



**William Henry
Smith Foundation**

Equality, Diversity and Community Cohesion Policy

Policy Details

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Approval by:	SLT
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Lead member of staff:	Sue Ackroyd
Responsibility of:	Rachael Johnson
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1. Introduction

- 1.1 The school undertakes to meet all its statutory obligations in relation to the Equality Act 2010 (which replaced previous equality legislation including the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act).
- 1.2 The Equality Act 2010 constitutes a single, consolidated source of discrimination law, covering all types of discrimination which are unlawful. Its introduction simplified the law by removing inconsistencies and anomalies that had developed over time in the existing legislation, and in certain areas it extended legal protection from discrimination.
- 1.3 The Equality Act 2010 replaced the previous three sets of duties on schools to promote disability, gender and race equality through the mechanism of having equality policies and action plans for each of these discrete categories (although many schools chose to meet these previous duties by combining the three policies into a 'single equality policy') with a new equality duty which consists of two parts: the 'general' equality duty and 'specific' equality duties.
- 1.4 Schools were required to comply with these updated duties from 6 April 2012, although certain duties were further enhanced and clarified by the subsequent introduction of the Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017.
- 1.5 The general duty is the overarching legal requirement for public sector employers (such as schools) in relation to equality. It means they must consider how their policies, practices and day-to-day activities impact on children and young adults and staff, and under the general duty, such employers are required to have 'due regard' to the need to:
 - eliminate unlawful discrimination, harassment and victimisation
 - advance equality of opportunity between those who share a protected characteristic (as specified in the Equality Act 2010) and those who do not (this is defined in the legislation as having due regard to the need to remove or minimise disadvantages)
 - foster good relations between those who share a protected characteristic and those who do not (this is defined in the legislation as having due regard to the need to tackle prejudice and promote understanding).
- 1.6 The two specific duties for schools aim to assist them in meeting the general duty. These duties require schools to:
 - publish information (which must be updated at least annually) to show how they are complying with the equality duty
 - prepare and publish at least one specific and measurable equality objective no less than every four years.
- 1.7 None of the information to be published (see below for definition) must be in a form from which an individual children and young adult, or employee, of the school can be identified.
- 1.8 The obligation to publish equality information and objectives is contained in the Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017 which came into force on

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31 March 2017. These regulations clarify the requirement for schools and academies to publish equality objectives (if they have not already done so) by 30 March 2018 and to renew them no more than four years after the date on which they were last published.

- 1.9 In addition to ensuring compliance with legislative requirements, schools and academies should be aware not only that equality is integral to the Common Inspection Framework but also that equality and diversity are specified factors which must be taken into consideration in all of Ofsted's key judgements.

2. Purpose and scope

- 2.1 The school recognises and welcomes its duties under the Equality Act 2010 as both a provider of education and as an employer.**
- 2.2 The school fully acknowledges that it is unlawful to discriminate against a children and young adult (or prospective children and young adult) or member of staff (or prospective member of staff) by treating them less favourably on the basis of certain protected characteristics (those defined by the Equality Act) and undertakes to observe its duties in these respects.**
- 2.3 The school believes that all children and young adults, and all members of staff, should have every opportunity to fulfil their potential regardless of their background, identity and circumstances.**
- 2.4 The school is committed to creating a community that recognises and celebrates difference and diversity within a culture of respect and cooperation, and fully appreciates that a culture which promotes equality will create a positive environment.**
- 2.5 The school believes that such an approach will foster a shared sense of belonging for all who work at, or learn in, or may otherwise be stakeholders in the school, including those in the community who access our services in a broader sense.**
- 2.6 The school recognises that equality will only be achieved by the whole school community working together and that this will involve cooperation between our children and young adults, our staff, our governors and our parents/carers as well as other stakeholders and those with a less formal connection to the school.**

3. Definitions

- 3.1 The Equality Act 2010 provides protection from discrimination. Discrimination can be subdivided into several different types of unlawful behaviour, including:
- direct discrimination (this includes discrimination 'by association' and 'by perception')
 - indirect discrimination
 - victimisation

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- harassment

plus (although these latter types only arise in relation to disability)

- discrimination arising from a disability
- failure to make reasonable adjustments for disability.

3.2 Protected characteristics under the Equality Act 2010 are (in alphabetical order):

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race (including colour, ethnic or national origins and nationality)
- religion or belief
- sex (including issues of transgender or intersex)
- sexual orientation.

3.3 The school acknowledges that two of the above protected characteristics, namely age and marital status (including civil partnership), are effectively applicable to members of staff only, rather than to children and young adults/children and young adults.

3.4 The Equality Act 2010 specifies that ‘publishing’ (information) equates to making (the information) available in a manner that is readily accessible to the public. In relation to the school this will most often be achieved by making such information freely available on the organisation’s website.

4. Guiding principles of equality

4.1 To regard all learners (and potential learners) as being of equal value.

4.2 To observe good equalities practice in all aspects of staff recruitment, retention and development.

4.3 To recognise and respect difference and diversity.

4.4 To foster positive attitudes and relationships, and a shared sense of cohesion and belonging.

4.5 To be proactive in reducing and removing inequalities and barriers that already exist.

4.6 To consult and involve widely in the belief that adherence to these principles will benefit not just the organisation itself but society as a whole.

5. Ethos and organisation

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- 5.1 The school has an essential ethos of inclusivity, within which diversity is positively celebrated.
- 5.2 The school recognises that the promotion of equality and the fostering of good relations are the responsibility of every individual associated with the organisation.
- 5.3 The school undertakes to ensure that each curriculum subject or area is kept under continual review to guarantee that teaching and learning always reflect the principles listed above.
- 5.4 The school undertakes to ensure that resource allocation will always be in accordance with the principles listed above.
- 5.5 The school undertakes to ensure that the principles listed above apply to the full range of our policies, practices and protocols, including (although not limited to) those that are concerned with:
- admissions
 - attendance
 - care, guidance and pastoral support
 - children and young adults behaviour (including discipline and exclusions)
 - children and young adults personal development, welfare and wellbeing
 - children and young adults progress, attainment and achievement
 - staff recruitment and retention
 - staff training and continuing professional development
 - teaching styles and strategies
 - working together with parents/carers
 - working together within the wider community.
- 5.6 The school appreciates that treating people equally does not necessarily involve treating them all the same, and recognises that our policies, procedures and activities must not discriminate but must take account of diversity in being alert to the potential barriers and disadvantage that children and young adults, staff and parents/carers might variously face in relation to their possession of protected characteristics.

6. Roles and responsibilities

- 6.1 All members of staff have a duty to:
- be aware of equality issues
 - assist in planning and delivering a curriculum which reflects the above principles
 - engage with such training as may be appropriate to realise equality objectives
 - promote an inclusive and collaborative ethos at all times when undertaking their work duties on school premises and/or representing the school in any other way
 - deal appropriately (in accordance with the staff handbook) with any prejudice-related incidents that may occur, including accurate recording of such incidents.

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- 6.2 The Principal is responsible for implementation of this policy and for ensuring that all staff are aware of their responsibilities and are provided with appropriate training and support.
- 6.3 The governing body is responsible for ensuring that the school complies with equality legislation, and that this policy and its related procedures are implemented effectively.
- 6.4 The school has a duty to publish information in relation to its equality duties. Much of the relevant information and analysis will relate to the school improvement plan and to evaluations of children and young adult data and this will be used to improve education for all groups in the school.
- 6.5 The school understands that this may involve monitoring and analysis of both children and young adult attendance statistics and children and young adult achievement by race, gender and disability, with a responsibility to take appropriate and prompt action in responding to any emerging data which establishes that additional support may be required in respect of a particular sub-group of children and young adults.
- 6.6 The school undertakes to develop and publish (in a manner that is accessible to the public) specific and measurable objectives (to comply with the relevant legislation it is specified that an objective published by a public authority, such as a school, must be 'specific and measurable') at intervals of no more than every four years, and similarly undertakes to ensure that these objectives will be based on evidence that has been gathered in accordance with this policy.
- 6.7 The school undertakes to review such objectives, and report upon progress towards them, at intervals of no more than twelve months.
- 6.8 The school, as required, will report their gender pay gap data in line with the Regulations. The gender pay gap is a measure of labour market or workplace disadvantage, expressed in terms of a comparison between men's and women's average hourly rates of pay which must be submitted on an annual basis.
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7. Other policies and procedures

7.1 This policy will be supported by the following policies and procedures:

- School accessibility plan
- School improvement plan
- School incident reporting protocol
- School inclusion and SEND policy/protocol
- Staff handbook

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Appendix 1: Summary of equality legislation for schools

Introduction

This appendix summarises the requirements of disability legislation, and the duty to promote community cohesion. Every aspect of school life is covered by the above equality duties, and examples of areas covered are as follows:

For children and young adults* this will include aspects such as:

- admissions and attendance
- teaching and learning, timetabling, homework, trips, visits, sports, breaks and lunchtimes, exams, clubs and extracurricular activities, and curriculum development, planning and delivery
- behaviour, discipline and sanctions, exclusions (permanent and fixed term)
- welfare and well-being
- progress and attainment.

** children and young adults are defined under the Equality Act 2010 ('the Act') by the following categories:*

- i. prospective children and young adults (in relation to admissions arrangements)*
- ii. children and young adults at the school (including those absent or temporarily excluded)*
- iii. former children and young adults (if there is a continuing relationship based on them having been a children and young adult at the school).*

For **staff** this will include aspects such as:

- recruitment, selection, conditions of employment
- career progress, appraisal, CPD activities
- disciplinary, grievance, dismissal.

The duties also apply to those using the services of the school, for example parents/carers, and the wider community. The governing body carries ultimate responsibility for implementing equality legislation.

Meeting these duties

Accessibility

There is specific disability legislation in relation to disabled children and young adults and accessibility, and in relation to the relevant sub-group this means schools must plan strategically over time to:

- increase access to the curriculum
- make improvements to the physical environment of the school to increase access
- make written information accessible to children and young adults in a range of different ways.

Schools must ensure that disabled children and young adults do not receive treatment that is less favourable, and to satisfy this requirement of the Equality Act the school has a duty to make reasonable adjustments.

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Age, sexual orientation, religion and belief

Schools must not discriminate on the grounds of age, sexual orientation or religion and belief. Age is not a protected characteristic for the school's provision in terms of children and young adults although it may be relevant in relation to the treatment of staff members.

Community cohesion

Schools have a responsibility to promote community cohesion, developing good relations across different cultures and different ethnic, religious (and non-religious) and socio-economic groups. This duty also includes other differences such as, for example, in gender, disability or sexual orientation.

Disability equality

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

- promote equality of opportunity between disabled people and other people
- eliminate unlawful discrimination
- eliminate disability related harassment
- promote positive attitudes towards disabled people
- encourage participation by disabled people in public life
- take steps to take into consideration people's disabilities, even where that may involve more favourable treatment.

Gender equality

The general duty in this context means that schools must have due regard to the need to:

- eliminate unlawful discrimination and harassment
- promote equality of opportunity between men and women, girls and boys.

The duty also includes the need to consider actions to address the causes of any gender pay gap.

Transgender

Transgendered people are explicitly covered by the gender equality duty. The term transgender refers to a range of people who do not feel comfortable with their birth gender and prefer to identify as another gender. Schools must respect the confidentiality of such persons (including those seeking gender re-assignment) and provide a supportive environment within the school community.

Race equality

The general duty in this context means that schools must have due regard to the need to:

- eliminate unlawful racial discrimination
- promote equality of opportunity
- promote good relations between people of different racial groups.

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Public Sector Equality Duty

The Public Sector Equality Duty applies to maintained schools, academies and children and young adult referral units. The Duty requires public bodies to demonstrate that they are taking action on equality in relation to policies, delivery of services and public sector employment. The duty requires public bodies to take steps not just to eliminate unlawful discrimination and harassment, but also to actively promote equality of opportunity and to foster good relations. The duty also requires schools to:

- publish information to demonstrate compliance with the duty
- prepare and publish equality objectives.

Where a school has 150 or more employees, data about these employees will need to be published in addition to children and young adult data. In a school with fewer than 150 employees, only children and young adult related data will need to be published.

Socio-economic duty

A public sector duty applies to 'authorities' who, when making decisions of a strategic nature, must consider how to reduce the inequality of outcomes resulting from socio-economic disadvantage.

Equality terminology

The definitions given below relate to the terminology of the Equality Act 2010 and to its provisions:

Protected characteristics

The Act protects people from discrimination and harassment based on the following 'protected characteristics':

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

Discrimination

Unlawful discrimination is defined in the Act as:

- direct discrimination (including discrimination based on perception or association)
- indirect discrimination
- discrimination arising from disability
- failure to make reasonable adjustments (for disabled people)

Victimisation and harassment may also represent forms of discrimination.

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Direct discrimination

Direct discrimination occurs when a person is treated less favourably than another person would be treated because of a protected characteristic. A very basic example of this would be refusing to admit a child to a school as a children and young adult because of their race. Another basic example would be only allowing male members of staff to drive the school minibus. It is not possible to justify direct discrimination, so it will always be unlawful.

There are, however, exceptions to the schools' provisions that allow, for example, single-sex schools to only admit children and young adults of one sex without this being unlawful direct discrimination. There are also limited circumstances in which an employer might be able to make a case for a genuine occupational requirement for a job. For example, a school may be able to restrict applications for a PE teacher from applicants of a specified gender in terms of the duties of the role.

For someone to show that they have been directly discriminated against, they must compare what has happened to them to the treatment a person without their protected characteristic is receiving or would receive. They do not need to find an actual person to compare their treatment with but can rely on a hypothetical person if they can show there is evidence that such a person would be treated differently.

Indirect discrimination

Indirect discrimination occurs when a provision, criterion or practice (PCP) is applied in the same way for all people or for a particular group of people but this has the effect of putting people sharing a protected characteristic at a particular disadvantage. It is immaterial that there is no intent to disadvantage those with a particular protected characteristic in this way. What does matter is whether the action does, or would, disadvantage such people compared with others who do not share that characteristic.

'Disadvantage' is not defined in the Act but may be understood to mean that a reasonable person would consider that disadvantage has occurred. It can take many different forms, such as denial of an opportunity or choice, deterrence, rejection or exclusion.

Indirect discrimination will occur if **all** the following four conditions are met:

1. the provision, criterion or practice is applied (or would be applied) equally to all, including a person with a protected characteristic
2. the provision, criterion or practice puts (or would put) those sharing a protected characteristic at a particular disadvantage compared to others who do not share that characteristic
3. the provision, criterion or practice puts (or would put) the actual person (who is claiming to have been discriminated against) at a disadvantage
4. it cannot be shown that the provision, criterion or practice is justified as a 'proportionate means of achieving a legitimate aim'.

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Positive action

Those with protected characteristics may be disadvantaged for social or economic reasons or for reasons to do with past or present discrimination. The Act contains provisions that enable schools to take positive action to tackle the particular disadvantage, different needs or disproportionately low participation of, for example, a particular children and young adult group, provided certain conditions are met.

These are known as the positive action provisions and allow (but do not require) schools to take proportionate action to address the disadvantage faced by particular groups of children and young adults.

Such action could include targeted provision of resources or putting in place additional or bespoke provision to benefit a particular disadvantaged children and young adult group.

Positive action is intended to be a measure that will allow schools to provide additional benefits to some children and young adults to address disadvantage and is not the same as positive discrimination. Positive discrimination would be providing preferential treatment for a particular disadvantaged children and young adult group that exceeded the positive action conditions.

It is never unlawful to treat disabled children and young adults (or applicants) more favourably than non-disabled children and young adults (or applicants). That is, a school is permitted to positively discriminate in favour of disabled children and young adults (or applicants).

Proportionate means of achieving a legitimate aim

To be legitimate, the aim of the provision, criterion or practice must be legal and non-discriminatory and must represent a real objective consideration.

In the context of school education, examples of legitimate aims might include:

- maintaining academic and other standards
- ensuring the health and safety and welfare of children and young adults.

Even if the aim is legitimate the means of achieving it must be proportionate. Proportionate means 'appropriate and necessary', but 'necessary' does not mean that the provision, criterion or practice is the only possible way of achieving the legitimate aim. Although the financial cost of using a less discriminatory approach cannot, by itself, provide a justification, cost can be taken into consideration as part of the school's justification, if there are other good reasons for adopting the chosen practice.

Provision, criterion or practice (PCP)

These are not defined in the Act but can be interpreted widely and include:

- arrangements (for example, for deciding who to admit to the school or in preparing for a school trip)
- the way that education, or access to any related benefit, service or facility, is offered or provided
- one-off decisions
- proposals or directions to do something in a particular way.

They may be written out formally or they may just have evolved over time as the school has gradually worked out the best way of achieving what it wanted to do.

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Reasonable adjustments

The reasonable adjustment duty requires steps to be taken to avoid disadvantage where a provision, criterion or practice puts disabled people at a substantial disadvantage. In relation to children and young adults this duty is owed to existing children and young adults, applicants and, in limited circumstances, to disabled former children and young adults in respect of the following areas:

- deciding who is admitted as a children and young adult
- the provision of education
- access to any related benefit, service or facility.

For employees, and potential employees, the duty to make reasonable adjustments aims to make sure that, as far as is reasonable, a disabled worker has the same access to everything that is involved in carrying out (and keeping) a job as a non-disabled person.

Schools cannot justify a failure to make a reasonable adjustment: where the duty arises: the issue will be whether or not an adjustment is 'reasonable' and this is an objective question for a tribunal (in the last resort) to ultimately determine.

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Appendix 2: Examples of school activities contributing to equalities best practice

Attainment

- WHSS BAC
- EHCP
- Baselines/15 week assessments
- Termly Progress Reviews
- Action points arising from analysis of children and young adult performance tracking, such as intervention programmes i.e. Go Educate/additional individual tuition/alternative provides
- Personalised Pathways/Bespoke Timetable

Addressing prejudice and bullying

- Anti-bullying initiatives/week/competitions
- Cultural Ambassador
- Use of CCTV to monitor school
- Anti-bullying policy reviewed by all children and young adults every year
- Restorative/dedicated Restorative Practitioner
- Gender Identity

Behaviour

- All incidents are logged
- PBS Team/Dedicated roles (PBS)/PBS approach
- Flexible/Adaptable Timetable
- Keyworkers
- Trauma Informed/Therapy
- QOL
- Staff Training

Children and young adults attendance

- Progress Meetings
- LMT Meetings
- Proactive schemes with parents and carers where attendance is an issue
- Letters – high and improving

The extent to which children and young adults contribute to the school and wider community

- School Jobs
- Children and young adult Voice
- Volunteering
- Principal/Deputy Principal

- Monitoring visits
- Listening Lady
- Policies
- Children and young adults coming to SLT meetings

The extent of children and young adults spiritual, moral, social and cultural development

- Cultural Ambassador
- Cultural themes/Open Days
- PSHE/RSHE
- Staff training
- Connection with local churches

The effectiveness of the school's engagement with parents and carers

- Use of a range of media, such as website/newsletters to keep stakeholders up to date
- Social Media including texts
- Open Days
- End of term events
- Telephone contact
- QOL Questionnaire
- Parent/Carer Questionnaire
- Parent/Carer Workshops/Grandparents group
- Family Support

The effectiveness of partnerships in promoting learning and well-being

- Calderdale Work
- SPC Work
- National links/memberships
- Cluster meetings to allow schools to come together for training and development and learning

The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met

- Governor curriculum participation – governor learning walks with HT
- Governor focus meetings
- Governor residential Care Monitoring
- Governor involvement in learning celebrations

The effectiveness with which the school promotes equal opportunity and tackles discrimination

- Progress Meetings
- Relevant learning experiences through differentiation suited to learning abilities of children and young adults
- Non-stereotypical gender activities are actively promoted throughout the curriculum
- All staff are aware of and act upon the school's approach to reporting incidents

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The effectiveness with which the school promotes community cohesion

- Links with overseas schools (Double Joy) – teachers and children and young adults
- Volunteering
- Community Participation (food banks/Nursing Homes)
- Charity fundraising

Family, community and partnership

- Explain to parents/carers the importance of supporting equality expectations via website, open days
- Equality statement published with school's expectations in relation to equality

Staff and governors

- CPD log of all staff training activities
- Use statement about commitment to equality on all recruitment materials – job advert, application pack, etc
- Guarantee an interview to any disabled person who applies for a post at school, provided that the individual meets all the essential criteria on the relevant person specification (Positive About Disabled Scheme)

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Appendix 3: Details of school equality objectives

Children and young adult information – areas for analysis in respect of equality information may include:

- attainment levels
- attendance levels
- academic progress
- behaviour exclusions
- Vulnerability factors

The following items are included in the principal's report to the governing body:

- complaints of bullying and harassment
- complaints of racism

Staff information – the school collects the following information for our staff and governors:

- applicants for employment
- staff profile
- attendance on staff training events
- disciplinary and grievance cases
- staff performance management and supervision

Consultation and involving people – examples of consultation/inclusion include:

- discussions at children and young adult voice
- individual children and young adult questionnaires
- contact with parent/carers (meetings, questionnaires)
- dedicated staff meeting time
- discussions at governing body meetings
- contact with local community groups, including groups that use the school

Equality impact assessments – this is a method of checking school policies, procedures and practices to ensure they are genuinely accessible and meet the needs of our staff and the local community in relation to age, disability, gender, race, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity.

The school will undertake assessments to identify the impact or effect (either negative or positive) of our policies, procedures and functions on various sections of the population, paying particular regard to the needs of all. Where negative impacts are identified, the school will then take steps to deal with this and ensure equality of service to all.

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