

**SHENFIELD
HIGH SCHOOL**



Equal Opportunities

Community Cohesion Policy

Ratified by the Governing Body on:	14th April 2015
Review Date	April 2019

Equality Scheme:

Equal Opportunities, Anti-racism and Community Cohesion Policy

1. Policy Statement

- a) In accordance with Shenfield High School's values statement: SHS is a caring, academic school providing young people from 11 – 18 years, with quality learning in a purposeful and pleasant climate. We pledge:
- To respect the equal human rights of all our pupils;
 - To educate them about equality; and
 - To respect the equal rights of our staff and other members of the school community.
- b) In accordance with the Equality Act 2010, we educate our students about equality and diversity with reference to:
- Ethnicity,
 - Religion or belief,
 - Socio-economic background,
 - Gender and gender identity,
 - Disability,
 - Sexual orientation,
 - Age, and
 - Appearance
- c) We will promote community cohesion at school, local, national and global levels, comparing our school community to its local and national context and implementing all necessary actions in relation to:
- Ethnicity,
 - Religion or belief, and □
Socio-economic background.

1.1 Pupils Attainment and Progress

The school recognises and values all forms of achievement. We will monitor and analyse pupil performance by ethnicity, gender, disability and special educational need and social background. Any disparities which are identified will be addressed through targeted interventions and support.

1.2 Student Behaviour and Attendance

The school expects high standards of behaviour from all pupils.

We have procedures for disciplining pupils and managing behaviour that are fair and applied equally to all. All staff are expected to operate consistent procedures in line with our Behaviour and Standards Policy.

Behaviour and Standards. Adults in school take care to lead through example, demonstrating high expectations of all pupils.

We monitor exclusions by gender, ethnicity and special educational need and by social background, via the Pupil Premium allocation.

This school will take all reasonable steps to prevent the exclusion of a pupil for a reason related to any disability they may have.

Pupils, staff and parents are aware of policies and procedures for dealing with harassment. They know that any language or behaviour, which is racist, sexist, homophobic or potentially damaging to any minority group, is always unacceptable.

There are strategies to reintegrate long-term non-attenders and excluded pupils, which address the needs of all pupils.

Families are aware of their rights and responsibilities in relation to pupil attendance, and absence is always followed up in a way that takes account of cultural issues or matters relating to a child's disability.

We make provision for leave of absence for religious observance, for staff as well as pupils.

We monitor attendance by gender, ethnicity and special educational need and by social background.

The school will fully support children with long-term medical needs who may have an erratic attendance because they are in and out of hospital.

We expect full-time attendance of Traveller pupils, and work closely with Essex EMTAS (Ethnic Minority Traveller and Advisory Service) if alternative education is ever required.

1.3 The Quality of Provision – Teaching and Learning

All staff ensure the classroom is an inclusive environment in which pupils feel all contributions are valued. Positive steps are taken to include pupils who may otherwise be marginalized.

We take account of pupils' experiences and starting points and are responsive to pupils' different learning styles. All pupils are regularly consulted about their learning, and this is systemized in each year group through the academic reviews that take place after every progress report (3 x annually for every student), via their form tutors.

This school believes that self-assessment is a teaching-learning strategy, and we will provide all pupils with opportunities to take responsibility for their own learning through regular reflections and feedback on their progress.

1.4 The Quality of Provision – Curriculum and Other Activities

This school provides an appropriate curriculum for pupils of all backgrounds. We will monitor and evaluate its effectiveness through target setting and attainment analysis. We particularly explore alternative pathways to mainstream education, and have worked hard to implement a thriving programme in both KS3 and KS4.

The content of the curriculum reflects and values diversity. It encourages pupils to explore bias and to challenge prejudice and stereotypes.

The curriculum builds on students' starting points and is differentiated appropriately to ensure the inclusion of:

Boys and girls.

Students learning English as an additional language.

Students from minority ethnic groups, including Travellers.

Students who are gifted and talented

Students who are entitled to the Pupil Premium Grant

Students with special educational needs

Students with a disability

Students who are Looked After Children

Students who are at risk of disaffection and exclusion
Students who are lesbian, gay or bisexual young people.

Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social and cultural (SMSC) development of all pupils, and the aspect of each lesson that contributes to SMSC is expected to be highlighted on individual lesson plans. There is a current SMSC audit and action plan, which is concurrent throughout the school.

The content of the curriculum reflects and values diversity. It encourages pupils to explore bias and to challenge prejudice and stereotypes.

Extra-curricular activities and special events such as school productions, cater for the interests and capabilities of all students, and take account of parental preferences related to religion and culture.

1.5 The Quality of Provision – Guidance and Support

All staff are expected to foster a positive atmosphere of mutual respect and trust among boys and girls from all ethnic groups and range of abilities. We support students both as groups and as individuals, having high quality support mechanisms which are seen by SLT.

Victims of harassment and bullying are given appropriate support using external agencies where required. The perpetrators are dealt with in line with school policy and are provided with relevant support to consider and modify their behaviour.

1.6 Bullying

Clear procedures are in place so that all forms of bullying and harassment, including racism and harassment related to disability, sexism and homophobia, are dealt with promptly, firmly and consistently and are in line with relevant Essex LA policies and guidance such as those for anti-bullying and dealing with racist incidents. All forms of

harassment are recorded, monitored and dealt with in line with relevant school policies.

1.7 Partnership with Pupils, Parents, Carers and the Wider Community

Parents are fully involved in the school-based response for their child with special educational needs, understand the purpose of any intervention or programme of action and are told about the Parent Partnership Service when SEN legislation.

The school's premises and facilities are equally available and accessible for use by all groups within the community.

The school will support children with long-term medical needs who may have an erratic attendance.

We monitor parental involvement and have strategies to raise participation of underrepresented groups of parents and sections of the community.

Progress reports to parents/carers are clearly written and free from jargon to encourage parents to participate in their child's education. Where necessary information is available in languages and formats other than English, and interpreters can be used at any meeting at school where required.

This school encourages participation of underrepresented groups in areas of employment e.g. through work experience placements.

In response to specific incidents, the school works in partnership with parents and community to address specific develop positive attitudes to difference.

1.8 Leadership and Management

Staff handbooks and regular professional development activities are available for all staff members to support their practice in relation to this policy.

This school opposes all forms of racism, homophobia, prejudice and discrimination, and this is clear in the related staff policy: Equality Diversity policy adopted in July 2012.

Steps are taken to ensure the school's admission process is fair and equitable to all pupils, including short-stay Traveller and Refugee pupils and those with English as an additional language.

Comprehensive information about pupils' ethnicity, first language, religion, physical needs, diet etc. is included in admissions forms.

The school adheres to recruitment and selection procedures which are fair, equitable and in line with statutory duties in Essex County Council guidelines.

This school will not discriminate against a disabled pupil in the arrangements it makes for determining admission.

We freely admit pupils with already identified special educational needs. Pupils with statements of special educational needs will always be admitted unless, through the statutory assessment process, it is demonstrated that the pupil's inclusion would be incompatible with the efficient education of other children – and in practice this would be a very rare occurrence.

Staff and visitors provide a wide range of role models and the school strives to reflect the diversity of the local and wider community.

2. Responsibilities

2.1 One named governor takes the lead, but the governors as a whole are responsible for:

- drawing up, publishing and implementing the school's equality objectives
- making sure the school complies with the relevant equality legislation; and
- monitoring progress towards the equality objectives and reporting annually

2.2 The Deputy Headteacher, Student Wellbeing and Support, in support of the Headteacher's statutory responsibilities is responsible for:

- making sure steps are taken to address the school's stated equality objectives;
- making sure the equality, access and community cohesion plans are readily available and that the governors, staff, pupils, and their parents and guardians know about them;
- producing regular information for staff and governors about the plans and how they are working;
- making sure all staff know their responsibilities and receive training and support in carrying these out; and
- taking appropriate action in cases of harassment and discrimination, including prejudice-related incidents.
- enabling reasonable adjustments to be made, in relation to disability, in regard to students, staff, parents / carers and visitors to the school.

2.3 All staff are responsible for:

- promoting equality and community cohesion in their work;
- avoiding unlawful discrimination against anyone;
- fostering good relations between groups; and
- dealing with prejudice-related incidents;
- being able to recognise and tackle bias and stereotyping;
- taking up training and learning opportunities

The Assistant Headteacher: Behaviour and Standards, is responsible overall for dealing with reports of prejudice-related incidents, and is assisted in this task by The Behaviour and Standards Team. She works closely with the Deputy Headteacher: Student Wellbeing and Support to ensure that these are appropriate and consistent responses to such incidents.

Visitors and contractors are responsible for following relevant school policy.

3. Staff development

This section outlines our process for training and development in relation to equality and cohesion in terms of professional responsibilities as well as statutory requirements.

- 3.1 Training issues are identified at whole school level by students and staff voice requirements, examination of the SEF/SIP evaluation cycle and SLT agreement with regards to whole school priorities. Training needs are also identified by individual staff in conjunction with their Performance Reviews and Line Managers. All CPD is overseen by the Deputy Headteacher: Teaching and Learning.

4. Publication and review

- 4.1 This Equal Opportunities Community Cohesion Policy fulfils statutory requirements under the terms of legislation referred to below. As it is a public document, the school governors publish it by making it available on request. Equality objectives are published on the school website.

5. Statutory Requirements

Our equality objectives address our duties under current equality legislation, up to and including the Equality Act 2010. They also relate to the Essex Council procedure for recording incidents involving pupils in schools.

The access plan addresses our duty under the Special Educational Needs and Disability Act (SENDA) 2001, and is detailed in our SEN Policy

The community cohesion plan addresses our duty under the Education and Inspections Act 2006.

Equality Objectives:

- 6 Equality Objectives (this section is to be published on the school website)
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The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as **protected characteristics**). For schools, this means that it is unlawful to discriminate against students or treat them less favourably because of their gender; race; disability; religion or belief; gender reassignment; sexual orientation; pregnancy or maternity.

Marriage and civil partnerships and age are also 'protected characteristics', but do not apply to our provision for students.

Under the Act, the school is expected to comply with the Public Sector Equality Duty.

This requires us to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups

- Foster good relations between different groups

As a public organisation, we are required to:

- Publish information to show compliance with the Equality Duty. This is done via our Equal Opportunities Community Cohesion Policy.
- Publish Equality Objectives which are specific and measurable

Our Equalities Opportunities Community Cohesion Policy is in line with national guidance and contains information about how the school complies with the Public Sector Equality Duty.

Our Equality Objectives reflect the school's priorities and draw upon available data and other evidence. Careful analysis of this is undertaken in order to ensure that we are working to achieve improved outcomes for different groups.

For 2014-2018, our Equality Objectives are:

- 1 To use performance data to monitor student achievement and respond to variations between groups of learners, subjects, courses and key stages, trends over time and comparisons with other schools.
- 2 To raise the awareness and skills of staff to promote fairness, equality and good relations in the context of their role
- 3 To provide an environment that welcomes, protects and respects diverse people.
- 4 To ensure that all students are given the opportunity to make a positive contribution to the life of the school.
- 5 To engage with parents and the wider community in order to enhance the educational experience and the wellbeing of all students.

These objectives underpin the ethos of the school and will be evident in day-to-day operations. The School will utilise a range of indicators to keep these objectives under review, eg

- Evidence of narrowing the gap in attainment and progress between groups of students, including students attracting the Pupil Premium Grant.
- Recorded incidents of bullying, racism and homophobia
- Student voice activities
- Staff surveys
- Parent surveys.

Specific actions and means of monitoring are detailed in the School Improvement Plan (SIP), Team Improvement Plans (TIP), the School's Self Evaluation Form (SEF) and other documents as appropriate.

Appendix A (to be updated annually)
Community Cohesion
Student context:

Student Totals for Year Groups 2013/14

Year	Males	Females	Total
Year Group	Males	Females	Total
7	55	49	104
8	61	69	130
9	107	90	197
10	127	114	241
11	129	145	274
12	115	66	181
13	73	65	138
14	1	0	1
Totals	668	598	1266

Year Group	Total SEN Boys	% of cohort	SA Boys	% of cohort	SA+ Boys	% of cohort	ST Boys	% of cohort
7	10	18.2	7	12.7	1	1.8	2	3.6
8	20	32.8	9	14.8	8	13.1	3	4.9
9	29	27.1	13	12.1	11	10.3	5	4.7
10	36	28.3	17	13.4	15	11.8	4	3.1
11	15	11.6	4	3.1	10	7.8	1	0.8
12	6	5.2	4	3.5	2	1.7	0	0.0
13	2	2.7	2	2.7	0	0.0	0	0.0
14	1	100.0	0	0.0	0	0.0	1	100.0
Total	119	17.8	56	8.4	47	7.0	16	2.4

Total SEN Girls	% of cohort	SA Girls	% of cohort	SA+ Girls	% of cohort	ST Girls	% of cohort
6	12.2	4	8.2	1	2.0	1	2.0

7	10.1	5	7.2	2	2.9	0	0.0
11	12.2	6	6.7	3	3.3	2	2.2
20	17.5	8	7.0	6	5.3	6	5.3
10	6.9	3	2.1	7	4.8	0	0.0
4	6.1	2	3.0	2	3.0	0	0.0
2	3.1	0	0.0	2	3.1	0	0.0
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
60	10.0	28	4.7	23	3.8	9	1.5

Year Group	Total EM Boys	% of cohort	Total EM Girls	% of cohort	Whole School EM	% of cohort
7	6	10.9	5	10.2	11	10.6
8	4	6.6	9	13.0	13	10.0
9	10	9.3	9	10.0	19	9.6
10	13	10.2	13	11.4	26	10.8
11	2	1.6	8	5.5	10	3.6
12	18	15.7	3	4.5	21	11.6
13	4	5.5	1	1.5	5	3.6
14	0	0.0	N/A	N/A	0	0.0
Total	57	8.5	48	8.0	105	8.29

Staff context:

Social Category	Number of Staff	% of staff
Ethnicity:		
Asian or Asian British - Indian	3	1.5
Asian or Asian British - Pakistani	2	1.0
Asian or Asian British - Any other background	2	1.0
Mixed - White and Asian British	1	0.5
Black or Black British - African	1	0.5
Black or Black British - Caribbean	1	0.5
Mixed - White and Black African	1	0.5
White, not British	9	4.4
White Irish	3	1.5
White British	174	85.3

Declined to register	7	3.4
Gender:		
Male	62	30.4
Female	142	69.6
Age:		
20-29	35	17.2
30-39	53	26.0
40-49	52	25.5
50-59	54	26.5
60+	10	4.9

Total Staff Number

204

This policy has been developed by:

Jenny Comerford

Deputy Headteacher

Due for review April 2018Page |