

Equality, Diversity and Cohesion Policy

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Our Mission Statement

At Pathways Learning Centre, we are committed to ensuring equality as defined within the Equality Act 2010, irrespective of race, sex, disability, religion or belief, sexual orientation, pupils who are pregnant, undergoing or who have undergone gender reassignment. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life and achieve their full potential. Any incidents under the Equality Act 2010 should be reported directly to the Senior Leadership Team who will deal with the incident directly.

As part of our key VALUES we have a commitment to respect and relationships where we are committed to:

- Promoting equality and excellence, for example by assessing the impact of our policies on different groups
- Challenging and eradicating discrimination, for example, by acting quickly to deal with all bullying, but particularly that which is aimed at groups as well as individuals, such as racist or sexist bullying
- Promoting community cohesion
- Giving a high profile to rights and responsibilities by promoting human rights, justice and fairness throughout the curriculum and wider school community
- Developing, implementing, monitoring and reporting equality work throughout the school community as part of our ongoing self-evaluation processes and school improvement
- Fostering a culture of respect for others
- Recognising and celebrating differences between people
- Preparing pupils for a life in a diverse society.

Statutory Duties

Equality Duty covers the pre-2010 related areas of statutory equal opportunities and since 2010 the six strands to diversity:

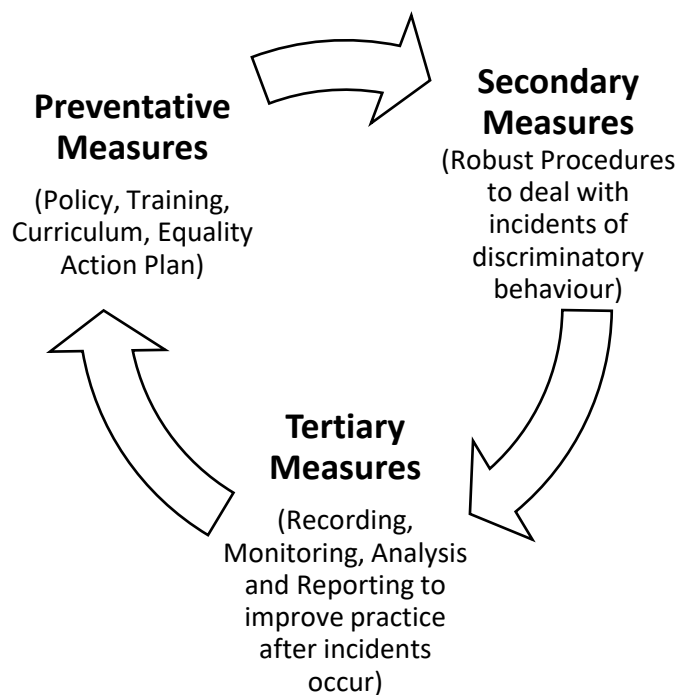
- The Race Relations (Amendment) Act 2000 – the duty to promote race equality
- The Disability Discrimination Act 2005 – the duty to promote disability equality. Disability
- Equality Duty (DED) also includes plans to improve the accessibility of schools under the planning duties contained in Part 4 of the DDA
- The Equality Act 2006 – the gender equality duty. This was extended in 2007 to include sexual orientation regulations to cover gay and lesbian pupils or the children of gay or lesbian parents
- The Equality Act 2006 supersedes previous duties.

The Equality and Diversity Scheme (EDS) protected characteristics

We regularly assess our current school practices and implement all necessary resulting actions in relation to the protected EDS characteristics of:

- ethnicity and or race relation
- religion or belief,
- socio-economic background,
- gender and gender identity,
- disability,
- pregnancy and maternity,
- sexual orientation, and
- age.

A public health model approach has been adopted to prevent, address and learn from discriminatory incidents that occur:



The achievement of pupils will be monitored by the EDS protected characteristics and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Pathways Learning Centre we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Aims of this policy

The aims of the Equality Scheme are to:

- Define discriminatory incidents to staff, with examples.
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- Monitor achievement data by the protected EDS characteristics
- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping;
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- Seek to involve all parents in supporting their child's education;
- Encouraging tutorial and enrichment discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

What is a discriminatory incident?

A discriminatory incident can be defined by the Stephen Lawrence Inquiry Report (1999) as:

'any incident which is perceived to be racist by the victim or any other person'.not sure this is the right definition or only definition to use as it only related to racism?

Examples of a discriminatory incident

- Physical assault against a person or group on the grounds of their protected EDS characteristics;
- Use of derogatory names, insults and jokes;
- Discriminatory graffiti;
- Provocative behaviour such as wearing discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim's protected EDS characteristics.
- Discriminatory comments in the course of discussion;
- Attempts to recruit or radicalise others into discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc.;
- Refusal to co-operate with other people on grounds of their protected EDS characteristics.

Roles and Responsibilities

The Deputy Head Teacher (DW) takes the lead and drives the equalities strategy, but the senior leadership team as a whole are responsible for:

- drawing up, publishing and implementing the school's equality and diversity scheme and objectives (See Appendix A)
- making sure the school complies with the relevant equality and diversity legislation;
- monitoring progress towards the equality and diversity objectives and reporting annually to the Management Committee;
- ensuring that all staff are aware of the Equality Plan, and that teachers apply these guidelines fairly in all situations.
- ensuring that all appointments panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities.
- promoting the principle of equal opportunity when developing the curriculum and tutorial resources, and promoting respect for other people and equal opportunities to participate in all aspects of school life.
- ensuring all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, are treated with due seriousness.

All staff (Teaching and non-teaching) will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Plan by:

- striving to provide material that gives positive images based on the EDS characteristics and challenges stereotypical images.
- challenging any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the senior leadership team.
- supporting the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

Where incident are directed at staff

Staff are supported immediately after every incident with a thorough debrief. Likewise, the course of actions a staff member chooses in response to the incident is fully supported by the school. This can range from restorative discussions where appropriate through to more serious actions, such as the involvement of the police or outside agencies.

Primary Prevention Measures – Promoting Equality, Diversity and Community Cohesion

As a pupil referral unit that supports young people with a wide range of needs, including medical and Social, Emotional and/or Mental Health Needs, some of the students may arrive with a history of experiencing discriminatory behaviour. This experience may have been as a victim or perpetrator of this behaviour, which may have contributed to the reason they have been unable to remain in mainstream education.

Despite this, no discriminatory incident is acceptable and primary measures are in place to pre-empt and address known behaviours before incidents occur at Pathways Learning Centre.

The Equality Duty has two parts: the “general” duty and “specific” duties. The general duty is the overarching legal requirement for schools and means they must consider how their policies, practices and day-to-day activities impact on pupils and staff. Schools are required to have “due regard” to the need to:

- Eliminate unlawful discrimination, harassment and victimisation.
- Advance equality of opportunity.
- Foster good relations.

The two specific duties for schools aim to assist them to meet the general duty. These are:

- To publish information to show how they are complying with the Equality Duty. This must be updated at least annually and shared with the management committee.
- To prepare and publish one or more specific and measurable equality objectives at least every four years.

Promotion of Equality and Diversity through the Curriculum

At Pathways Learning Centre, the promotion of equality and diversity is a fundamental to the individual programs and support offered to each student. This is achieved through the following measures which are applied across the school community, including home tuition provision.

- The school aims to develop a positive attitude through the curriculum towards equal opportunities by ensuring that the curriculum and courses offered promote equality of opportunity for all.
- The school will positively seek to avoid discrimination. This will include issues such as pupil groupings and pupil lists as well as teaching methods. Staff will take account of the balance between gender and race in their classes.
- Many areas of the curriculum, for example History, in its coverage of events such as the Suffragettes or the Nazi period, have an explicit role regarding pupils’ understanding of equality of opportunity.
- All teachers in all lessons have a responsibility for promoting ethnic, cultural and social diversity when appropriate and must challenge sexism, racism and stereotyping.
- In any school, the promotion of equal opportunities, the combating of racism etc, has more to do with the hidden curriculum than with the formal curriculum as taught in the classroom. The hidden curriculum is about the underlying school culture or ethos. The

underlying culture in any school has a powerful influence on the young and can reflect and aid discrimination and stereotyping, either openly, or subtly or unintentionally.

- Staff ensure that pupils know that there is an automatic rejection of racist name calling based EDS characteristics. Staff must ensure no person should dominate questions and teacher attention, or monopolise the use of computers. In particular staff need to be aware that the stereotyping of girl/boy roles, and different expectations of them, needs to be avoided. Such things often happen unintentionally, but they do have a very powerful effect on the perceptions of the young and are very quickly spotted by them.

Community Cohesion

In line with the Education and Inspections Act 2006, Pathways Learning Centre acknowledges its responsibility to promote community cohesion. Given the limited demographic nature of Pathways, we have a particular commitment to ensuring that our pupils understand, value and appreciate our local, UK and global community. We also look for ways to celebrate the diversity of our school community to ensure that minority groups/individuals feel valued and part of Pathways. We aim to understand and respond to the needs and hopes of all our communities, to tackle discrimination and to increase life opportunities for all.

Pathways approaches Community Cohesion on three levels. The following are examples of ways in which we promote Community Cohesion.

- Activities in Enrichment lessons and Cross curricula days foster Community Cohesion.
- The RE, PSHE and Citizenship subjects, within the school curriculum have explicit, modules/topics designed to promote Community Cohesion.
- Subject Teachers reference their contribution to equality, diversity and Community in lesson plans, schemes of work, teaching and learning styles, resources and access to facilities and resources.
- Wherever possible we use displays to promote Community Cohesion.

Secondary Measures – Responding to Discriminatory Incidents

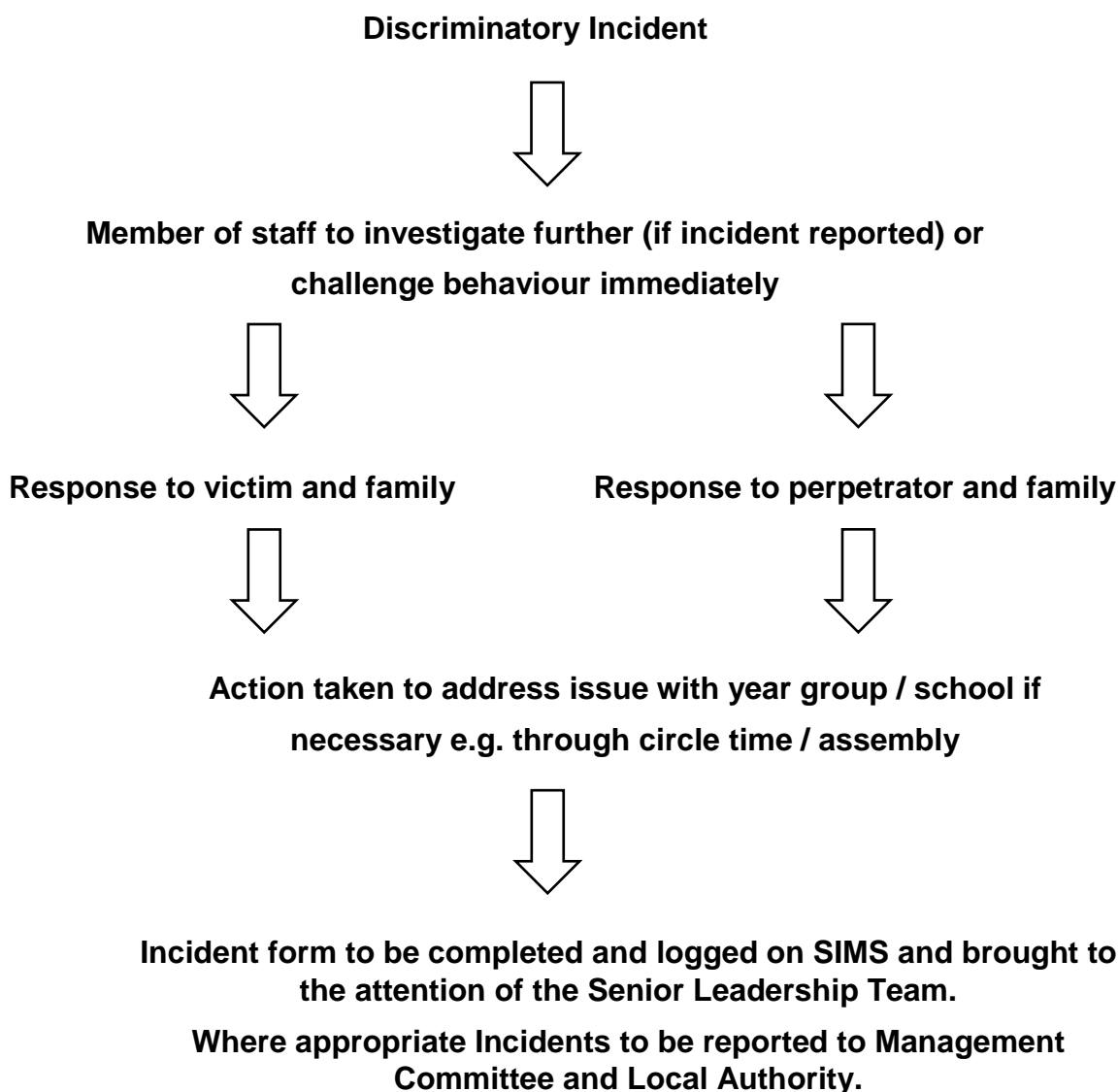
Any discrimination on account of the protected EDS characteristics is unacceptable and is not tolerated within Pathways Learning Centre.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances documented in their pupil placement plan.

Discriminatory incidents are dealt with by the member of staff present, escalating to the attention of the Senior Leadership Team (SLT) through SIMS.

All discriminatory incidents are reported to SLT and subject to measured scrutiny and discussion as a standard agenda item during the weekly senior leadership team meeting.

It should be clear to pupils and staff how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school.



Tertiary Measures - Training and Learning from Incidents

Monitoring Discriminatory Incidents

As part of the Equality Duty, the Pathways Learning Centre senior leadership team, discuss and address discriminatory incident as part of the weekly senior leadership team meeting. All incidents are recorded on SIMs for instant analysis and flagged for the attention of the senior leadership team. As a result of monitoring, SLT will be able to recognise patterns or reoccurrences of behaviour and implement any tertiary interventions as and when appropriate.

Restorative Approaches and Relationship Repair Interactions

Following any discriminatory incidents, whether direct or indirect, every effort is made to involve both perpetrators and victims in restorative interventions. This includes involving parents and professionals that may support the process such as representatives from the police. Every effort is made to repair the relationships between pupils or between pupil and staff. This relationship repair interaction is conducted by a member of the senior leadership team to ensure there is an appropriate outcome in place for both the perpetrator and victim, and that this outcome is agreed as appropriate by the victim.

Multi Agency Support

Where appropriate, the police and support agencies such as SARI (Support Against Racist Incidents), EACH (Educational Action Challenging Homophobia) and Victim Support can be engaged to help both perpetrators and victims of discriminatory incident in learning and avoiding incidents from recurring.

Learning and Focused Interventions

In order to prevent the recurrence of discriminatory incidents, every effort should be made to address the perpetrators actions through focused learning around the incident. This may involve the aforementioned multi agencies or could be addressed by a key member of staff with whom the perpetrator has a positive relationship. An example of such an intervention, could be a focused study of work or project around historic racism or homophobia, including the effect particular comments can have on people with protected EDS characteristics. .

Equality and Diversity Objectives and Action Plan

| Equality and Diversity Objectives |
|---|
| 1. To promote cultural development and understanding through a rich range of experiences both in and beyond the school |
| 2. To reduce prejudice and increase understanding of equality and diversity through direct teaching across the curriculum |
| 3. To promote spiritual, moral, social and cultural development through all appropriate curricular opportunities, with particular reference to issues of equality and diversity and diversity |

| Action | How will the impact of the action be monitored? | Who is responsible for implementation? | Time Frame | Success Criteria |
|---|--|---|---------------------|---|
| <i>Publish and promote the Equality and Diversity Plan through the school website, newsletter and staff meetings.</i> | The effectiveness of this measure can be monitored through targeted questions in surveys to parents, pupils and staff. | Deputy Head teacher | 6 months | Staff, pupils and parents are familiar with the principles of the Equality Policy and Scheme. The Scheme is reflected in lesson plans and wall displays. |
| <i>Monitor and analyse pupil achievement by EDS characteristics, where possible and act on any barriers that are identified</i> | Use database that monitors student progress to filter and analyse by the EDS characteristics. | Deputy Head teacher | Termly and ongoing. | Pupils with protected EDS characteristics make at least expected progress |
| <i>Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the school's diversity in terms their EDS characteristics.</i> | Increase in pupils' participation, confidence and achievement levels within Pathways Learning Centre. | Deputy Head teacher and Subject teachers through discrete tutorial lessons and subject areas. | Ongoing | Notable increase in participation, attendances and attitudes to learning, through attendance data monitoring and ATL scores |

| | | | | |
|--|---|--|-----------------------|---|
| <i>Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity.</i> | Display and diversity Included in the learning walk check list for SLT | Deputy Head teacher and subject teachers. | Ongoing | More diversity reflected in school displays across all departments at Pathways Learning Centre. Photographic evidence is collected of termly displays. |
| <i>Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council by election or co-option), fund raising etc.</i> | School council representation monitored by race, gender, disability. School council membership is regularly changed in order to promote varied representation. A focused question in the pupil survey can collect potential data. | Member of staff leading on school council and pupil voice. | Ongoing | Clear diversity in school council membership. |
| <i>Identify, respond and report racist incidents as outlined in the Plan. Monitor incidents through the weekly SLT meeting.</i> | Facilitated through a regular weekly agenda point in the senior leadership team meeting. Annual report to the FMC, also shared on the website | Senior Leadership Team | In place and ongoing | All incidents of discrimination against the EDS protected characteristics are addressed and a holistic view of patterns are monitored regularly. |
| <i>Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Eid, and Christmas.</i> | Cultural events and days of note are timetabled into the school tutorial agenda. Cross curricula days give discrete space to recognise, observe and celebrate cultural festivals and events. | Tutorial Coordinator and Subject Teachers | In place and ongoing. | Students observe, celebrate and learn about a range of festivals and events from a diversity of cultures (i.e. Black History Month) |