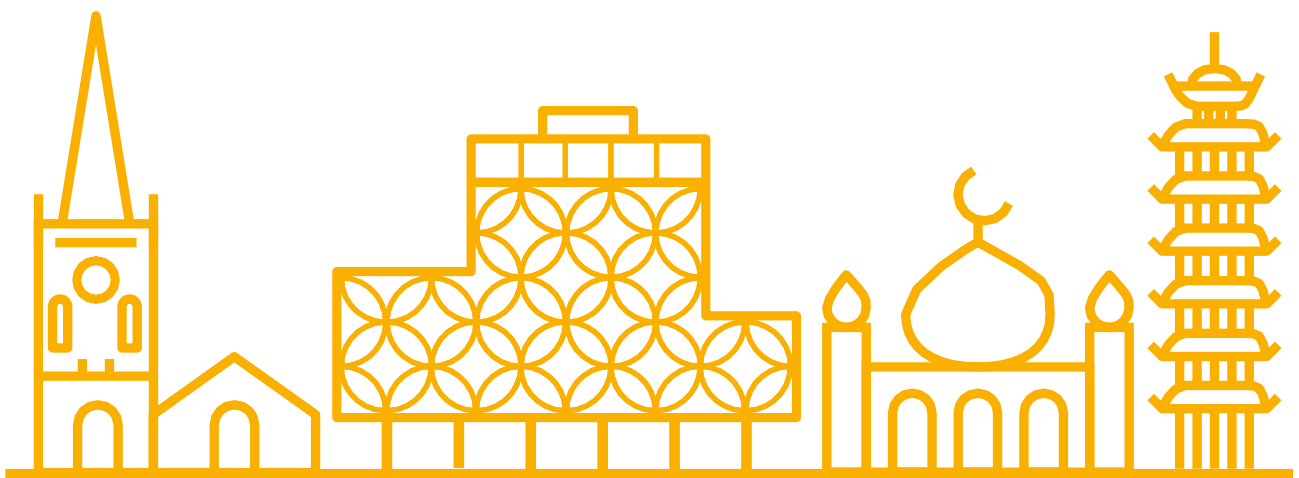


Spring 2018

WE'RE ALL DIFFERENT BUT EQUAL

**AN EQUALITY, DIVERSITY AND COHESION FRAMEWORK
FOR SCHOOLS IN BIRMINGHAM**



A great city to grow up in





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INTRODUCTION

This local guidance should be read alongside the non-statutory advice produced by the Department for Education; The Equality Act for Schools 2014. It has been produced to help schools to understand how the Equality Act affects them and how to fulfil their duties under the Act. It has been updated to include information on same-sex marriage and can be accessed here:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf

VISIONS AND VALUES

Birmingham is one community made up of many people. It is a city that aspires to be a place where everyone values being treated fairly and with respect and takes personal responsibility for making these standards a reality in daily life.

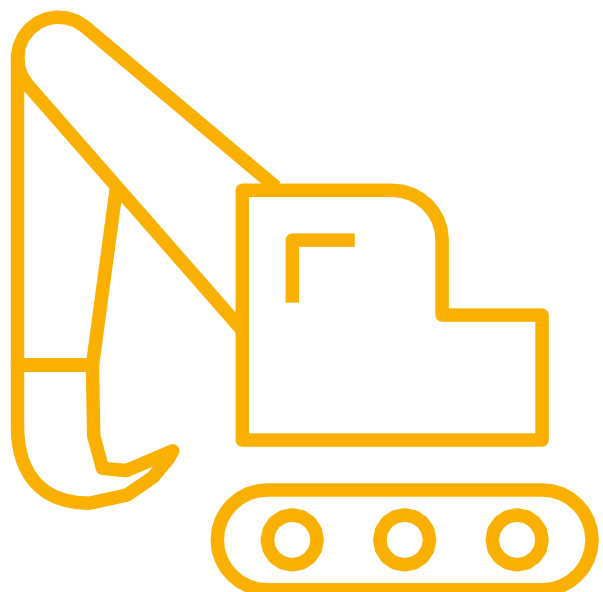
The pride people feel about our unique city – its history as well as its future – is reflected in our shared commitment to make Birmingham a welcoming, safe, creative, and prosperous place for everyone. Birmingham City Council's priorities are:

- **Children** – Birmingham is a great city to grow up
- **Housing** – Birmingham is a great city to live
- **Jobs and skills** – Birmingham is a great city to succeed
- **Health** – Birmingham is a great city to grow old

Birmingham schools are committed to serving the community in which they are located. They recognise the multi-cultural, multi-ethnic, multi-faith and ever-evolving nature of their neighbourhoods. They also understand the vital role they have in ensuring that groups or individuals within their school are not subjected to intimidation or radicalisation by those wishing to unduly, or illegally, influence them. Consequently, Birmingham schools are dedicated to preparing pupils for their adult life beyond the formal examined curriculum and ensuring that they promote and reinforce British values with all pupils.

The government emphasises that schools are required to ensure that fundamental British values are taught in schools. The government first set out its definition of British values in the 2011 Prevent Strategy as:

- democracy
- the rule of law
- individual liberty
- mutual respect and tolerance of those of different faiths and beliefs



COMMITMENTS AND PRINCIPLES

Birmingham schools are committed to building respect for all, tackling discrimination and achieving the following goals. We will do this by:

Changing culture and attitudes through civic leadership

- Encouraging a strong voice for children and young people at district and city wide level

Strengthening early years, education and social mobility

- Giving young people a better start in life by tackling deprivation and inequalities relating to family background and improving social mobility

Engaging with a fair and flexible labour market

- Working with business to develop a fairer and more flexible labour market that draws on the skills and talents of young people and builds a strong economy

In our pursuit of these outcomes, we are guided by the following principles.

PRINCIPLE 1: We recognise and respect identity, valuing all learners equally

PRINCIPLE 2: We promote positive attitudes and relationships through a shared sense of cohesion and belonging

PRINCIPLE 3: We value our staff whatever their age, disability, race, religion or belief, sex, sexual orientation, ethnicity, culture and whether or not they are disabled.

PRINCIPLE 4: We will consult widely to ensure that people affected by policy or activity are consulted and involved in the review or design of new policies.

PRINCIPLE 5: Society as a whole should benefit, locally and nationally by fostering greater integration and greater participation in public life.



THE FRAMEWORK

This framework is built around five key areas:

- Organisational commitment and compliance
- Knowing your pupils and community
- Consulting widely
- Safeguarding and equality
- A skilled and committed workforce

ORGANISATIONAL COMMITMENT AND COMPLIANCE

This section contains all the actions needed to ensure that schools are meeting the various statutory and regulatory requirements listed in the last section. It focuses on the specific outputs schools should deliver, such as:

- Equality objectives
- Equality information report
- Accessibility plan
- Curriculum that promotes cohesion, tolerance, and respect

It also recognises that to meet their statutory duties schools, when making a decision or taking an action, must assess whether it may have implications for people with particular protected characteristics. These considerations can not be an add-on as an afterthought; it should be clear how these considerations have fed into the decision making process. Furthermore, the equality duty and consideration of pupils' human

rights should be integrated into the carrying out of a school's functions.

This will require staff to be well supported with high-quality training, access to best practice, and sufficient time to carry out their duties.

KNOWING YOUR PUPILS AND COMMUNITY

Fundamental to meeting your obligations under the Public Sector Equality Duty is understanding whether different pupils and parents experience inequalities in relation to access, outcomes, and experience. This means gathering data on your pupils' protected characteristics¹ and understanding the demographics of the school community. This will involve gathering internal pupil data and making use of national and local data, such as Census surveys, knowledge obtained from local stakeholders, or research reports on particular protected characteristics.

It also means that the schools will gain a better understanding of key areas such as attainment, participation in school activities, ensuring pupils engage effectively in learning, bullying and exclusions.

¹ Guidance from the Equality and Human Rights Commission recognises that it 'may not always be appropriate' to monitor the sexual orientation or gender reassignment status of young people (EHRC (2014) Public Sector Equality Duty Guidance for Schools in England).

Schools should establish and strengthen partnerships with other schools to share good practice, exchange information and foster multi-ethnic, multi-faith, multi-geographical, and multi-generational activities. It may be that fostering good relations between people of different background and encouraging respect and tolerance can best be promoted by exposing pupils to different views and perspectives. In this respect, it is important that schools establish links with community groups and organisations to increase range of activities and services they can offer. Indeed, members of the local community should regularly join in school activities that celebrate diversity, including religious festivals and cultural celebrations.

CONSULTING 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. Schools must consult with pupils and staff, parents, carers, and guardians to identify what their opinion is in terms of the schools' equality and cohesion performance. The outcome of this consultation should be reported to the school governors and the stakeholders involved. Any identified improvements should be included in the School Improvement Plan. When consulting with stakeholders, schools must look at the school facilities, learning, the curriculum and extended services and how these are improving access for all.

SAFEGUARDING AND EQUALITY

Governors and staff must understand their safeguarding responsibilities, as set in documents such as *Working Together to Safeguard Children* (DfE, 2017) and *Keeping Children Safe in Education* (DfE, 2016). In particular, they should have due regard to the equalities implications inherent in assessing a child's need and the necessity of taking a child-centred approach. Governors and staff should also be aware of their role in preventing extremism, as set out in the *Prevent Duty* (2015).

A SKILLED AND COMMITTED WORKFORCE

As part of their work to promote equality and cohesion, schools need to ensure that they reflect these aspirations in their role as an employer. Schools must not discriminate in employment unlawfully on grounds of sex, race, disability, sexual orientation, religion or other belief, gender reassignment status, or maternity/ pregnancy status. This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training, and employment practices such as dress codes and disciplinary procedures. Schools must also be committed to a fair and equal pay policy and a free-from-bias pay structure and should collect and analyse information sufficient to understand if it is meeting these outcomes.

With regard to disability, the school must make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled.

Please see Appendix A for the Equality and Cohesion Maturity Matrix.

BIRMINGHAM CURRICULUM STATEMENT

The city is committed to equipping children and young people to be happy, talented, confident, and ambitious citizens of Birmingham and of the world. To achieve this, the Cabinet Member for Children, Families, and Schools and the Cabinet Member for Community Safety and Equalities have signed a statement that guarantees ALL children in Birmingham will experience a broad and balanced curriculum enabling them to grow and learn in an environment without prejudice or inequality.

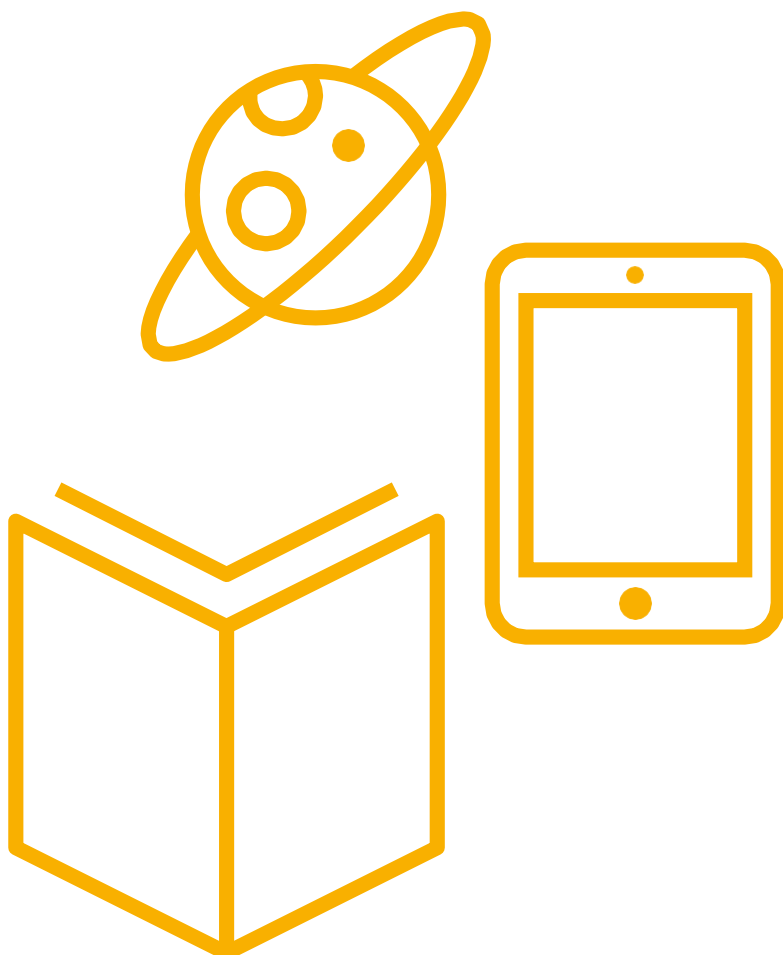
They will experience a curriculum that will prepare them for adult life by:

- enabling them to play an active role in their school and community
- experiencing a culturally rich and diverse life
- developing and benefitting from a range of positive relationships

The curriculum will:

- promote children’s engagement in learning through enquiry-led approaches that develop skills, dispositions and attitudes to learning
- equip children for their futures in a rapidly changing world, recognising the importance of technology, science, languages and communication for dialogue and understanding between different groups
- value, celebrate and build on children’s religious and cultural heritage and develop a sense of identity, honouring the United Nations Convention on the Rights of the Child (UNCRC)
- promote the fundamental shared values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs

- help children develop an understanding of all faiths and none, and participate in the celebration of different religious events in understanding and accepting differences
- develop children holistically: their intellectual, practical, aesthetic, spiritual, social and emotional capacities
- ensure an understanding of protected characteristics of the Equality Act 2010 and how through diversity they can be celebrated
- develop children to take the lead, accepting responsibility for their behaviour, to show initiative and compassion for others, to make a positive difference in their own lives and in the lives of those living and working in their local, national and global communities



At school, all children and young people will be given the opportunity to learn the benefits of physically and emotionally healthy lifestyles, by participating in high quality personal, social and health education including sex and relationships education. Opportunities will be provided for children to explore their talents and abilities through:

- developing an appreciation of the arts
- taking part in a wide range of physical activities, sports and games
- developing a sense of self in a non-judgemental, mutually supportive environment
- experiencing music and its intrinsic value for enjoyment and self-expression through performing, singing and the playing of instruments

- experiencing social, moral, spiritual and cultural education that broadens children's awareness and understanding of the world and their place within it
- independent careers advice that inspires and motivates them to fulfil their potential

Article 29 of the United Nations Convention on the Rights of the Child states that education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment. We will not allow any attempts to narrow the curriculum, or to deny our children and young people their right to education.

The Curriculum Statement is available at https://www.birmingham.gov.uk/downloads/download/452/birmingham_curriculum_statement



PROTECTED CHARACTERISTICS

SCHOOL COMPLAINTS PROCEDURES

Schools should comply with the Equality Act 2010. Each school must have and make available a procedure to deal with complaints it receives. Most schools will ask for a formal complaint to be put in writing and will have a separate complaint form that can be used to do this. Where the person raising the complaint has communication difficulties such as a disability or learning difficulties schools must consider alternative ways of the person being able to contact school and recording the complaint. Governing Boards should ensure that accurate records are maintained of all complaints that are received. A copy of the school complaints procedures should be available on the school web page or a hard copy should be available directly from the school. Any changes to policies should be clearly notified to all parents.

Schools should have a process in place to monitor and analyse the data from school complaints that have been received and they should arrange for this data to be shared with their governing board as appropriate. Data can then be used to help the school work in ways to promote community cohesion.

Governing Boards may wish to consider maintaining details of all ethnic groups, their backgrounds and needs and how they respond to these groups within their complaints data. Schools should use data from previous complaints received to help support good relations within their whole school community, to prevent and tackle unlawful discrimination and to promote equality of opportunity.

Published advice regarding complaints procedures from the Department for Education (DFE) which is applicable to maintained schools and the Education Funding Agency (EFA) which is applicable to academies can be found at:

www.gov.uk/government/publications/school-complaints-procedures

www.gov.uk/government/publications/setting-up-an-academies-complaints-procedure

The School and Governor Support Service also provides advice and guidance to subscribing schools on dealing with complaints and managing their complaints procedure. For further advice please email: **school.support@birmingham.gov.uk**



LEGAL DUTIES AND OTHER REQUIREMENTS

LEGAL AND REGULATORY REQUIREMENTS

The following is a brief outline of some of the requirements schools have around equality and cohesion.

Although it covers most of the relevant legislation and regulations, it is not a comprehensive list. Instead, it is meant to give an indication of how this framework was formed. It is also useful to have a list of legislative drivers when trying to create buy-in on this agenda.

Areas of legislation affect educational establishments differently, depending on whether they are primary or secondary, maintained or non-maintained, have a religious ethos, and so on). More information on these requirements is referred to in Section 5.



LEGAL AND REGULATORY REQUIREMENTS

EQUALITY AND COHESION IMPLICATIONS

The Equality Act 2010 makes it unlawful for schools to discriminate against, harass, or victimise a pupil or potential pupil in relation to:

- admissions
- the provision of education
- access to any benefit, facility or service,
- exclusions

It is unlawful for a school to discriminate against a pupil or prospective pupil in relation to the above because of the pupil's sex, race, disability, sexual orientation, religion or other belief, gender reassignment status, or maternity/pregnancy status.

The Act also places a duty on schools to make reasonable adjustments where a disabled person is put at a disadvantage. This might involve changing a policy or providing extra equipment or aids.

Finally, the Act requires schools to have an accessibility plan. This is a plan to:

- increase the extent to which disabled pupils can participate in the school's curriculum
- make changes to the physical environment to help disabled pupils access all the same benefits and facilities as other pupils
- improve delivery to disabled pupils of information that is readily accessible to non-disabled pupils

PUBLIC SECTOR EQUALITY DUTY	
EQUALITY AND COHESION IMPLICATIONS	<p>The Equality Act 2010 also sets out a duty for schools to have due regard to the need to:</p> <ul style="list-style-type: none"> • eliminate discrimination, harassment and victimisation • advance equality of opportunity between persons who share a protected characteristic and persons who do not share it • foster good relations between persons who share a protected characteristic and persons who do not share it <p>Regulations associated with the duty also require schools to set measurable equality objectives (every four years) and to publish information about their performance on equality (every year).</p>

UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD 1990 HUMAN RIGHTS ACT 1998	
	<p>The Convention has 54 articles that cover all aspects of a child’s life and set out the civil, political, economic, social and cultural rights that all children everywhere are entitled to. It also explains how adults and governments must work together to make sure all children can enjoy all their rights. Every child has rights, whatever their ethnicity, gender, religion, language, abilities or any other status.</p> <p>There are four articles in the convention that are seen as special. They’re known as the “General Principles” and they help to interpret all the other articles and play a fundamental role in realising all the rights in the Convention for all children. They are:</p> <ol style="list-style-type: none"> 1. Non-discrimination (Article 2) 2. Best interest of the child (Article 3) 3. Right to life survival and development (Article 6) 4. Right to be heard (Article 12)
EQUALITY AND COHESION IMPLICATIONS	<p>The Human Rights Act 1998 makes it unlawful for schools to behave in a way that is not compatible with the provisions of the European Convention on Human Rights. Any action taken by a school that interferes with an individual’s human rights must only be considered if it is a justified and proportionate means of achieving a legitimate end.</p>

EDUCATION AND INSPECTIONS ACT 2006 s 38(1)**EQUALITY AND
COHESION
IMPLICATIONS**

Section 38 (1) of the Education and Inspections Act 2006 states that ‘the governing body of a maintained school, shall, in discharging their functions relating to the conduct of the school:

- promote the wellbeing of pupils at the school, and
- promote community cohesion

EDUCATION ACT 1996 s 406-7**EDUCATION ACT 2002 s78****COUNTER TERRORISM AND SECURITY ACT 2015 s 64****EQUALITY AND
COHESION
IMPLICATIONS**

Schools have a duty to promote the spiritual, moral, social, and cultural (SMSC) development of their pupils. In meeting this duty schools must:

- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures
- encourage respect for other people through the promotion of British values.

The government has defined British values as democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. Schools must have due regard to the need to prevent people from being drawn into terrorism. This involves training staff to spot the signs of radicalisation and to ensure support through clear referral pathways. It also involves building pupils’ resilience to radicalisation by promoting British values and enabling them to challenge extremist views. Schools should be safe spaces in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas. The Prevent duty is not intended to limit discussion of these issues. Schools should, however, be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues.

EDUCATION ACT 2002 s176

<p>EQUALITY AND COHESION IMPLICATIONS</p>	<p>Section 38 (1) of the Education and Inspections Act 2006 states that the governing body of a maintained school, shall, in discharging their functions relating to the conduct of the school:</p> <ul style="list-style-type: none"> • promote the wellbeing of pupils at the school, and promote community cohesion
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BIRMINGHAM CURRICULUM STATEMENT

<p>EQUALITY AND COHESION IMPLICATIONS</p>	<p>The Birmingham Curriculum Statement promotes access to a curriculum that draws on all the above requirements. It ensures that pupils have access to a curriculum that:</p> <ul style="list-style-type: none"> • values, celebrates, and builds on children’s religious and cultural heritage and develops a sense of identity • promotes fundamental shared values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs • helps children develop an understanding of all faiths and none, and participate in the celebration of different religious events in understanding and accepting differences • ensures an understanding of protected characteristics.
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DEFINITIONS

DISCRIMINATION

Direct discrimination occurs when a pupil, parent, staff member, or other individual is treated less favourably than someone else because of a personal characteristic.

Discrimination based on association occurs when a pupil is treated less favourably because of their association with another person who has a protected characteristic (other than pregnancy and maternity). So this might occur if a pupil is treated less favourably because their sibling, parent, carer, or friend has a protected characteristic.

Discrimination by perception takes place when an education provider behaves as if a person has a characteristic and treats them less favourably than others as a result, even though the belief that the person has that characteristic is mistaken.

Discrimination because of pregnancy and maternity occurs when a woman (including a female pupil of any age) is treated 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.

Discrimination arising from a disability occurs when:

- A disabled person is treated unfavourably;
- The treatment is connected with his or her disability; and
- Their education provider cannot show that this treatment is justified as reasonable or proportionate

Discrimination arising from disability is different from direct discrimination. Direct discrimination refers to less favourable treatment and requires a comparison to show that a person without the protected characteristic would be treated differently. Discrimination arising from disability refers to unfavourable treatment and does not require a comparison to a non-disabled person.

INDIRECT DISCRIMINATION

Indirect discrimination occurs when a rule or condition which is applied equally to everyone:

- Can be met by considerably smaller proportion of people from a particular group
- Is to the disadvantage of that group
- Cannot be justified by the aims and importance of the rule/condition

HARASSMENT

Harassment is unwanted conduct that has the purpose or the effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for them, on grounds of disability, race or gender. The harassment provisions do not explicitly apply to the protected characteristics of gender reassignment, sexual orientation, religion or belief in relation to schools. However, unwanted conduct related to any of these protected characteristics that results in a pupil being disadvantaged would constitute direct discrimination, rather than harassment.

POSITIVE ACTION

This action is designed to encourage or facilitate the employment or training of minority or disadvantaged groups. A governing body must not discriminate in favour of individuals from specific groups (positive discrimination), but it should take positive action that enables members of those groups to compete on an equal basis. Positive action measures may include:

- Encouraging applications from specific groups that are under-represented in the school
- Encouraging people with disabilities to apply for posts
- Advertisements which encourage applications from individuals of a particular sexual orientation, or religion or belief, but make it clear that selection will be on merit
- Flexible working – promoting the use of job share and flexible working where operational factors make this possible
- Language/literacy training
- Supporting training for under-represented groups
- Assistance with applications for candidates with language needs
- Provision of childcare facilities or support with costs of childcare facilities of staff
- Exploring the possibility of career breaks or flexible working for staff to assist with family commitments
- Commitment to interviewing disabled people who meet the basic criteria for the post
- Encouraging staff to become representatives of trade unions/associations

PROTECTED CHARACTERISTICS

A protected characteristic covers:

- Age
- Disability
- Gender
- Gender reassignment status
- Marital status
- Pregnancy/maternity
- Race
- Religion/belief
- Sexual orientation

VICTIMISATION

When a person is treated less favourably because they have taken action in respect of discrimination, e.g. by bringing a complaint or giving evidence for a colleague.

RESPONSIBILITIES FOR DELIVERING THIS FRAMEWORK

Treating people equally does not necessarily involve treating them all the same. School policies, procedures and activities must not discriminate, but can be differentiated to take account of the difference in life experience, outlook and background and to consider the barriers that people may face in relation to:

- Disability, so that reasonable adjustments are made
- Ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- Gender, so that the different needs and experiences of girls and boys, women and men and transgender people are recognised

- Social background, so that the different needs and experiences of all children are recognised
- 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 social background, ethnicity, sexual identity, culture, religious affiliation, national origin or national status, and an absence of prejudice – related bullying and discrimination
- Mutual respect and good relations between all and an absence of sexual harassment

The following sets out the responsibilities for governors, head teachers, staff and visitors.

THE GOVERNING BOARD

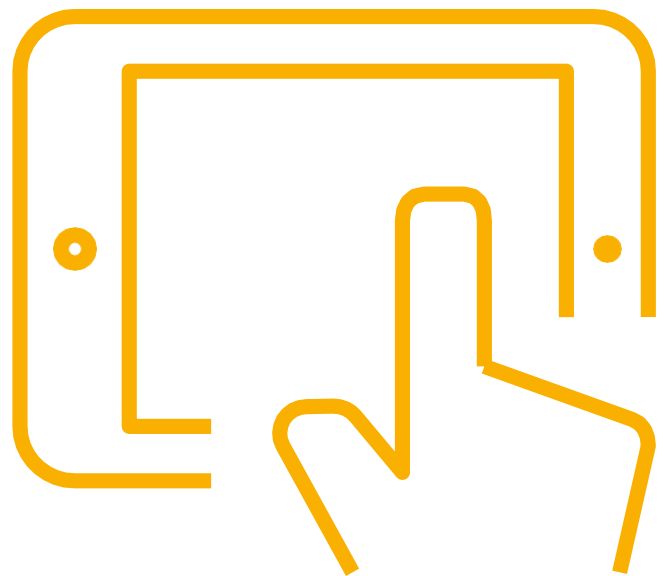
The governing board is responsible for ensuring that:

- the school complies with all equalities legislation relevant to the school community
- procedures and strategies related to the Equality, Diversity and Community Cohesion Framework are implemented
- the Equality, Diversity and Community Cohesion Assessment Toolkit is maintained, monitored and updated regularly
- there is a named governor who will monitor, on behalf of the governing body, the equalities duty placed on the school

The governing board must be committed to the principles of dignity at work for all its staff and pupils in the school. This includes the right to be treated with respect by all managers and colleagues. The Local Authority model Dignity at Work procedure is commended to schools. The governing board must consider any acts of alleged 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 should be treated as a disciplinary offence, and action taken accordingly.

Such action should be taken through the relevant school procedures to resolve grievances and for handling of complaints of alleged harassment and bullying at work.

The governing board must recognise that the avoidance of discrimination is not sufficient to ensure that equality and cohesion exists in the school. The governing board must therefore consider measures of **positive action** which may assist in achieving the aims of the Framework.



THE HEAD TEACHER

The head teacher is responsible for:

- Providing leadership and vision in respect of equality, diversity and cohesion along with the governing body
- Ensuring all visitors and contractors are aware of the principles of the Equality Act and how this should affect behaviours
- Overseeing the implementation of the Equality, Diversity and Community Cohesion Framework and Assessment Toolkit
- Producing, implementing, and maintaining the school's Equality Policy and Special Educational Needs Accessibility Plan
- Ensuring all staff know their responsibilities under these documents and receive training and support in carrying these out
- Ensuring that the equality policy is readily available and that the governors, staff, pupils, and their parents/carers and guardians know about them
- Ensuring the school has an 'anti-discrimination' policy (included within the Anti-bullying Policy) for dealing with and reporting hate incidents
- Ensuring tools are in place to show how the school has shown due regard to all protected groups, including monitoring of policies and assessment of different groups
- Using information from assessments and audits to identify compliance with equality duties and to develop equality objectives for the school
- Publishing information to demonstrate compliance with the general equality duty across its functions (from 6 April 2017) and annually thereafter

- Revising and reviewing the school's equality policy and plans every three years and report on progress annually to governors
- Producing regular information for staff and governors about the plans and how they are working
- Taking appropriate action in cases of harassment and discrimination, including racist bullying, homophobic bullying and bullying related to gender, disability and religion
- Overseeing an equality assessment of the curriculum to ensure there is equality of opportunity to access the curriculum through teaching and learning

ALL STAFF

All staff are responsible for:

- Recording and dealing with racist, homophobic, religious based prejudice and other hate-incidents
- Promoting equal opportunities and good race relations
- Behaving in a non-discriminatory way and respecting the human rights of individuals regardless of ethnicity, disability, sexual orientation, religion and gender
- Ensuring they follow equality policies and procedures and take up equality training and learning opportunities provided by the school

Teaching staff are responsible for:

- Delivering on the Equality, Diversity and Community Cohesion Framework and Assessment Toolkit

- Undertaking an equality assessment of their curriculum, to ensure there is equality of opportunity to access the curriculum through teaching and learning
- Being able to recognise and tackle bias and stereotyping in the school and wider community through the curriculum
- Challenging discriminatory language and behaviour and providing appropriate alternatives and role models

OFSTED

The Ofsted Inspection Handbook describes the main activities undertaken during inspections of schools in England under section 5 of the Education Act 2005. Aspects of the evaluation criteria relating to equality and cohesion include:

- How well leaders and governors promote all forms of equality and foster greater understanding of and respect for people of all faiths (and those of no faith), races, genders, ages, disability and sexual orientations (and other groups with protected characteristics), through their words, actions and influence within the school and more widely in the community
- How well leaders promote equality of opportunity and diversity, for pupils and staff, so that the ethos and culture of the whole school prevents any form of direct or indirect discriminatory or prejudiced behaviour
- The breadth and balance of the school's curriculum and whether it is likely to promote preparation for and an appreciation of life in modern Britain
- Equality of opportunity and recognition of diversity are promoted through teaching and learning

- Information about the promotion of equality of opportunity and other information for parents

The Ofsted School Inspection Handbook can be accessed here:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/670083/School_inspection_handbook_section_5.pdf



GOOD PRACTICE IN SUPPORTING SCHOOLS

Some examples of good practice in supporting schools with meeting the public sector duty include:

UNICEF RIGHTS RESPECTING SCHOOLS

The Unicef UK Rights Respecting School Award (RRSA) is based on principles of equality, dignity, respect, non-discrimination and participation. The RRSA seeks to put the United Nations Convention on the Rights of the Child at the heart of a school's ethos and culture to improve well-being and develop every child's talents and abilities to their full potential. A Rights Respecting School is a community where children's rights are learned, taught, practised, respected, protected and promoted. Young

people and the school community learn about children's rights by putting them into practice every day. Birmingham City Council has developed a partnership with UNICEF to train and support Birmingham schools in becoming Rights Respecting schools. The initiative has been successfully promoted through the safeguarding networks and has been introduced as a long term approach to building resilience, improving safeguarding and community cohesion. The programme has grown at pace and we have engaged over 200 schools across all phases and designations.

For more information on training opportunities contact: ssi@birmingham.gov.uk



NO OUTSIDERS IN OUR SCHOOL; A whole school approach

No Outsiders is an ethos that enables schools to celebrate diversity and difference and prepares children for life in modern Britain. The ethos teaches children that there are ‘No Outsiders’ in their school because everyone is an ‘insider’ and everyone is welcome. The No Outsiders ethos uses the Equality Act 2010 to promote British values and community cohesion, instilling in children an understanding and acceptance of democracy, the rule of law, individual liberty and mutual respect and a tolerance of those with different faiths and beliefs.

Picture books are used to deliver bespoke lessons to children from EYFS to Year 6 and lesson plans provide opportunity to discuss different characters and challenging situations that teachers can then relate to children’s own lives and experiences. The lessons in early years focus on being different and getting along; these values prepare children for an understanding and acceptance of diversity as they grow older. In Year 5 and 6 the books explore situations where values of diversity and tolerance are challenged; the aim is to provide opportunities for children to understand and appreciate the benefits of a society where diversity and difference are celebrated. Crucially, we need our children to want to be part of that society.

Assembly pictures and stories are used to keep the No Outsiders ethos relevant and real. Schools use recent news events to link the No Outsiders ethos to life outside school and to demonstrate there are people around the world who agree with us and our ethos. Following a

terrorist attack there are pictures of communities coming together to speak up for peace, and this becomes our focus; the people in the photo want a society where integrated communities live alongside each other and people of different race, religion, orientation, gender, gender identity, age and disabilities work together. They, like us, believe in No Outsiders.

We are reducing the risk of radicalisation in the future by promoting a clear and positive message within our schools. The message is that diversity is great! We benefit from a society where different people with different lifestyles and ideas get along. By working with children on their understanding and acceptance of difference and community cohesion today, we build a safer world for tomorrow.

*“No Outsiders in our school:
Teaching the Equality Act in Primary Schools”
by Andrew Moffat (Routledge)*

For more information on training opportunities contact:
www.equalitiesprimary.com



FAITH MAKES A DIFFERENCE

All Birmingham pupils are entitled to a good education. In Britain from the ages of 5 - 18, this education includes access to Religious Education and Collective Worship. In Birmingham's community schools, Religious Education must be taught in accordance with the Birmingham Agreed Syllabus.

The agreement about the Syllabus is made between members of Birmingham City Council, representatives of the teaching profession and representatives of all the major faith communities. The current Agreed Syllabus for Religious Education was adopted unanimously by the City Council in 2007. As required by law, it is reviewed every five years. There is no obligation for VA schools of a religious character, free schools, or academies to use the syllabus. However they may choose to adopt it as it meets all the requirements set out in the guidance to OFSTED inspectors.

Through the process of coming to an agreement, the Birmingham Syllabus for Religious Education is rooted in the community. It draws on the rich resources to be found in the diverse religions for nurturing the ideals and values that they all support. The ideals and values are universal in character and many, therefore, are admired by people of no particular religious persuasion. The key to this religious education is the development of the character of pupils by means of exploring 24 dispositions (examples include: being fair and just, and being merciful and forgiving).

The character development nurtured in religious education must enable pupils to live in harmony with their neighbours. In the course of teaching

it is expected that every religious tradition is presented accurately and fairly. No pupil should be presented with a distorted characterisation of other people. It is vital that 'others' are presented as they would like to present themselves. Members of faiths and those of no particular faith must always be treated tolerantly and valued as fellow human beings.

The point of RE is to help children appreciate what it is that inspires ordinary people to 'love God' and to avoid 'being selfish' and 'self-centred'. What is it that people live by and live for? What is it that makes people happy? In RE the deepest values of human life are shared and discussed. The Birmingham syllabus is therefore designed specifically to support social solidarity around shared values. In brief, RE in Birmingham should ensure that neighbours are never strangers but are always seen as fellow human beings who must be treated with dignity and respect.

Being educated in Birmingham, pupils have the right to learn about and be proud of the faith and cultural diversity flourishing in their city, as well as being taught about the tradition to which their family may belong. This religious education may include:

- The opportunity to visit a place of worship,
- To meet members of a faith other than their own, and
- To be made aware of reasons why some people reject religious life.

Further details about the agreed religious education syllabus will be found on-line at www.faithmakesadifference.co.uk

Parents are entitled in law to withdraw their children from the programme of religious education in school. Because of the character and emphasis of the Birmingham Agreed Syllabus for Religious Education, few people take advantage of this possibility.

According to the law, pupils should participate in a daily act of Collective Worship, known in some schools as 'Assembly'. Parents may withdraw their children from Collective Worship without giving a reason.

The act should be "wholly or mainly of a broadly Christian character". If this is thought to be unsuitable for the pupils in the school, the head teacher with the support of the Board of Governors may apply for permission to hold acts of Collective Worship of a different character. For community schools this permission must be requested from Birmingham's Standing Advisory Council on Religious Education. All –academies, independent and free schools must seek this permission from the Secretary of State for Education. Schools of a religious character may not seek a determination to alter the nature of the collective worship set down in statute.

The two purposes of Collective Worship are educational. Initially, it serves to express the school's and the pupils' commitment to the source and foundation of all their values. Secondly, Collective Worship also helps to bind the school community together in common celebrations. It celebrates knowledge and understanding; right and good actions; and the creation of beauty.

Collective Worship will also provide pupils with occasions for contemplation and reflection. Meditative reflection should deepen their life and the life of the school. Pupils are entitled in Birmingham to a spirit and ethos in Collective Worship that relates to, and expresses, the 24 character-forming dispositions of the religious education syllabus.



APPENDIX A: EQUALITY AND COHESION TOOLKIT

On the following pages is an equality, diversity and community cohesion toolkit you can use to gauge your performance on this topic. The maturity matrix will help you to identify whether your school is compliant, aspirational or inspirational, and the audit will serve as a record of your compliance with all the statutory and regulatory requirements.

Maturity Matrix

ORGANISATIONAL COMMITMENT AND COMPLIANCE

COMPLIANT	ASPIRATIONAL	INSPIRATIONAL
ACCESSIBILITY PLAN		
<p>Our school has an accessibility plan that shows how we will:</p> <ul style="list-style-type: none"> • increase the extent to which disabled pupils can participate in the curriculum • improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided • improve the availability of accessible information to disabled pupils 	<p>Specific and measurable outcomes have been attributed to individuals and attainment of these outcomes is monitored by the governing body. The accessibility plan was created in consultation with pupils, parents/carers, and relevant local community groups.</p>	<p>Our school can demonstrate a clear link between our accessibility plan actions and better outcomes and experiences for disabled pupils.</p>

Potential sources of evidence: accessibility plan, school improvement plan, equalities information report

ORGANISATIONAL COMMITMENT AND COMPLIANCE

COMPLIANT

ASPIRATIONAL

INSPIRATIONAL

EQUALITY OBJECTIVES

Our school has set equality objectives which are published on the school's website.

Specific and measurable equality objectives have been integrated into work plans. Outcomes are measured and monitored regularly by the governing body.

Our school can demonstrate a clear link between meeting our equality objectives and positive outcomes for pupils.

Potential sources of evidence: published equality objectives, school improvement plan, equalities information report

EQUALITY INFORMATION

Our school annually publishes information sufficient to show that we are: eliminating discrimination, harassment and victimisation; advancing equality of opportunity between persons who share a protected characteristic and persons who do not share it; and fostering good relations between persons who share a protected characteristic and persons who do not share it.

Our school annually publishes detailed information to show that we are: eliminating discrimination, harassment and victimisation; advancing equality of opportunity between persons who share a protected characteristic and persons who do not share it; and fostering good relations between persons who share a protected characteristic and persons who do not share it.

Our school regularly shares information with key stakeholders on progress on promoting equality and asks for, and acts on, feedback and advice. This is demonstrated in improving outcomes for pupils.

Potential sources of evidence: equalities information report

ORGANISATIONAL COMMITMENT AND COMPLIANCE

COMPLIANT

ASPIRATIONAL

INSPIRATIONAL

FOSTERING GOOD RELATIONS/PROMOTING COHESION/FURTHERING TOLERANCE

Our school has some evidence that, through the curriculum and other school activities, it promotes understanding between different groups of pupils and parents. Our school has some evidence that it introduces pupils to different faith beliefs, and encourages respect for different ways of living. Teachers challenge stereotypes and attitudes that support violence and abuse including gender-based violence, hate crime, and homophobia.

Our school has a lot of evidence that, through the curriculum and other school activities, it promotes understanding between different groups of pupils and parents. Our school has lots of evidence that it introduces pupils to different faith beliefs, and encourages respect for different ways of living and other protected characteristics. Teachers are supported with resources and training so they are able to challenge misinformation, stereotypes, and attitudes that support violence and abuse, including gender-based violence, hate crime, and homophobia.

Our school has considered how it can promote tolerance and respect for different ethnicities, genders, religions/beliefs, sexual orientations, and disability statuses throughout the curriculum and other school activities. Pupils are given plenty of opportunities to gain exposure to different customs, beliefs, and ways of being. Teachers use instances of bullying or discrimination to reinforce the importance of human rights and mutual respect. Evidence shows that strategies are successfully improving outcomes for pupils over time.

Potential sources of evidence: Equality Impact Assessments, school vision and values, school information/induction pack, quality marks, newsletters, trends of reporting incidents, up/down trajectory and story behind data, reports to GB, curriculum map, school council, surveys, pupils/staff/parents, Ofsted, community initiatives, admissions data, analysis of Raiseonline, visual displays, learning walk,

ORGANISATIONAL COMMITMENT AND COMPLIANCE

COMPLIANT

ASPIRATIONAL

INSPIRATIONAL

DECISION MAKING

When making a decision or taking any action our school assesses whether it may have implications for people with particular protected characteristics. Our school consciously considers each aspect of the Public Sector Equality Duty when making significant decisions.

Our school can evidence how equality considerations are taken into account when key decisions are made relating to promoting attainment, exclusions procedures, dealing with incidents of bullying, devising school activities, and increasing engagement with learning.

Our school has a systematic approach to equality analysis of key decisions and can show how better outcomes are being delivered as a result of effective analysis and equality impact assessment.

Potential sources of evidence:

TRAINING

Staff receive training on the requirements of the Equality Act and Public Sector Equality Duty. education and

Staff receive training on education and human rights. They are supported with information and resources to help them challenge stereotypes and negative attitudes towards people of a different race, gender, sexual orientation, religion, or disabled status.

Staff receive training on education and human rights. They are supported with information and resources to help them challenge stereotypes and negative attitudes towards people of a different race, gender, sexual orientation, religion, or disabled status and this enables them to consider the impact of unconscious bias in teaching and learning.

Potential sources of evidence: training plans and records

KNOWING YOUR PUPILS AND COMMUNITY

COMPLIANT

ASPIRATIONAL

INSPIRATIONAL

PUPIL DEMOGRAPHICS

Our school routinely collects pupil data relating to a range of protected characteristics. Data relating to attainment and exclusions are routinely analysed to understand inequalities facing particular groups.

Our school collects pupil data and uses alternative sources of information (such as national statistics, research, and engagement) to help us identify priority issues where there are gaps. Data is analysed in relation to attainment, exclusions, and other areas (such as participation in school trips) where pupils or staff have raised concerns.

Our school collects data on a range of characteristics and is building a culture of trust so parents and pupils feel comfortable relaying information. Data is routinely analysed in relation to things such as attainment, exclusions, bullying, participation in school activities, and pupil engagement in learning.

Potential sources of evidence: Pupil data, Raiseonline, analysis of exclusions, School Plan

INFORMATION SHARING

Plans are in place to collect and share information and best practice.

Information and best practice are regularly shared with other schools and partners.

Activities, programmes, and events are regularly co-ordinated with other schools

Potential sources of evidence: Knowledge transfer policies, external plans and communications

KNOWING YOUR PUPILS AND COMMUNITY		
COMPLIANT	ASPIRATIONAL	INSPIRATIONAL
KNOWING YOUR COMMUNITY		
Our school has some knowledge of the demographics of the local community. We have links with some local community and faith groups.	Our school understands the demographics of the local community. We have mapped local community and faith groups.	Our school understands how the demographics of the local community can help us identify inequalities in access to our service. We have strong links with local community and faith groups, and regularly participate in joint activities and events.
Potential sources of evidence:		

SAFEGUARDING AND EQUALITY		
COMPLIANT	ASPIRATIONAL	INSPIRATIONAL
GENERAL SAFEGUARDING RESPONSIBILITIES		
School governors and staff have been trained in their safeguarding responsibilities and obligations in accordance with Keeping Children Safe in Education.	School governors and staff have received training and support to help them understand the different equality considerations relevant to safeguarding decisions. Data relating to the school and surrounding area is used to determine whether further development is needed around issues such as FGM, forced marriage or abuse linked to faith or belief.	Our school can demonstrate a clear link between our work in this area and better outcomes of disadvantaged pupils, in accordance with Keeping Children Safe in Education.
Potential sources of evidence: training plans and records, safeguarding policy		
THE PREVENT DUTY		
School governors and staff receive Prevent training annually.	School governors and staff have undertaken Prevent Training and this has been incorporated into applied practice when considering pupils who may be at risk of radicalisation. Designated Safeguarding Leads are able to safeguard pupils appropriately and to make referrals through CASS.	School governors and staff have developed a mature awareness of the implications of the Prevent Duty and the need to ensure that vulnerable individuals are not radicalised. The Prevent Duty is firmly embedded within the curriculum and referrals through CASS demonstrate the application of Right Help Right Time in assessing pupils' vulnerabilities.
Potential sources of evidence: awareness of Channel, Prevent strategy and policy		

CONSULT WIDELY		
COMPLIANT	ASPIRATIONAL	INSPIRATIONAL
ENGAGEMENT		
Our school regularly consults with pupils and has mechanisms in place to promote pupil voice.	Our school regularly consults with pupils and staff, parents, carers, and guardians on key decisions.	Our school has evidence of how consultation with pupils, staff, parents, carers, guardians, and community stakeholders has influenced decisions and policies.
Potential sources of evidence: professional conversations, wider community partnerships, use of pupil premium, stakeholder engagement, consultation evidence, young carers, Youth Parliament, Parent View, consultation, attendance records, evaluation of activities,		

EQUALITY, DIVERSITY AND COMMUNITY COHESION AUDIT

HOW TO USE THE AUDIT

This audit sets out all the different strands of the framework. To use the tool, use the statements as prompts for questions or go through each question and tick the relevant box based on the evidence you gather. The boxes are coded as follows:

- 1 We are confident about this, or work has already been done in this area and is on-going.
- 2 We haven't done much on this yet, but know what needs to be done and how to go about it.
- 3 We still need to do work on this area and to identify our initial priorities.

Use the 'Evidence' column to identify or make cross-reference to your own examples of existing good practice (if you ticked box 1) or use the case for improvement (if you ticked boxes 2 or 3).

The ultimate aim is to be able to tick box 1 for every section, so use the 'Tasks and Priorities' column to identify the next step towards this. Once you have identified your priorities, incorporate them into the relevant action plan. The outcome of the Equality, Diversity and Community Cohesion Toolkit should be reported to the school governors and the tasks and priorities identified should be used to develop an action plan for your school. School governors should monitor progress against the actions within this plan regularly.

THEME	1	2	3	TASKS AND PRIORITIES	LEAD	EXAMPLES OF EVIDENCE (delete as appropriate)
KNOWING OUR SCHOOL AND COMMUNITY						
<p>Our school collects data on a range of characteristics and is building a culture of trust so parents and pupils feel comfortable relaying information. Data is routinely analysed in relation to things like:</p> <ul style="list-style-type: none"> • attainment • exclusions • bullying • participation in school activities • pupil engagement in learning 						<ul style="list-style-type: none"> • <i>Attainment of different disadvantaged groups (such as looked after children, SEN pupils, and Traveller pupils) are monitored</i> • <i>Attainment of different groups is discussed in pupil progress meetings and potential issues are highlighted and discussed</i> • <i>Where learner numbers are low, alternative sources of information (such as national statistics or school-level focus groups) are used to help identify priority issues (eg in relation to GRT children)</i>
<p>Our school understands how the demographics of the local community can help us identify inequalities in access to our service. We have strong links with local community and faith groups, and regularly participate in joint activities and events</p>						<ul style="list-style-type: none"> • <i>Links are made with local migrant support groups to understand issues facing newer members of the community</i> • <i>Partnership is developed with Birmingham Adult Education Service to help parents access ESOL or ICT support</i>
<p>Our school monitors by disability, sexual orientation, gender and ethnic group:</p> <ul style="list-style-type: none"> • the number of staff in post • the number of applicants for employment, training and promotion • access to opportunities for professional development 						<ul style="list-style-type: none"> • <i>Demonstrate where positive action for recruitment may have taken place</i> • <i>Demonstrate how the staff reflect the local community</i>

THEME	1	2	3	TASKS AND PRIORITIES	LEAD	EXAMPLES OF EVIDENCE (delete as appropriate)
LEGAL COMPLIANCE						
<p>Our school has an accessibility plan that shows how we will:</p> <ul style="list-style-type: none"> • increase the extent to which disabled pupils can participate in the curriculum • improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided • improve the availability of accessible information to disabled pupils 						<ul style="list-style-type: none"> • <i>Our school is compliant with the Birmingham Local Offer for children with special educational needs and disability.</i>
<p>Our school has set equality objectives that are published on the school's website. Specific and measurable equality objectives have been integrated into work plans. Outcomes are measured and monitored regularly by the governing body</p>						<ul style="list-style-type: none"> • <i>Named staff members have responsibility for particular groups identified in the school's objectives. Attainment of outcomes for these groups is included in staff performance management targets and monitored as part of standard performance management meetings</i>
<p>Our school annually publishes information sufficient to show that we are: eliminating discrimination, harassment and victimisation; advancing equality of opportunity between persons who share a protected characteristic and persons who do not share it; and fostering good relations between persons who share a protected characteristic and persons who do not.</p>						<ul style="list-style-type: none"> • <i>Equalities reports are made available to all parents and stakeholders</i> • <i>Where the school is engaged in the Unicef RRSA, it may evidence the impact of the UNCRC</i>

THEME	1	2	3	TASKS AND PRIORITIES	LEAD	EXAMPLES OF EVIDENCE (delete as appropriate)
LEGAL COMPLIANCE						
All incidents of discrimination are logged, reported to the local authority and action taken to address discrimination from pupils, staff and parents						<ul style="list-style-type: none"> • <i>incident logs are kept up to date</i> • <i>the governing body receive regular reports of incidents of discrimination and actions taken in response and the impact and outcome of those actions</i>
TRAINING						
Staff and governors are provided sufficient support to understand their obligations under equalities legislation and to respond appropriately to particular equalities challenges						<ul style="list-style-type: none"> • <i>equalities awareness forms part of standard induction processes</i> • <i>all staff are provided with training on issues including tackling domestic violence, British values, upholding children's rights.</i> • <i>Attendance at training events</i>

THEME	1	2	3	TASKS AND PRIORITIES	LEAD	EXAMPLES OF EVIDENCE (delete as appropriate)
FOSTERING GOOD RELATIONS/PROMOTING COHESION/FURTHERING TOLERANCE						
Pupils are provided opportunities to meet and engage with people whose protected characteristics differ from their own						<ul style="list-style-type: none"> • <i>talks are organised with guest speakers including Paralympian athletes, refugees or those working with refugees, different faith leaders, gypsy/Travellers, etc</i> • <i>opportunities are developed for pupils to volunteer at local carehomes</i> • <i>activities and classroom exercises are planned to coincide with events such as LGBT History Month and Pride, such as workshops with local LGB groups or CHIPs activities (see section 5)</i> • <i>links are developed with foreign schools and trips are planned</i>
Pupils and families – of all backgrounds and communities – are encouraged to participate fully in all aspects of school life						<ul style="list-style-type: none"> • <i>feedback from Pupil Voice shows that pupils feel listened to and know they will get the opportunity to speak during activities such as circle time</i> • <i>governors use the criteria in the Strengthening Community section of the Head Teachers National Standards when appointing a new head teacher and/or refer to these in setting objectives in performance management</i> • <i>a report summarising the results of a parent questionnaire is provided to the governing body, with an accompanying action plan. Parents are sent a summary of actions taken as a result</i>

THEME	1	2	3	TASKS AND PRIORITIES	LEAD	EXAMPLES OF EVIDENCE (delete as appropriate)
FOSTERING GOOD RELATIONS/PROMOTING COHESION/FURTHERING TOLERANCE						
Governors and staff are able to counter myths and misinformation that may undermine good community relations						<ul style="list-style-type: none"> • <i>all staff receive training on British values and are confident challenging behaviour that might infringe them</i> • <i>staff meetings are used to discuss ‘myths’ and topical issues that pupils may be talking about: teachers are provided with clear, objective information to counter misinformation</i>
Our school makes use of opportunities to develop pupils’ empathy towards other groups and communities						<ul style="list-style-type: none"> • <i>a local theatre company was engaged to dramatize situations affecting particular groups (such as gender-based bullying and ‘coming out’) and pupils were engaged in discussions about how to support the individuals in question</i> • <i>school assemblies are used to highlight topical issues affecting people in other countries (such as refugee crises and natural disasters)</i> • <i>following an earthquake in Pakistan, pupils discussed fundraising ideas and voted on the best idea</i>

THEME	1	2	3	TASKS AND PRIORITIES	LEAD	EXAMPLES OF EVIDENCE (delete as appropriate)
PROMOTING EQUAL OPPORTUNITIES						
Our school has considered how we can reduce differential outcomes for different groups						<ul style="list-style-type: none"> targeted classroom support around spelling and writing is provided to pupils from new migrant communities additional funding is accessed to deliver an accelerated progress project for FSM pupils, which included museum trips, theatre workshops, and access to reading mentors to raises aspirations and expectations see also section 5
There is a strong sense of children’s rights and responsibilities in our school						<ul style="list-style-type: none"> each year, pupils decide upon their class charter and the rights associated with these. All the children contribute to the drawing up of the charter the school is working towards the UNICEF Rights Respecting School Award
Positive role models are used throughout our school to ensure that different groups of pupils can see themselves reflected in the school community. Our Teachers Code of Conduct is explicitly linked to key values such as equality and acceptance of different sexual identities, religions, genders, etc						<ul style="list-style-type: none"> fathers and male governors are encouraged to attend school trips comments from pupils and feedback from pupil and parent questionnaires show teachers are positive role models for the principles of equality (eg: ‘when we argue, teachers aren’t on anyone’s side: they listen to everyone’) the Teachers Code of Conduct ensures staff, pupils, and visitors are treated with equality and respect

THEME	1	2	3	TASKS AND PRIORITIES	LEAD	EXAMPLES OF EVIDENCE (delete as appropriate)
PROMOTING EQUAL OPPORTUNITIES						
Excluded or self-excluded pupils are successfully integrated						<ul style="list-style-type: none"> • <i>support provision such as small group/1-to-1 teaching or social skills groups are used to integrate excluded or self-excluded pupils where possible</i> • <i>referrals documents to Think Family show attempts have been made to seek a whole-family solution to issues around non-attendance or disruptive behaviour</i> • <i>Family Common Assessment Framework forms show how the school has supported pupils with carer responsibilities or whose parents are mentally and/or physically disabled</i>

THEME	1	2	3	TASKS AND PRIORITIES	LEAD	EXAMPLES OF EVIDENCE (delete as appropriate)
SAFEGUARDING AND EQUALITY						
<p>School governors and staff have received training and support to help them understand the different equality considerations relevant to safeguarding decisions. Data relating to the school and surrounding area is used to determine whether further development is needed around issues like FGM, forced marriage, etc.</p>						<ul style="list-style-type: none"> • <i>staff are trained in recognising the risk factors associated with FGM and know the appropriate referral mechanisms</i> • <i>safeguarding policies make clear that protection from radicalisation and extremism are seen as a safeguarding issues and staff receive sufficient training on this during induction</i> • <i>governors and staff understand their role in preventing extremism through:</i> <ul style="list-style-type: none"> - <i>assessing the risks of students being drawn into terrorism</i> - <i>working in partnership with the local authority</i> - <i>training staff to identify children at risk</i> - <i>keeping students safe online</i> - <i>managing prayer and faith facilities (FE/HE)</i>

THEME	1	2	3	TASKS AND PRIORITIES	LEAD	EXAMPLES OF EVIDENCE (delete as appropriate)
TEACHING, LEARNING, AND CURRICULUM						
<p>Our curriculum activities promote democracy, core and shared values and build children's understanding of diversity through inclusivity</p> <p>The curriculum provides opportunities to:</p> <ul style="list-style-type: none"> • promote positive relationship skills based on equality and respect • support equal rights across all protected characteristics • provide opportunities to challenge misinformation, stereotypes and attitudes that support violence and abuse including gender based violence, hate crime, homophobia • promote citizenship • develop confidence, self-respect, tolerance and emotional literacy • explore and embrace British Values 						<ul style="list-style-type: none"> • <i>citizenship lessons are used to teach pupils about democracy, the different branches of government, and the means by which they are held to account. Topics such as anti-homophobia, equal rights, and staying safe online are also taught</i> • <i>during history lessons, instances where British values have been threatened (such as both World Wars) are focused on. During geography lessons, pupils explore how different cultures live and work throughout the world.</i> • <i>physical education lessons are used to promote the concept of fair play, following and developing rules, inclusion, celebrating and rewarding success, being magnanimous in defeat and participation in activities that promote kinship and affiliation with others</i> • <i>lesson plans show that religious education is guided by the Standing Advisory Council on Religious Education (SACRE) – Agreed Syllabus for Religious Education.</i> • <i>pupils take part in interfaith and cross-community initiatives such as The Feast (thefeast.org.uk)</i> • <i>pupils have the opportunity to explore the implications and consequences of extremist thinking through engagement with projects such as Tapestry (theplayhouse.org.uk/tapestry)</i>

APPENDIX B: GUIDES, TOOLS, AND GOOD PRACTICE

COHESION, ENGAGEMENT AND SAFEGUARDING

- Community Cohesion: Advice For Schools
NASUWT, 2016
<https://www.nasuwt.org.uk/asset/A3F13198-E72F-460A-87936BDC110EB7FB/>
- Community Cohesion In Action
Qualifications and Curriculum Development Agency, 2010
<http://www.globalfootprints.org/files/zones/teach/Key%20GL%20Documents/QCDAcommunitycohesion.pdf>
- Listening To And Involving Children And Young People
Department for Education, 2014
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/437241/Listening_to_and_involving_children_and_young_people.pdf
- Prevent Checklist and Guide
Tower Hamlets, 2014
<http://www.bep.education/portfolio/policy-advice-preventing-violent-extremism/>
- Promoting Good Relations New Approaches, New Solutions
Coalition for Racial Equality and Rights, 2016
<http://www.crer.org.uk/images/PDFs/PromotingGoodRelations.pdf>

GENERAL

- Equality Act: Technical Guidance
Equality and Human Rights Commission, 2014
www.equalityhumanrights.com/sites/default/files/technical_guidance_for_schools_england.pdf
- Equally Safe: Dealing With Prejudice-Related Incidents
Equaliteach, 2015
<http://www.equaliteach.co.uk/wp-content/uploads/2016/07/EQUALLY-SAFE-2015.pdf>
- Equality Objectives for Schools
Dorset councils, 2012
https://www.dorsetforyou.gov.uk/media/170087/Equality-Objectives-2012---2016---guidance-for-schools---Jan-12/doc/Equality_Objectives_-_guidance_for_schools_-_Jan_12.doc
- Ofsted Examples Of Good Practice In Schools: Diversity
Ofsted, 2015
<https://www.gov.uk/government/collections/ofsted-examples-of-good-practice-in-schools>
- Preventing And Tackling Prejudice-Related Bullying
NASUWT, 2015
<https://www.nasuwt.org.uk/asset/92F54AA4-32B5-4A2C-B3044EE336ADAFCA/>

- Public Sector Equality Duty Guidance for Schools in England
Equality and Human Rights Commission, 2014
<https://www.equalityhumanrights.com/en/publication-download/public-sector-equality-duty-guidance-schools-england>
- Why Teach Careers And Equality At Key Stage 2?
Equality and Human Rights Commission, 2016
<https://www.equalityhumanrights.com/en/primary-education-resources/why-teach-careers-and-equality-key-stage-2>

DISABILITY

- Cyberbullying And Children And Young People With SEN And Disabilities
Anti-bullying Alliance
<http://www.anti-bullyingalliance.org.uk/media/7441/cyberbullying-and-send-module-final.pdf>
- Inclusive Learning
Scope
<https://www.scope.org.uk/support/professionals/learning-together/inclusive-learning/schools>
- Ofsted Examples Of Good Practice In Schools: Special Educational Needs
Ofsted, 2015
<https://www.gov.uk/government/collections/ofsted-examples-of-good-practice-in-schools>
- Tackling Disability-Related Bullying in Primary Schools
Equaliteach, 2014
<http://www.equaliteach.co.uk/wp-content/uploads/2016/07/ALL-INCLUSIVE.pdf>
- Unlocking Opportunities: Enabling Disabled Learners to Achieve
Equality and Human Rights Commission, 2016
<https://unlockingopportunities.equalityhumanrights.com>
- 10 Tips To Tackle Disablist Language Based Bullying In School - A Guide For Staff
NUT, 2014
<https://www.teachers.org.uk/equality/disabled-teachers/10-tips-tackle-disablist-language>

FREE SCHOOL MEALS

- The Pupil Premium How Schools Are Spending The Funding Successfully To Maximise Achievement
Ofsted, 2013
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- Pupil Premium Awards: past winners
Pupil Premium Awards, various
www.pupilpremiumawards.co.uk

GENDER

- Ending Violence Against Women and Girls: A Guide for Schools
End Violence Against Women, 2015
<http://www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW-Coalition-Schools-Guide.pdf>
- Guidance On Forced Marriage
NASUWT, 2015
<https://www.nasuwt.org.uk/asset/2F6399D3-BC25-494F-82AF0D226F690BC0/>
- Toolbox For Gender-Conscious And Equitable Early Childhood Centres
Gender Loops, 2008
<http://genderloops.eu/docs/toolbox.pdf>

LGBT

No Outsiders www.equalitiesprimary.com

Mermaids UK <http://www.mermaidsuk.org.uk/assets/media/chips-march-2015.pdf>

- Equality for Trans Teachers, NASUWT, 2017
<https://www.nasuwt.org.uk/asset/88965336-0820-4308-8A822F79A395E089/>
- Getting started: A toolkit for preventing and tackling homophobic, biphobic and transphobic bullying in primary schools
Stonewall, 2016
<http://www.stonewall.org.uk/our-work/education-resources>
- Getting started: A toolkit for preventing and tackling homophobic, biphobic and transphobic bullying in secondary schools
Stonewall, 2016
<http://www.stonewall.org.uk/our-work/education-resources>
- Trans Equality in Schools and Colleges: Advice and Guidance for Teachers and Leaders
NASUWT, 2017
<https://www.nasuwt.org.uk/asset/2222A941-BD8F-480F-B811D5BAEA4D7AD8/>
- Trans* Inclusion Schools Toolkit
East Sussex County Council, 2014
<http://www.mermaidsuk.org.uk/assets/media/East%20Sussex%20schools%20transgender%20toolkit.pdf>

RACE

- How to Collect and Monitor Workforce Equality Data
NASUWT, 2015
<https://www.nasuwt.org.uk/asset/3D06E002-1983-450B-863BF6099D417D07/>
- Welcoming Refugee Children to Your School
NUT, 2015
<https://www.teachers.org.uk/sites/default/files2014/refugee-teaching-guide-web-10248.pdf>

RELIGION

- Antisemitism In Schools And Educational Settings: Advice For Teachers and School Leaders
Board of Deputies of British Jews, 2016
educateagainsthate.com/download/11
- Tackling Islamophobia
NASUWT, 2014
<https://www.nasuwt.org.uk/asset/EE07C37D-3181-4342-9FE7CFAA2F8C620F/>
- Responding To Islamophobic Comments Or 'Jokes': Some Guidance And Ideas For Trainee Teachers And Teacher Educators
University of Exeter, 2010
https://socialsciences.exeter.ac.uk/media/universityofexetercollegeofsocialsciencesandinternationalstudies/education/partnership/raceequality/Responding_to_Islamophobia.pdf

5.2 TEACHING RESOURCES

GENERAL AND HUMAN RIGHTS

- FGM support materials
Home Office, 2014
<https://www.gov.uk/government/publications/fgm-support-materials>
- How I Teach Students about Equality: Only Smarties Have the Answer
Guardian, 2015
<https://www.theguardian.com/teacher-network/2015/jan/28/teach-students-equality-smarties>
- Lesson Plan Ideas
Equality and Human Rights Commission, 2016
<https://www.equalityhumanrights.com/en/lesson-plan-ideas>
- Our Migrant Story
Runnymede Trust, 2016
<http://www.ourmigrationstory.org.uk/about.html>

BRITISH VALUES

- British Values in Action – primary and secondary resources
Schools Linking, 2015
<http://schoolslinking.org.uk/resources-area/british-values/>

GENDER

- Breaking the Mould: challenging gender stereotypes (nursery and primary)
NUT, 2013
<https://www.teachers.org.uk/equality/equality-matters/breaking-mould>

RACE

- Gypsy, Roma, and Traveller Culture (KS1-2)
Wigan Council, various
<https://www.wigan.gov.uk/SchoolsPortal/EMAS/Teacher-resources.aspx#equality>

5.3 MODEL POLICIES AND PLANS

- Accessibility Plan
Learning Works, 2010
<http://www.learning-works.org.uk/accessibility-plan-blank-template-doc>
- Accessibility Plan
Warwickshire County Council, 2016
<http://apps.warwickshire.gov.uk/api/documents/WCCC-1090-108>
- Disability Leave
NASUWT, 2013
<https://www.nasuwt.org.uk/asset/1325E16A-439D-4681-806420C5FABF2C14/>

