
Next review:	Autumn Term 2023 (earlier any legislative change) (updates to targets published annually)		

Contents

This Policy has been developed using the Bucks County Council Model School Equalities and Cohesion Policy (February 2018).

1.   Introduction

The Equality Act 2010 has replaced and unified all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It aims to ensure that people have equality of opportunity in accessing and experiencing public services. It provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful and it extends the protection from discrimination in certain areas.

For schools, for the most part, the effect of the new law is the same as it has been in the past – meaning that schools cannot unlawfully discriminate against students because of their disability, gender, race, religion or belief, sex and sexual orientation. Protection is now extended to students who are pregnant or undergoing gender reassignment.

There are two kinds of duty that the school must meet:

1.   The general - which is the Public Sector Equality Duty (PSED) - that they should have 'due regard' for equalities - and

2.   The specific - there are two specific duties:

    a)   that schools should publish information which shows compliance with the PSED (Annex A) and

    b)   that schools publish at least one equality objective by 6 April 2012 and then update the published information at least annually, and publish objectives at least once every four years (Annex B).

2.   Context for this Policy, including Statutory Framework

Equality is the principle of equal treatment for all people irrespective of their gender, ethnicity, disability, religious belief/non-belief, sexual orientation, age, or any other recognised area of discrimination. It is not about benefiting some people at the expense of others - equality benefits everyone. In an effort to ensure that marginalised groups are given equal opportunity this policy will prioritise the following groups:

We follow the social model of *disability* which means that we understand that the barriers to disabled persons securing equality are due to the physical environment and people's attitudes. Disabled people include those with physical and sensory impairment (difficulties), learning disabilities, mental illness, long term illness all of which are substantial.

With regard to *age* our focus is on older persons (over 60) and younger people.

With regard to *race* equality we accept the definition of a racist incident based on recommendation 12 of the Report of the Stephen Lawrence Enquiry: 'A racist incident is any incident which is perceived to be racist by the victim or any other person'.

With regard to *sexual orientation* we refer to the LGBT community ie. lesbians, gay, bisexual and transgender people.

With regard to *religion* we actively support the rights of all to practice their belief /non beliefs equally.

Diversity is the acceptance that we are all different but we are all equal. Diversity focuses on valuing and celebrating the strengths in people's differences.

Community cohesion is to have common vision and civic pride, valued and celebrated diversity, clear rights and responsibilities, equal life chances for all and strong relations between different communities.

Discrimination is treatment of a person or persons which differs from the norm because of their perceived or actual difference.

The Statutory Framework for this policy can be found in Annex C.

3. Governors' and Headteacher's Statement of Principles

The philosophy of The Cottesloe School talks of valuing the individuality of all our students; our motto is "Give me now wisdom and knowledge". We are committed to giving all our students every opportunity to achieve the highest standards. Within this ethos we do not tolerate bullying and harassment of any kind. We actively tackle discrimination and promote equal opportunities and good relations between and amongst all. We believe that these commitments are as important in the context of a school with limited ethnic diversity as well as in a school with a diverse population, whatever that diversity may be.

This policy applies to all those associated with The Cottesloe School: staff, governors, students, parents and carers, volunteers and visitors.

4. Responsibility for the Policy

The Governing Body is responsible for ensuring that:

- The school complies with all equalities legislation relevant to the school community.
- The school's Equality, Diversity and Community Cohesion Policy is maintained and updated regularly.
- That procedures and strategies related to the scheme are implemented.
- The Equality Governor (currently Mrs Robertson) will monitor, on behalf of the Governing Body, all racist incidents and ensure that appropriate action is taken in relation to all said incidents.

The Headteacher and Senior Management are responsible for:

- Along with the Governing Body, providing leadership and vision in respect of equality and diversity.
- Overseeing the implementation of the Equality, Diversity and Community Cohesion Policy.
- Co-ordinating the activities related to equality, diversity and community cohesion.
- Ensuring that all who enter the school are aware of, and comply with, the Equality, Diversity and Community Cohesion Policy.
- Ensuring that staff are aware of their responsibilities and are given relevant training and support.
- Taking appropriate action in response to racist incidents, discrimination against persons with a disability and sexual harassment or discrimination against any persons because of their age, sexuality or religion, belief/non-belief.
- Supporting parents to become involved in their children's education.
- Considering and overcoming barriers to parents' involvement (ie. work commitments, non-resident parents, and lone parents).

All Staff are responsible for:

- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping.
- Not discriminating on grounds of race, disability, or other equality issues.
- Keeping up to date with equalities legislation by attending training events organised by the school or Local Authority.

All Parents/Carers are responsible for:

- Their children's education.
- Being aware of, and complying with, the Equality, Diversity and Community Cohesion Policy.
- Positively influencing their children's expectations about education as well as their attitudes and behaviour towards other students, staff and senior management including the Governors.
- Understanding the ethos of the school and becoming involved in school life (i.e. open days, Parents' Council, informal discussions with staff, parent evenings).

All Students are responsible for:

- Being aware of and complying with the Equalities, Diversity and Community Cohesion Policy.
- Not discriminating on grounds of race, sexual orientation, religion, belief or non-belief, gender or other equality issues.
- Reporting any racist incident or act of discrimination in which they were directly or indirectly involved either in or out of school.
- Understanding, valuing and celebrating diversity.
- Challenging stereotypes, and prejudices.
- Treating others as their equals.

Staff recruitment and professional development

- All posts are advertised formally and open to the widest pool of applicants.
- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality good practice throughout the recruitment and selection process.
- Equalities policies and practices are covered in all staff.
- Our workforce at all levels reflects local, regional and national diversity in terms of age, race, gender, ability, faith, ethnicity, social condition, cultural background and sexual orientation.

Partnerships with parents/carers and communities

- All parents/carers are encouraged to participate at all levels in the full life of the school.
- We will, as a school, establish and strengthen partnerships with other schools to share good practice, exchange information and foster multi-cultural, multi-geographical and multi-generational activities (our school has established close links with feeder schools, MacIntyre Special Needs School and Carey Lodge Residential Home).
- Foster positive relationships between and within groups of students, workers, staff, parents, carers and families (Sixth Form mentoring of younger students, buddies for new students).
- Establish and strengthen effective approaches to monitor, evaluate, manage and prevent conflict.

Harassment and grievance procedures

Harassment has the effect of destroying dignity and undermining the confidence of employees. It can take many forms including physical contact, bullying, threatening or ignoring someone. It can be a series of offensive remarks or a single incident. It can be behaviour that staff find offensive even if not directed at them or harassment because of perception or association.

The Governing Body is committed to the principles of dignity at work for all its staff in the school. This includes the right to be treated with respect by all managers and colleagues. The Governing Body will consider any acts of harassment including those on the grounds of age, disability, gender reassignment, marital status and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation, as totally unacceptable and outside the ethos and culture of the school. Any such act by a member of staff against any adult or child will be treated as a disciplinary offence, and action taken accordingly.

The school has procedures to resolve grievances and for the handling of complaints of harassment and bullying at work. The Governing Body is committed to investigate any such complaint. These procedures will be followed carefully and promptly in response to any such complaint. The first point of contact for any such complaint should be the Headteacher, or the Chair of Governors if the complaint is about the Headteacher. In addition, staff have the right to approach their professional association or trade union representative for support.

5.   Putting this Policy into Practice

The annual School Improvement Plan shows current areas for development with clear targets, identifies staff with responsibility for meeting the targets and timelines for achieving the targets (see Annex B).

We regularly meet and work with parents/carers, community groups, local residents, Health, Social Services, Blueprint, Police Community Support Officers, feeder schools, MacIntyre Special Needs School and Carey Lodge Residential Home. Wing's Vicar and Aylesbury's Imam are welcome to visit the school to informally chat with students. We also have the School Counsellor who regularly reports to the Headteacher on the progress she is making with the vulnerable students she meets. TEAM (Together Everyone Achieves More) Hub has been established on-site to support more vulnerable students.

We gather feedback and respond to information from T&L and CPD focus groups, questionnaires for parents and carers, Ofsted's online Parent View, feedback posted and emailed to the school office, meetings with Friends of Cottesloe and the Student Council.

We have appointed a Governor (currently Mrs Robertson) and a senior member of staff (Assistant Headteacher, currently Mrs Lynott) to monitor the implementation of this policy throughout the School.

6.   Monitoring and Reviewing the Impact on Students

Under the Codes of Practice all Equalities Policies, and action plans, need to be monitored and reviewed annually and a report on progress should be given to the Governors. This will be done by the Headteacher to the Full Governing Body meeting in the Summer Term.

We have a rolling programme for reviewing our school policies. When policies are reviewed in future, governors will endeavour to ensure that due regard is given to the promotion of all aspects of equality within each policy.

We make regular assessments of students' learning and use this information to track students'

progress, as they move through the school. As part of this process, we regularly monitor the performance of different groups, to ensure that all groups of students are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary. Resources are available to support groups of students where the information suggests that progress is not as good as it should be. The Governing Body receives regular updates on student performance.

School performance information is compared to national data and Local Authority data, to ensure that students are making appropriate progress when compared to all schools, and to schools in similar circumstances.

As well as monitoring student performance information, we also regularly monitor a range of other information. This relates to:

- Exclusions;
- Incidents of racism, disabilism, sexual harassment and all forms of bullying;
- Parental involvement, concerns and views.

Our monitoring activities enable us to identify any differences in student performance. This allows us to take appropriate action to meet the needs of specific groups and to set targets in our strategic plan, in order to make the necessary improvements.

Existing relevant documentation

We ensure that the commitments embodied in our Equality, Diversity and Community Cohesion Policy apply to the full range of our policies and practices, especially those concerned with:
- Admissions Policy
- Special Educational Needs Policy
- Anti-Bullying Policy
- Behaviour for Learning Policy
- Staff and Student Induction
- Attendance Policy
- Curriculum Policy
- Teaching and Learning Policy
- Staff recruitment and retention practices
- Governor/staff training and Professional Development
- Partnerships with parents/carers and local communities
- Visits and visitors

Each policy, and any other relevant policies as outlined in the specific duties placed upon us by the relevant legislation, will be evaluated and monitored for its impact on students, staff, parents and carers from the different groups that make up our school.

7.   Review

This policy will be reviewed in four years' time (earlier any legislative change). Updates to the targets in Annex B will be published at least annually and further objectives will be published at least once every four years.

November 2019

Annex A

Profile of The Cottesloe School as at November 2019

Students by gender

	May 2012	Jan 2016	Nov 2019
Boys	539	523	546
Girls	591	581	539
Total	1,130	1,104	1,085

Students by ethnicity

	May 2012	Jan 2016	Nov 2019
Any other Asian Background	7	7	3
Any other Black Background	6	6	6
Any other ethnic group	3	5	0
Any other Mixed Background	11	9	7
Any other White Background	24	25	23
Bangladeshi	0	1	0
Black African	13	17	6
Black Caribbean	2	5	5
Chinese	3	1	0
Gypsy/Roma	1	0	3
Indian	6	6	4
Pakistani	7	25	20
Not provided	2	7	6
Traveller of Irish heritage	0	0	1
White British	1,021	958	960
White Irish	3	1	4
White and Asian	4	5	5
White and Black African	3	7	8
White and Black Caribbean	14	19	24
Total	1,130	1,104	1,085

Staff by gender

	May 2012	April 2016	Nov 2019
Female	121	117	128
Male	49	48	40
Total	170	165	168

Staff by ethnicity

	May 2012	April 2016	Nov 2019
Asian or Asian British, Any Other Asian Background	1	0	0
Asian or Asian British, Bangladeshi	0	0	2
Asian or Asian British, Pakistani	0	1	0
Asian or Asian British, Indian	1	1	0
Black or Black British, African	2	1	1
Black or Black British, Caribbean	0	1	1
Black or Black British, Any Other Black Background	0	1	1
Mixed White and Asian	1	0	0
Mixed White and Black Caribbean	0	0	1
Not provided	3	14	4
Did not wish to be recorded	0	2	4
Mixed, Any Other Mixed Background	0	1	1
White, Any Other White Background	8	8	5
White British	149	132	147
White Irish	5	3	1
Total	170	165	168

Staff by age range

	May 2012	April 2016	Nov 2019
19 - 30	-	-	31
21 - 30	32	39	-
31 - 40	29	43	37
41 - 50	69	37	39
51 - 60	25	31	47
61 - 70	7	12	9
71 - 80	2	3	5
81 - 90	1	0	0
Total	170	165	168

How many disabled students does the school have on roll?

In September 2019 we have 5 hearing impaired students and 8 students with a degree of physical difficulty as their primary SEN need, and a further 5 students with a visual difficulty as their secondary SEN need.

Does the school know the number of staff and governors who have a disability?

Staff data collection sheets are issued every September and staff can indicate if they have a disability they wish to be noted.

In September 2019 no staff or governors have indicated they wish to have a disability recorded.

Is the school physically accessible?

Yes, there are accessible points at all the main entrances, together with a lift and disabled toilet.

Has the school taken into account the religious background of the students, parents, staff and users?

Parents complete a data collection sheet on admission and subsequently every September in which religion and any individual requirements can be noted, as do staff. A private room is available for students to pray at lunchtime and their prayer mats are safely kept in school.

The Cottesloe School is a non-selective rural school located in the village of Wing, Buckinghamshire, and close to the Bedfordshire, Hertfordshire and Milton Keynes borders. Nearly all the students have been unsuccessful in the 11+ examination but nevertheless, Year 7 attainment on entry, as measured by Key Stage 2 data, is generally above the national average.

As a somewhat isolated rural school our catchment is wide and we have well over 30 feeder

schools. Our catchment area embraces a wide range of socio-economic groups but, whilst there are pockets of deprivation, it is, predominantly, a middle-class intake.

Mobility is quite low from 11-16 but a small number do move to grammar schools at the end of Year 7 and, in similar fashion, a few students moved across the border to Bedfordshire (where a middle school system operates) at the end of Year 8. At the end of Year 11 the trend has been for an increasing percentage to choose to stay on in the Sixth Form, although there is strong competition from the Sixth Forms at grammar school and from local colleges. An increasing number of our Sixth Formers are taking up university places.

Annex B

It is a requirement of legislation that schools publish at least one objective in relation to equalities every four years and update information annually. Objectives should be based on analysis of our own data and included in our School Improvement Plan, along with what actions are necessary to achieve the targets. Our proposed targets for SIP 2019-20 (subject to agreement by the Full Governing Body in July) include:

SIP Priority	Target	Lead Taken By	Success Criteria
Students follow a progressive, deep and knowledge rich curriculum and engage with wider learning opportunities that supports their academic and personal development.	To develop Social, Moral, Cultural and Spiritual Values programme to ensure understanding, tolerance, empathy and respect between all members of the school community.	Deputy Headteacher and PSHCEE Co-ordinator Headteacher	Continued reduction in the incidents of unacceptable behaviour between members of the school community developing a sense of calm, safety and understanding
To implement a consistent, coherent and cohesive strategy to brand the school mission/vision statement.	To actively support and embed the core values of the Cottesloe in all aspects of school life.	Senior Leadership Team Staff Student	Clear expectations of behaviour for all members of the learning community leading to a calm environment.

SIP Priority	Target	Lead Taken By	Success Criteria
To improve outcomes for HPA and diminish attainment gaps between boys/girls through greater accuracy of predicted grades.	To have an effective integration programme for all in-year student admissions to ensure all students are monitored closely and any identified gaps are quickly closed.	Headteacher Assistant Headteacher: Data	Students new to the school community begin to integrate and make progress quickly. Support can be introduced when required at an early stage of their school life
To further improve the culture of wellbeing through the curriculum and the effective use of support staff and resources.	To have an effective transition programme from primary partner schools to The Cottesloe to ensure the students, experience is a positive one.	Transition Manager HOY 7 Assistant Headteacher: Pastoral	Student with SEN can receive structured and supported transition to aid integration and enjoyment.
	To increase the knowledge and capacity of all members of staff to ensure all students are aware and educated in identifying risk, keeping themselves safe in and out of school.	Headteacher Deputy Designated Safeguarding Officer	Parental workshops addressing dangers of social media and how to advise and protect their child. Website gives a vast range of information and support. Safeguarding poster identifying key staff.

SIP Priority	Target	Lead Taken By	Success Criteria
- Implement whole school literacy strategies to support learning and progress.	To identify any students who have gaps in their literacy and/or numeracy that may be impacting on their progression in some/all of their curriculum areas	Assistant Headteacher: Entitlements and Development SENDCO	Students to receive interventions to allow for an improvement in literacy and numeracy skills.

Updates to these targets will be published on the school website at least annually and further objectives will be published at least once every four years in the Autumn Term.

Annex C

Why we need to address gender issues:

Legal requirements: *The Equality Act 2010 states that it is unlawful to treat a person less favourably than another is treated in similar circumstances on the grounds of sex:*

- Apply a condition which discriminated against a man or a woman because they are less able to comply with it than a member of the opposite sex is and;
- Discriminate against somebody because they are married.

The Equality Act 2010 requires that men and women should be paid equally where they are carrying out:

- The same job
- Work of equal value
- Work related as equivalent under the job evaluation scheme.

The Equality Act 2010 permits employers to act positively in favour of a particular gender by:

- Offering access to training to employers and/or non employees to help fit them to particular work in the organisation in which their gender group has been identified as under-represented and;
- Encouraging employees and/or non employees to take up opportunities for work.

The Equality Act 2006 purpose was to create a public duty to promote equality of opportunity between men and women and to prohibit sex discrimination.

The specific duties:

- Consider the need to include objectives to address the causes of any gender pay gap.
- Gather and use information.
- Consult stakeholders and take account of relevant information.
- Assess the impact of its current and proposed policies and practices.
- Implement the actions set out in its scheme.
- Monitor, evaluate and report.

Discrimination because of pregnancy and maternity

It is discrimination to treat a woman (including a female student of any age) less favourably because she is or has been pregnant, has given birth in the last 26 weeks or is breastfeeding a baby who is 26 weeks or younger.

It is direct sex discrimination to treat a woman (including a female student of any age) less favourably because she is breastfeeding a child who is more than 26 weeks old.

Gender reassignment

Gender reassignment 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 personal process may include undergoing medical procedures or, as is more likely for school students, it may simply include choosing to dress in a different way as part of the personal process of change.

A person will be protected because of gender reassignment where they:

- Make their intention known to someone – it does not matter who this is, whether it is someone at school or at home or someone like a doctor.
- Once they have proposed to undergo gender reassignment they are protected, even if they take no further steps or they decide to stop later on.
- They do not have to have reached an irrevocable decision that they will undergo gender reassignment, but as soon as there is a manifestation of this intention they are protected.
- Start or continue to dress, behave or live (full-time or part-time) according to the gender they identify with as a person.
- Undergo treatment related to gender reassignment, such as surgery or hormone therapy, or
- Have received gender recognition under the Gender Recognition Act 2004.

It does not matter which of these applies to a person for them to be protected because of the characteristic of gender reassignment. This guidance uses the term 'transsexual person' to refer to someone who has the protected characteristic of gender reassignment.

Why we need to address race equality issues:

Legal Requirements: The Equality Act 2010 outlines that all public authorities including schools have a statutory duty to

- Eliminate racial discrimination;
- Promote equality of opportunity;
- Promote good relations between people of different racial groups.

The specific duties require us to:

- Prepare a written policy on racial equality;
- Assess the impact of our policies, including this policy, on students, staff and parents of different racial groups including, in particular, the impact on attainment levels of these students;
- Monitor the operation of our policies through the impact they have on such students, staff and parents, with particular reference to their impact on the attainment levels of such students.

Why we need to address disability issues:

Legal requirements:

The Equality Act 2010 places a general duty on schools, who need to have due regard for the following when carrying out their functions:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination that is unlawful under the Act ~~DDA~~;
- Eliminating harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

The Equality Act 2010 outlines that a person is a disabled person (someone who has the protected characteristic of disability) if they have a physical and/or mental impairment which has

what the law calls 'a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities'. There is no need for a person to have a medically diagnosed cause for their impairment; what matters is the effect of the impairment not the cause.

In relation to physical impairment:

- Conditions that affect the body such as arthritis, hearing or sight impairment (unless this is correctable by glasses or contact lenses), diabetes, asthma, epilepsy, conditions such as HIV infection, cancer and multiple sclerosis, as well as loss of limbs or the use of limbs are covered.   HIV infection, cancer and multiple sclerosis are covered from the point of diagnosis.   Severe disfigurement (such as scarring) is covered even if it has no physical impact on the person with the disfigurement, provided the long-term requirement is met (see below).

- People who are registered as blind or partially sighted, or who are certified as being blind or partially sighted by a consultant ophthalmologist, are automatically treated as disabled under the Act.

- Mental impairment includes conditions such as dyslexia and autism as well as learning disabilities such as Down's syndrome and mental health conditions such as depression and schizophrenia. The other tests to apply to decide if someone has the protected characteristic of disability are:

  o The length the effect of the condition has lasted or will continue: it must be long term. 'Long term' means that an impairment is likely to last for the rest of the person's life, or has lasted at least 12 months or where the total period for which it lasts is likely to be at least 12 months. If the person no longer has the condition but it is likely to recur or if the person no longer has the condition, they will be considered to be a disabled person.

  o Whether the effect of the impairment is to make it more difficult and/or time-consuming for a person to carry out an activity compared to someone who does not have the impairment, and this causes more than minor or trivial inconvenience.

  o If the activities that are made more difficult are 'normal day-to-day activities' at work or at home.
  o Whether the condition has this impact without taking into account the effect of any medication the person is taking or any aids or assistance or adaptations they have, like a wheelchair, walking stick, assistance dog or special software on their computer. The exception to this is the wearing of glasses or contact lenses where it is the effect while the person is wearing the glasses or contact lenses, which is taken into account.

Why we need to address sexual orientation issues:

Legal requirements:

The Equality Act 2010 covers discrimination, harassment and victimisation in work and vocational training. They make it unlawful to deny people jobs because of prejudice about their sexual orientation. They enable individuals to take prompt and effective action to tackle harassment, and enable people to have an equal chance of training and promotion, whatever their sexual orientation or the sexual orientation of those with whom a person is associated or related.

The Equality Act 2006 included an order making power that allows Regulations to be made to prohibit sexual orientation discrimination in the provision of all goods, facilities and services in education and in the execution of public functions. These Regulations entered into force on 30 April 2007.

Sexual orientation means an individual's sexual orientation towards:

- people of the same sex as him or her (gay or lesbian);
- people of the opposite sex (heterosexual);
- people of both sexes (bisexual)

It does not include transsexuality which is related to gender and is covered in the employment context by sex discrimination legislation.

The Regulations prohibit discrimination on the basis of a person's:

- Actual sexual orientation;
- Perceived sexual orientation by him or her;
- Sexual orientation of someone with whom he/she is associated.

Discrimination is defined as:

- Direct discrimination on the grounds of sexual orientation happens when a person is treated less favourably than another person is, or would be, treated in the same circumstances, and that treatment is because of their sexual orientation, perceived sexual, or that of a person with whom he or she is associated- such as a parent.

- Indirect discrimination on the grounds of sexual orientation happens where a provision, criterion or practice is applied to everyone, but it has the effect of putting a person of a particular sexual orientation at a disadvantage- and it cannot be reasonably justified by reference to considerations other than sexual orientation.

- Victimising someone by treating them less favourably because of anything they have done or intend to do in relation to these regulations such as making a complaint or giving evidence for a complainant, is also unlawful discrimination.

The specific duties require us not to unlawfully discriminate against a person:

- In the terms on which it offers to admit him or her as a student.
- By refusing to accept an application to admit him or her as a student.
- In the way in which a student is afforded access to any benefit, facility or service.
- By refusing access to any, benefit, facility or service.
- By excluding him or her.
- By subjecting him or her to any other detriment.

Why we need to address Religious belief / non belief issues:

Legal requirements:

The Equality Act 2010 outlines discrimination on grounds of religion, religious belief or similar philosophical belief. They cover direct or indirect discrimination, harassment and victimisation in work and vocational training on grounds of perceived as well as actual religion or belief (i.e. assuming - correctly or incorrectly - that someone has a particular religion or belief). It is illegal to discriminate against any one because of their religion or faith when providing goods or services.

Exceptions may be made in very limited circumstances if there is a genuine occupational requirement for the worker to be of a particular religion or belief in order to do the job or to comply with the religious or belief ethos of the organisation

Religion or belief is defined as being any religion, religious belief or similar philosophical belief. This does not include any philosophical or political belief unless it is similar to religious belief. It will be for the Employment Tribunals and other Courts to decide whether particular circumstances are covered by the law.

For example it is unlawful to:

- decide not to employ someone
- dismiss them
- refuse to provide them with training
- deny them promotion
- give them adverse terms and conditions

because they follow, or do not follow, a particular religion or belief.

Why we need to address age issues:

Legal requirements:

The Equality Act 2010 prevents unjustified age discrimination in employment and vocational training. It protects against discrimination that is directly against anyone:

- That is, to treat them less favourably than others because of their age – unless objectively justified
- Discriminate indirectly against anyone – that is, to apply a criterion, provision or practice which disadvantages people of a particular age unless it can be objectively justified
- Subject someone to harassment. Harassment is unwanted conduct that violates a person's dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment for them having regard to all the circumstances including the perception of the victim
- Victimise someone because they have made or intend to make a complaint or allegation or have given or intend to give evidence in relation to a complaint of discrimination on grounds of age

Why we need to address Community Cohesion issues:

Legal Requirements:

The Education and Inspections Act 2006 establishes general duties of governing bodies:

Section 38 states that governing bodies should conduct the school with regard to four new duties one of which is the duty to "promote community cohesion".

Section 154 states the duty to report to Ofsted on the contribution of certain schools to community cohesion.

Section 33 about requirements to foundation school contains a subsection 96) which establishes an explicit requirement that a foundation school should "promote community cohesion". This seems to be linked to the Government's desire "to promote ethnic, religious, and

cultural tolerance and respect between different groups of people living together." Therefore, trusts will need to demonstrate that they are committed to providing "opportunities for young people from different backgrounds to learn from each other and encourage an understanding of, and respect for, other cultures and faiths and by activities in the community, which help build bridges between different ethnic groups." This duty also implies assessing if certain activities would constitute an obstacle to meeting this requirement.

The Cottesloe School has appointed a Governor (currently Mrs Robertson) and a senior member of staff (Deputy Headteacher, currently Mr S Jones) to monitor the implementation of this policy throughout the School.

Schools play a fundamental role in decreasing deprivation and exclusion, in valuing and celebrating ethnic diversity, raising achievement and attainment, preventing and managing bullying, anti-social behaviour and discrimination incidents.

Beyond statutory requirements for schools to promote community cohesion, it is important that these policies are developed in a context-wise, evidence-based and problem-solving manner. Likewise, it is useful to acknowledge that the school's efforts to promote community cohesion will be more significant if the duty is mainstreamed across all areas such as curriculum, teaching and learning, equity and excellence, engagement and extended services.