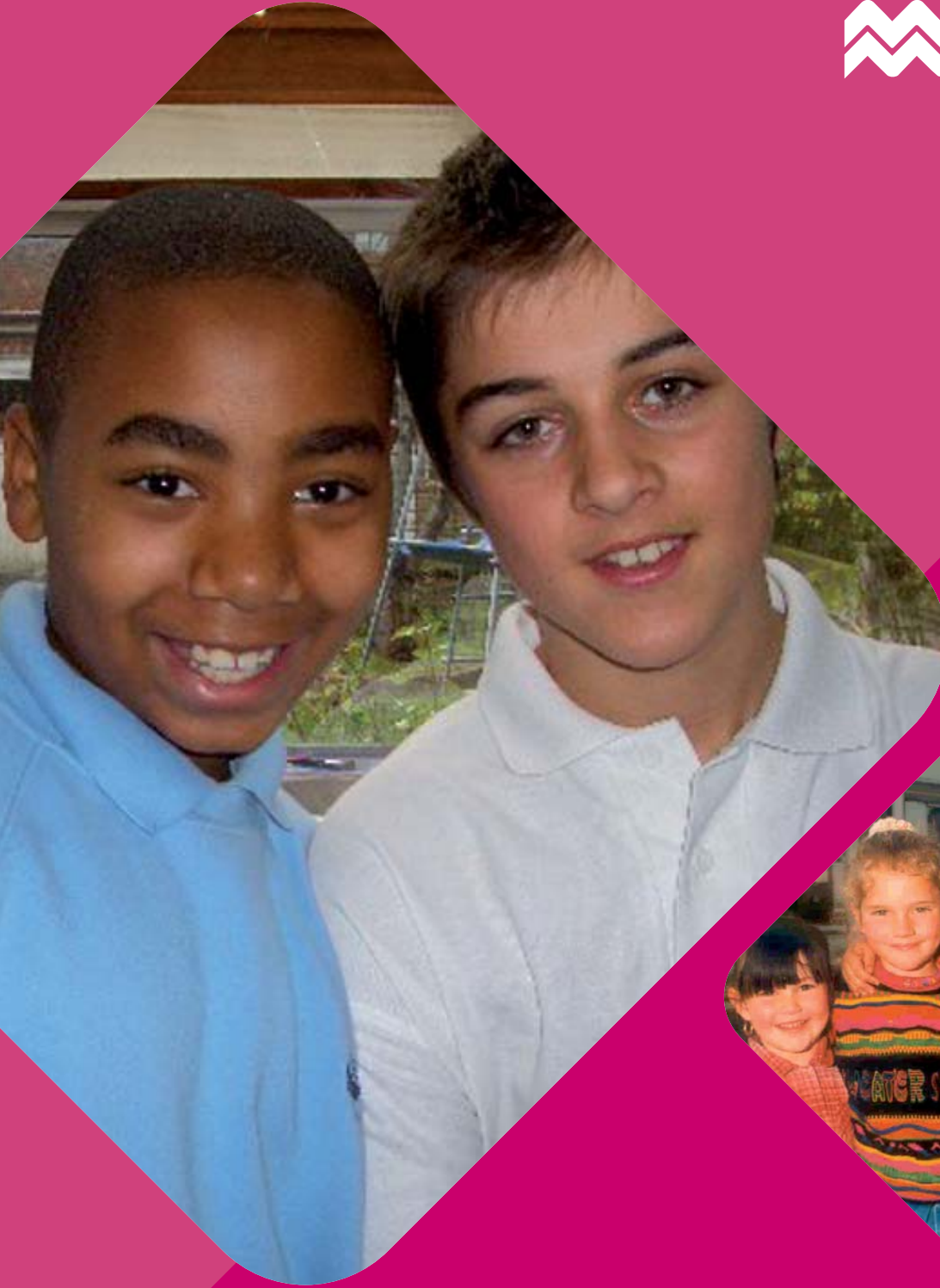




Cambridgeshire
County Council



Equality and Community Cohesion in Cambridgeshire Schools

Making Children Matter

Equality and Community Cohesion in Cambridgeshire Schools

Making Children Matter

Contents

Section 1. Context

1.1	Introduction and purpose	3
1.2	Legislative background	3
1.3	Towards a Cambridgeshire definition of community cohesion	4

Section 2. Summary of schools' statutory duties

2.1	Whose responsibility?	5
2.2	Community Cohesion	5
2.3	Race Equality and the Race Relations Amendment Act 2000	5
2.4	Disability Equality Duty	5
2.5	Gender Equality Duty	7
2.6	Discrimination on the grounds of religion or belief	7

Section 3. A Framework for a Single Equality Policy

3.1	Introduction	8
3.2	The School Context – What sort of school are we?	8
3.3	Equality – aims and values	9
3.4	Our approach to promoting equality	9
3.5	A cohesive community	9
3.6	Race Equality	9
3.7	Disability Equality	9
3.8	Gender Equality	10
3.9	Roles and responsibilities	10
3.10	Monitoring, reviewing, assessing impact	11

Appendices

1.	Developing equality schemes
2.	Community Cohesion Standards: audit for schools
3.	Equality Audit: a self-evaluation tool for schools
4.	Sample equality statements
5.	Useful documents, websites and contacts

Section 1: Context

1.1 Introduction and Purpose

This document provides schools with guidance and a framework for responding to current equality legislation. It aims to support schools in meeting their statutory duties to promote community cohesion and incorporates disability, gender and race/ethnicity. It replaces the previous 'Making Equality a Reality: Promoting Inclusion and Managing for Diversity' model equality policy.

Schools should note that they may either have single or distinct policies as long as they have gone through the required participatory and consultative processes of developing their equality schemes and action plans.

This Cambridgeshire approach provides schools with a framework for a single equality policy which recognises that the actions resulting from a policy are what make a difference.

A school's Equality Policy should:

- set out in detail how it intends to meet its statutory duties and follow best practice
- summarise the school's approach to equality across the whole school community
- inform the school's equality action plan(s).

Schools may also choose to incorporate their Disability Equality Scheme and Gender Equality Scheme into their equality policy.

This document should be used as a starting point for discussion. The italicised text in Section 3 suggests points for schools to develop. The standard text may be used as model statements.

Throughout this document and its appendices, the term 'parents' is used to include carers and guardians.

1.2 Legislative Background

This Cambridgeshire document has been produced taking account of current and relevant legislation:

- Equal Pay Act 1970
- Sex Discrimination Act 1975
- Race Relations Act 1976 as amended in 2000
- Disability Discrimination Act 1995 as amended in 2005, Disability Equality Duty (2005)
- Code of Practice for Schools 2002
- Human Rights Act 1998
- Sex Discrimination (Gender Reassignment) Regulations 1999
- Special Educational Needs and Disability Act 2001
- The Employment Equality (Religion or Belief) Regulations 2003
- The Employment Equality (Sexual Orientation) Regulations 2003
- Equality Act 2006
- Education and Inspections Act 2006 (Duty to promote community cohesion)
- Equality Act (Sexual Orientation) Regulations 2007
- Curriculum 2000, which incorporates a statement on inclusion, 'Providing effective learning opportunities for all children'.

Within the above list, there is a range of other equality legislation which applies to schools but there is, as yet, no specific requirement to publish schemes or policies in these areas. Schools should, however, take account of and make reference to other equality strands such as age, religion or belief and sexual orientation within their equality and diversity policy and procedures and when assessing the impact of all their policies and procedures.

More detail about the legislation particularly relevant for schools is included in Section 2.

Section 1: Context

1.3 Towards a Cambridgeshire definition of community cohesion

A **cohesive community** is one where:

- There is a common vision for all communities, an emphasis on articulating what binds communities together rather than what differences divide them, a sense of belonging, of identifying with the neighbourhood and of 'looking out for each other'.
- There is a commitment to equality and social justice.
- The diversity of people's different backgrounds and circumstances is appreciated, respected and protected, in order to support integration and cohesion in changing communities.
- People have similar life opportunities, irrespective of background.
- Everyone understands their rights and responsibilities and is encouraged to participate at all levels.
- Strong and positive relationships are being developed between people from different backgrounds in the workplace, in schools and within neighbourhoods.

The national **Community Cohesion Standards** are framed by four strategic aims, which are to:

- Close the attainment and achievement gap.
- Develop common values of citizenship based on dialogue, mutual respect and acceptance of diversity.
- Contribute to building good community relations and challenge all types of discrimination and inequality.
- Remove the barriers to access, participation, progression, attainment and achievement.

The DCSF *Guidance on the duty to promote community cohesion* (ref. 00598-2007) suggests schools' contribution to community cohesion can be grouped under the three following headings:

- **Teaching, learning and curriculum** – to teach pupils to understand others, to promote common values and to value diversity, to promote awareness of human rights and of the responsibility to uphold and defend them, and to develop the skills of participation and responsible action.
- **Equity and excellence** – to ensure equal opportunities for all to succeed at the highest level possible, removing barriers to access and participation in learning and wider activities and eliminating variations in outcomes for different groups.
- **Engagement and extended services** – to provide a means for children, young people and their families to interact with people from different backgrounds and build positive relations, including links with different schools and communities locally, across the country and internationally.

1.3 above is taken from:

Community Cohesion Education Standards for Schools
(Home Office; DfES; CRE, 2004)

Our Shared Future (Commission on Cohesion and Integration, 2007)

Guidance on the duty to promote community cohesion (DCSF, 2007)

Local Government Association, 2002

Department for Communities and Local Government, 2006

Section 2: Summary of schools' statutory duties

Schools may have separate equality policies or a single equality policy, as long as the different equality strands are clearly identifiable. They may also incorporate their disability and gender equality schemes into a single equality policy, again, as long as the different equality duties are explicitly addressed.

2.1 Whose responsibility?

Where schools make use of a particular service or function for which the local authority has responsibility (e.g. school admissions), responsibility for compliance with equality duties in respect of this service or function also rests with the local authority.

Issues that might need particular consideration are:

- Employment
- Procurement
- Provision of extended services

2.2 Community Cohesion

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002 which introduces a duty on schools' governing bodies to promote community cohesion. This came into force in September 2007. Ofsted have included the implementation of the duty in their inspection from September 2008.

The legislative requirements on schools to meet this duty are in the Equality Act 2006 and outlined in the Race Relations Amendment Act (2000) – see below.

The document 'Community Cohesion Education Standards for Schools' (DfES, Home Office and Commission for Racial Equality 2004) provides illustrative approaches for schools to check against, draw from and adapt to reflect their own local circumstances and issues. Appendix 2 uses this document and the recommendations of 'Our Shared Future' (Commission on Integration and Cohesion, 2007) to provide schools with a Cambridgeshire framework on how to promote community cohesion.

2.3 Race Equality and the Race Relations Amendment Act 2000

The Act places a **general duty** on schools to:

- promote equality of opportunity
- promote good race relations
- eliminate unlawful racial discrimination.

To help schools meet the general duty, they also have a number of **specific duties** which include:

- preparing a written race equality policy and keeping it up to date.
- assessing the impact of their policies, including the race equality policy, on pupils, staff and parents of different racial groups, particularly the impact on pupils' attainment levels.
- monitoring the impact of policies on pupils, staff and parents and on pupils' attainment levels.

Schools wanting a stand-alone race equality policy or wanting more guidance may use the Commission for Racial Equality's (CRE) framework for preparing a policy. This is available as an appendix in the CRE's *Guide for Schools on the Code of Practice on the Duty to Promote Race Equality* which is available from the Equality and Human Rights Commission's website at www.equalityhumanrights.com

2.4 Disability Equality Duty

Part 1 of the Disability Discrimination Act (DDA) 1995 defines a disabled person as someone who has *"a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities"*

Definition of terms:

- 'Physical impairment' includes sensory impairments.
- 'Mental impairment' includes learning difficulties and an impairment resulting from, or consisting of, a mental illness.
- 'substantial' means 'more than minor or trivial'.
- 'long-term' is a period longer than (or likely to be longer than) 12 months.

Section 2: Summary of schools' statutory duties

The definition is broad and includes a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments and attention deficit hyperactivity disorder (ADHD). These may all constitute a disability, but only if the effect on the person's ability to carry out normal day-to-day activities is substantial and long-term, as defined above.

The effect on normal day-to-day activities is on one or more of the following:

- mobility
- manual dexterity
- physical co-ordination
- continence
- ability to lift, carry or otherwise move everyday objects
- speech, hearing, eyesight
- memory or ability to concentrate, learn or understand
- perception of risk of physical danger.

People with cancer, multiple sclerosis, HIV infection or a severe disfigurement are automatically covered by the definition. There are special provisions for people with progressive or recurring conditions.

For children and young people in schools, there is a significant overlap between those who count as disabled under the DDA and those who have special educational needs (SEN), as defined by the Education Act 1996. However, not all disabled children and young people have SEN, e.g. those with asthma, heart problems, cancer etc and not all pupils with SEN have a disability e.g. some children with emotional and behavioural difficulties. A disabled child has SEN if they have a disability and need special educational provision to be made for them in order to be able to access the education which is available locally.

There is no statutory requirement for schools to collect and report information on pupils' disabilities. However, it is recommended as good practice to monitor school policies and practices to ensure they are not disadvantaging pupils with disabilities and to monitor pupil progress, attainment and exclusions for any differential outcomes.

The amended DDA 2005 places a duty on all public authorities, including publicly-funded schools, to promote disability equality. The disability equality duty includes two main elements, a general duty and specific duty.

The General Duty

The duty requires schools, when carrying out their functions, to have due regard to the need to:

- promote equality of opportunity between disabled persons and other persons
- eliminate discrimination that is unlawful under the Act
- eliminate harassment of disabled persons that is related to their disabilities
- promote positive attitudes towards disabled persons.
- encourage participation by disabled persons in public life
- take steps to meet disabled people's needs, even if this requires more favourable treatment.

Specific Duty

In addition to the general duty, which sets out what schools have to do, schools have to meet a specific duty. This sets out how schools have to meet the general duty and what they need to record as evidence of what they have done.

The main requirements of the specific duty are to:

- prepare and publish a **Disability Equality Scheme** demonstrating how the school intends to fulfil its general and specific duties
- involve disabled people (pupils, staff, parents) in the development of the scheme
- implement the actions in their scheme within three years
- report on their schemes annually
- review and revise their scheme every three years.

Section 2: Summary of schools' statutory duties

2.5 Gender Equality Duty

General Duty

The Equality Act 2006 amends the Sex Discrimination Act 1975 (SDA) to place a statutory duty on all public authorities, including schools, when carrying out their functions, to have due regard to the need to:

- eliminate unlawful sex discrimination and harassment (and)
- promote equality of opportunity between females and males.

“Due regard” comprises two linked elements: proportionality and relevance. The weight given to gender equality should therefore be proportionate to its relevance to a particular function.

In terms of unlawful discrimination and harassment in employment and vocational training, the general duty also applies to people who intend to undergo, are undergoing or have undergone gender reassignment.

For more detailed information on gender equality in employment, see www.epm.co.uk

Specific duties

To support progress in delivering the general duty, there is also a series of ‘specific duties’.

Those specific duties include the following activities:

- To prepare and publish a **Gender Equality Scheme**, showing how the school will meet its general and specific duties including setting out its gender equality objectives.
- In formulating its overall objectives, to consider the need to include objectives to address the causes of any gender pay gap.
- To gather and use information on how the school’s policies and practices affect gender equality in the workforce and in the delivery of services, in particular education functions.

- To consult stakeholders (i.e. pupils, parents, employees, others service users or potential service users, including trade unions) and take account of relevant information in order to determine its gender equality objectives.
- To assess the impact of its current and proposed policies and practices on gender equality.
- To implement the actions set out in its scheme within three years, unless it is unreasonable or impracticable to do so.
- To report against the scheme every year and review the scheme at least every three years.

2.6 Discrimination on the grounds of religion or belief

Part 2 of the Equality Act 2006 also introduces provisions outlawing **discrimination on the grounds of religion or belief** in education in schools.

The Act sets out that it is unlawful for maintained, independent and special schools to discriminate against a person on the grounds of religion or belief with reference to admissions, exclusions, access and participation.

Specifically, schools will not be allowed to admit or refuse to admit pupils on the basis of their religion or belief and must treat pupils equally irrespective of their own or their parents’ religion or belief or lack of it. This also applies to access to benefits, facilities or services. In addition, pupils cannot be excluded from school or subjected to any detriment on the basis of their (or their parents’) religion or belief or lack of it.

Section 3: A Framework for a Single Equality Policy

This section provides a framework for schools and settings to produce their own single equality policy. Schools will be at different stages of developing their disability and gender equality schemes. The framework is designed so that schools can use as much or as little of the framework as necessary to ensure they have a comprehensive equality policy and so that, should they choose, they can incorporate their equality schemes into the document (see Appendix 1 on developing equality schemes).

The italicised text below suggests points for schools to develop. The standard text may be used as model statements.

3.1 Introduction

This Equality Policy sets out the school's approach to promoting community cohesion, equality and diversity. It covers disability, gender and race/ethnicity, in response to the statutory duties on schools to publish disability and gender equality schemes and a race equality policy.

This Equality Policy statement sets out:

- The school's context.
- Aims and values.
- The school's overall approach to promoting equality: community cohesion, recognising and celebrating diversity and tackling discrimination.
- Specific reference to community cohesion, race equality, disability equality, gender equality.
- Roles and responsibilities.
- Monitoring, reviewing and assessing impact.

3.2 The School Context – What sort of school are we?

This section could include information about:

- *Geographical location.*
- *The communities served.*
- *Ethnic composition of pupils and staff in context of the local community.*
- *Travellers, refugees and asylum seekers.*
- *Disability data.*
- *Gender data.*
- *Socio-economic background of pupils.*
- *Attainment levels of different groups of pupils.*
- *Religious and linguistic diversity of pupils in context of the local community.*
- *Other disadvantaged groups of pupils.*
- *Pupil mobility.*

This section should help schools implement their policy in a way which is meaningful for their setting. For example, if there is little linguistic diversity in a school, this should be made explicit and a statement relating to the school's approach to linguistic diversity is likely to emphasise the school's commitment to enriching the linguistic experiences of all pupils and to recognising and celebrating the linguistic diversity of British society.

Section 3: A Framework for a Single Equality Policy

3.3 Equality – aims and values

At *(name of school)* we aim to provide equality and excellence for all in order to promote the highest possible standards.

Our Equality Policy is based on the following core values as expressed in this school's aims/mission statement.

Include aims/mission statement here.

If not already in the mission statement, consider reference to:

- *A culture of respect for others.*
- *Recognising and celebrating differences between people.*
- *A community where pupils are well prepared for life in a diverse, pluralist society.*

3.4 Our approach to promoting equality

The overall objective of the school's Equality Policy is to provide a framework for the school to pursue its equality duties to eliminate unlawful discrimination and harassment; promote equality of opportunity; and promote good relations and positive attitudes between people of diverse backgrounds in all its activities.

Through the Equality Policy, the school seeks to ensure that no member of the school community or any other person through their contact with the school receives less favourable treatment on any grounds which cannot be shown to be justified. This covers race, colour, nationality, ethnic or national origin, religion or belief, gender, marital status, responsibility for children or other dependants, disability, sexual orientation, gender reassignment, age, trade union or political activities, socio-economic background, where the person lives or spent convictions.

The principles of this policy apply to all members of the extended school community – pupils, staff, governors, parents and community members.

3.5 A cohesive community

See Sections 1.3 and 2.1 and insert a paragraph here which reflects the communities served by your setting. Ensure that you include all types of communities, i.e. the school and its extended community, the school in its geographical community, the community of Britain, the global community, communities of interest (for example, environmental groups, faith groups, ethnic groups), communities of friends. You may wish to refer to how you make use of resources within your Local Strategic Partnership. You may also want to add, for example:

In order to achieve **a cohesive community**, we will need to:

- Promote understanding and engagement between communities.
- Encourage all children and families to feel part of the wider community.
- Understand the needs and hopes of all our communities.
- Tackle discrimination.
- Increase life opportunities for all.
- Ensure teaching and the curriculum explores and addresses issues of diversity.

3.6 Race Equality

See Section 2.2 and use the general and specific duties of the Race Relations Amendment Act to insert a paragraph which reflects the context of your school.

3.7 Disability Equality

*See Section 2.3 and use the general and specific duties of the Disability Equality Duty to insert a paragraph which reflects the context of, and approach to disability equality in, your school. You might also choose to incorporate your **Disability Equality Scheme (DES)** in this section.*

Section 3: A Framework for a Single Equality Policy

3.8 Gender Equality

See Section 2.4 and use the general and specific duties of the Gender Equality Duty to insert a paragraph which reflects the context of, and approach to gender equality in, your school.

You might also choose to incorporate your **Gender Equality Scheme (GES)** in this section.

3.9 Roles and responsibilities

All who work in the school have a responsibility for promoting equality and inclusion, and avoiding unfair discrimination.

Our governors are responsible for:

- Making sure the school complies with all current equality legislation (*list here, see Section 2*).
- Making sure this policy and its procedures are followed.

The Headteacher is responsible for:

- Making sure the policy is readily available and that the governors, staff, pupils and their parents know about it.
- Making sure its procedures are followed.
- Producing regular information for staff and governors about the policy and how it is working, and providing training for them on the policy, if necessary.
- Making sure all staff know their responsibilities and receive training and support in carrying these out.
- Taking appropriate action in cases of harassment and discrimination.

All our staff are responsible for:

- Dealing with racist, sexist and homophobic incidents, and being able to recognise and tackle bias and stereotyping.
- Promoting equality and good community relations and avoiding discrimination against anyone for reasons of race, colour, nationality, ethnic or national origins, gender, disability, religion or belief, sexual orientation or socio-economic circumstances.
- Keeping up to date with the law on discrimination and taking training and learning opportunities.

Visitors and contractors are responsible for:

- Knowing and following our equality policy

Responsibility for overseeing equality practices in the school lies with a named member of staff and a named governor. Responsibilities include:

- Coordinating and monitoring work on equality issues.
- Dealing with and monitoring reports of harassment (including racist and homophobic incidents).
- Monitoring the progress and attainment of vulnerable groups of pupils (e.g. Black and minority ethnic pupils, including Gypsies and Travellers).
- Monitoring exclusions.

Section 3: A Framework for a Single Equality Policy

3.10 Monitoring, reviewing, assessing impact

Depending on how your equality policy and equality schemes are linked: This policy is supported by/incorporates the school's disability and gender equality schemes and a race equality action plan.

The DES and GES run for 3 years but are reviewed and reported upon annually to the governing body.

The School Development Plan ensures the DES and GES form an essential part of the school's action on equality. It includes targets determined by the governing body for promoting a cohesive community, inclusion and equality in the school, also with reference to the workforce. It also ensures other school policies address equality issues.

This policy will be regularly monitored and reviewed by staff and governors to ensure that it is effective in tackling discrimination, promoting access and participation, equality and good relations between different groups, and that it does not disadvantage particular sections of the community.

Any pattern of inequality found as a result of impact assessments is used to inform future planning and decision-making.

A named member of staff and a named governor responsible for equality will monitor specific outcomes (*see roles and responsibilities and indicate timescale*).

The Headteacher will provide monitoring reports for review by the Governing Body. These will include: school population, workforce recruitment, retention and progression, key initiatives, progress against targets and future plans.

Community cohesion will be monitored against the Cambridgeshire standards which are based on the national 'Community Cohesion Education Standards for Schools' (DfES, Home Office and Commission for Racial Equality 2004), 'Guidance on the duty to promote community cohesion' (DCSF 2007, ref. 00598-2007) and 'Our Shared Future' (Commission on Integration and Cohesion, 2007).

Thanks to Hinchingsbrooke School for support in developing the disability equality dimension of this document.

Equality and Community Cohesion in Cambridgeshire Schools

Making Children Matter



Appendix 1: Developing disability and gender equality schemes

All schools are obliged to produce a disability equality scheme (DES) and a gender equality scheme (GES). The purpose of the schemes is to show how the school is going to meet the general and specific disability and gender equality duties. Schools are required to develop their schemes in a particular way and to include particular elements. They must involve disabled people (pupils, staff and parents) in the development of the DES.

The schemes can be embedded within another strategic document, such as the School Development Plan or a Single Equality Policy, but if schools choose to include them in another document, it must be explicit how the specific disability and gender equality duties are being met. The DES needs to be closely linked with the school's Accessibility Plan which, in turn, will inform part of the school's disability action plan.

The processes for developing both the DES and GES are similar and schools may choose to develop both in tandem.

Schools must set out in their **Disability Equality Scheme**:

- the way in which disabled people have been involved in its preparation
- the school's arrangements for gathering information on the effects of its policies on:
 - the recruitment, development and retention of disabled employees (DDA Part 2)
 - the educational opportunities available to, and the achievements of, disabled pupils (DDA Part 4)
- the school's methods for assessing the impact of its existing or proposed policies and practices on disability equality
- steps which the school will take to meet the general duty (the school's 'action plan')
- the school's arrangements for putting the information gathered to use, in particular in reviewing the effectiveness of its action plan and in preparing subsequent schemes

For a detailed outline for a disability equality scheme, see *Promoting disability equality in schools* (DfES 2006, PPSLS/D35/1206/13)

The **Gender Equality Scheme** must include the school's gender equality objectives, including any pay objectives, and show the actions it has taken or intends to take to:

- Gather and use information that is relevant to promoting gender equality and eliminating discrimination
- Consult and involve stakeholders in the preparation of the scheme (including setting objectives)
- Assess the impact or likely impact of existing and proposed policies and practices on gender equality
- Implement the actions set out in the scheme (the school's 'action plan')

For further detailed guidance on developing gender equality objectives and a gender equality scheme, see: www.eoc.org.uk/genderduty

Suggested approaches to developing disability and gender equality schemes

- Schools are not required to do anything under their schemes that is unreasonable or impractical. A suitable starting point might therefore be to identify factors which will determine what is reasonable and practical for your particular school. Information from the school SEF and from section 3.2 of the policy framework, *'The school context – what sort of school are we?'* should be of use here. You will also need to consider the school's budget and building stock for your disability equality scheme.

- Identify existing plans and schemes which might incorporate or provide a starting point for your equality schemes. For example:
 - For the disability equality scheme, the school's accessibility plan might be extended and strengthened to meet the requirements of a scheme. It will need to include disabled staff, parents, and other community members as well as pupils; involvement of disabled people and gathering of information are both requirements for a scheme.
 - The gender equality scheme may be combined with the School Development Plan (SDP). The process for setting priorities for improvement in the SDP is similar to the process of setting gender objectives (e.g. collection and analysis of data, consultation with stakeholders), so schools may choose to combine both processes to inform two separate documents or to produce a single document.
- Establish a working group which should include:
 - A senior manager who will take a lead on the DES and/or GES
 - The governor(s) with responsibility for equality/inclusion/SEN
 - Other members of staff so that a range of perspectives are represented
- Invite pupils, parents, members of the wider community and other members of staff to be involved – either on the working party or in a consultation exercise.
- It may be helpful to have a disabled representative on the working group for the disability equality scheme. This should be in addition to the wider involvement of disabled pupils, staff and parents, which should be kept under review throughout the development of the scheme.
- Use the equality self-evaluation audit tool (appendix 3) to gather required information and to identify actions to be included in the school's action plan(s).
- Identify necessary resources, both human and financial, for the implementation of action plans.
- Identify and draw upon appropriate support from the local authority and other schools within the county.
- Set a timescale and mechanism for review, to include consultation with stakeholders: what has been the impact of the scheme to date and what still needs to be done?

Equality and Community Cohesion in Cambridgeshire Schools

Making Children Matter



Appendix 2: Cambridgeshire Community Cohesion Standards: Audit for Schools - Family, Community & Partnership

Standard	Example evidence	Well established	Developing	Not yet in place	Action
The school maintains regular proactive consultation with all parents, pupils and community groups aimed at closing the attainment gap, increasing inclusion and reducing exclusion.	E.g. governors are monitoring the participation of various parental groups represented in the school population in governing body and parent-teacher consultations.				
Service providers comply with the school's equality policies (as well as other policies such as health and safety).	E.g. contractors are briefed prior to commencing work with the school.				
The governing body takes active steps to be representative of the local communities.	E.g. governors have an action plan for recruitment from under-represented groups.				
All parents and pupils have access to high-quality information, guidance and advice on transition at all stages.	E.g. the school offers access to interpreters.				
For 14-19, all parents and pupils have access to high-quality information, guidance and advice on provision of education and training.	E.g. the school ensures that contact is made with all pupils on roll who are currently, for whatever reason, out of school.				
Schools work collaboratively to provide relevant resources, education and training opportunities for all their communities (e.g. migrant workers, Gypsies and Travellers, disabled people).	E.g. key skills development; ESOL and Citizenship.				
The school organises opportunities for, and participates in, regular inter-cultural exchanges aimed at promoting good community relations.	E.g. an urban school has a twinning arrangement with a rural school.				
A member of the Senior Leadership Team (SLT) is responsible for home-school and community relations.	E.g. the amendment of a job description to include community relations.				

Appendix 2: Cambridgeshire Community Cohesion Standards: Audit for Schools - Pupils

Standard	Example evidence	Well established	Developing	Not yet in place	Action
Governors operate a robust system for monitoring patterns of admissions, exclusions, curriculum participation and 'closing the attainment gap', with defined triggers for action and points of intervention.	E.g. there is a standing item on committee and whole governing body agendas and differential impact is analysed and addressed through action planning.				
Schemes of work actively contribute to the development of pupils' sense of identity through knowledge and understanding of Britain's diversity and the local and global dimensions of their lives.	E.g. the primary subject leader for R.E. has reviewed the scheme of work to ensure it presents a balanced view of faith communities.				
Schemes of work explicitly address the causes and consequences of discrimination and help pupils recognise, understand and challenge stereotypes.	E.g. pupil discussion on the Civil Rights Movement prompts school council action on the order of school lunch queuing.				
Planning and teaching are based on high expectations and learning approaches maximise the participation and interest of all pupils.	E.g. monitoring of teaching and learning indicates an appropriate match of teaching to the needs of a visually impaired pupil.				
Target-setting, grouping and resource allocation are used to ensure progression for all pupils, aimed at closing the attainment gap.	E.g. school policy is to place pupils who are new to English in high ability groups unless there is evidence that this would be inappropriate.				
The school works with its local cluster or network to ensure that all pupils have access to a rich, broad and personalised curriculum.	E.g. a group of Bangladeshi pupils in one school is provided with Bengali classes in another school.				

Appendix 2: Cambridgeshire Community Cohesion Standards: Audit for Schools - Staff Guidelines

Standard	Example evidence	Well established	Developing	Not yet in place	Action
Governors and SLT have an action plan for recruiting, selecting and retaining people from under-represented minority ethnic groups and people with disabilities from a range of backgrounds at all levels in the school.	E.g. audit from personnel committee to identify whether teaching and non-teaching staff fairly represent the demographic profile of the local community and/ or the national population.				
All those involved in recruitment, selection and training have received high-quality equal opportunities employment training.	E.g. advertisement and recruitment packs illustrate that key features of equal opportunities training have been applied.				
All staff have received regular training to deal effectively with racist and homophobic incidents, harassment and bullying.	E.g. there are regular and robust records of homophobic incidents.				
All new staff have participated in an induction programme that includes good equal opportunities and anti-discriminatory practice.	E.g. a new member of staff responds confidently in dealing with a request from a Muslim girl not to participate in P.E.				
Governors and all staff know their responsibilities under relevant legislation.	E.g. non-teaching staff appraisal objectives indicate requests for training in this area.				
Governors and SLT have allocated adequate time for regular staff training on how to use target setting, grouping and resource allocation to ensure progression for all pupils, aimed at closing the attainment gap.	E.g. the school Development Plan identifies committed training time on achievement of Gypsy, Roma and Traveller pupils.				

Equality and Community Cohesion in Cambridgeshire Schools

Making Children Matter



Appendix 3: Cambridgeshire Equality Audit: a self-evaluation tool for schools

This exercise will help schools to:

- Develop, implement and review policies, procedures and strategies to promote gender, race and disability equality
- Identify and promote existing good practice
- Demonstrate that they are complying with the relevant equality legislation and with DCSF and OFSTED guidance
- Implement the Equality Act 2006
- Identify future needs

It systematically addresses all the equality strands that schools are legally obliged to address, and also covers the areas inspected by OFSTED:

- Achievement and standards – how well do learners achieve?
- The quality of provision – teaching and learning, curriculum and other activities, guidance and support
- Partnerships with parents, pupils and the wider community – how well does the school work in partnership with pupils, parents, carers and other stakeholders?
- Leadership and Management – how effective are leadership and management in raising achievement and supporting all learners?

The audit can be used in a variety of ways, for example:

- Focusing on one equality strand at a time
- Focusing on one priority area, e.g. leadership and management, at a time
- Groups in school may be tasked to undertake different parts of the audit

The audit can be used to inform school's equality schemes and resulting action plans.

*This audit was developed from the Dudley Metropolitan Borough Council's
Self-Evaluation Toolkit for Gender Equality (schools)
with many thanks to Equalities colleagues in Dudley*

Appendix 3: Cambridgeshire Equality Toolkit for Schools: Achievement and standards – How well do learners achieve?

Standard	Example evidence	Well established	Developing	Not yet in place	Action
<p>Data about pupils' attainment and progress is analysed by:</p> <ul style="list-style-type: none"> a) gender b) ethnicity c) SEN d) disability 	<p>E.g.</p> <ul style="list-style-type: none"> 1) Attainment and progress are analysed in core subjects (primary) and all subjects (secondary) 2) Any identified differential rate of attainment and progress is used to inform school-wide planning and decision-making, including allocation of resources. 				
<p>The school has developed strategies to address disparities in the attainment and progress of:</p> <ul style="list-style-type: none"> a) girls and boys b) different ethnic groups, including Gypsies and Travellers c) pupils with SEN d) pupils with a disability 	<p>E.g.</p> <ul style="list-style-type: none"> 1) The SDP and other relevant plans incorporate actions and targets to address disparities 2) School works in partnership with locality teams and other agencies to personalise learning and provide groups and individuals with appropriate support. 				

Appendix 3: Cambridgeshire Equality Toolkit for Schools: The quality of provision – teaching and learning

Standard	Example evidence	Well established	Developing	Not yet in place	Action
<p>Curriculum planning takes into account the following groups and individuals:</p> <ul style="list-style-type: none"> a) boys and girls b) pupils from different ethnic groups, including Gypsies, Travellers and pupils learning EAL c) pupils with SEN d) pupils with a disability 	<p>E.g.</p> <ul style="list-style-type: none"> 1) There are positive images of people in non-traditional gender roles. 2) There are opportunities to draw upon individual pupils' experiences. 				
<p>Teaching methods and styles take account of the needs and experiences of:</p> <ul style="list-style-type: none"> a) boys and girls b) pupils from different ethnic groups, including Gypsies, Travellers and pupils learning EAL c) pupils with SEN d) pupils with a disability 	<p>E.g.</p> <ul style="list-style-type: none"> 1) Staff receive regular training on strategies for making the curriculum accessible to different groups of pupils. 2) Classroom management includes taking action to ensure mutual respect and collaborative working between pupils of different genders, ethnicities and abilities. 				

Appendix 3: Cambridgeshire Equality Toolkit for Schools: The quality of provision – curriculum and other activities

Standard	Example evidence	Well established	Developing	Not yet in place	Action
<p>The content of the curriculum reflects and values diversity. It encourages pupils to explore bias and to challenge prejudice and stereotypes on the grounds of:</p> <ol style="list-style-type: none"> gender, including sexual orientation race, ethnicity, religion and culture disability 	<p>E.g.</p> <ol style="list-style-type: none"> Curriculum planning across all subject areas highlights where diversity issues are explored and discussed. School has implemented the recommendations of the Citizenship curriculum review. 				
<p>There are resources in all curriculum areas which promote diversity and challenge stereotypes based on:</p> <ol style="list-style-type: none"> gender, including sexual orientation race, ethnicity, language, religion and culture disability 	<p>E.g.</p> <ol style="list-style-type: none"> Resources and displays are reviewed regularly to ensure that they reflect the inclusive ethos of the school, e.g. the inclusion of images relating to minority ethnic, Gypsy and Traveller children; displays are positioned at eye level, etc. The skills and experiences of both male and female parents, including same-sex parents, from different ethnic groups and with different abilities are used to support the school. 				
<p>Provision offered through the extended schools agenda, extra curricular activities and special events e.g. school productions, are planned to cater for the interests and capabilities of all pupils, taking account of:</p> <ol style="list-style-type: none"> gender race and ethnicity (including language, religion and culture) SEN disability 	<p>E.g.</p> <ol style="list-style-type: none"> The uptake of extended school provision, extra-curricular activities and engagement in special events is monitored by: <ul style="list-style-type: none"> gender ethnicity, including Traveller and EAL status SEN disability School has researched and taken account of parental preferences from all groups in designing its extended school and extra-curricular provision. 				

Standard	Example evidence	Well established	Developing	Not yet in place	Action
<p>The school promotes diversification in its curricular and extra-curricular activities.</p>	<p>3) After-school and lunchtime homework/study clubs target underachieving groups.</p> <p>E.g.</p> <ol style="list-style-type: none"> 1) The school organises activities that challenge stereotyping on the grounds of gender, sexual orientation, race, ethnicity, religion, culture and disability. 2) The school supports activities targeted at particular groups when this can be justified. 				

Appendix 3: Cambridgeshire Equality Toolkit for Schools: The quality of provision – guidance and support

Standard	Example evidence	Well established	Developing	Not yet in place	Action
All pupils are involved in self-assessment and setting short and medium term targets for themselves.	E.g. Appropriate in-house or external support is in place to ensure pupils who are new to English are able to contribute to their self-assessment and target setting.				
There is a system of sensitive support to victims of reported: a) sexist incidents and sexual harassment b) homophobia and homophobic bullying c) racism and racist bullying d) bullying on the ground of disability	E.g. 1) Victims report that they have received appropriate support. 2) Parents of victims report satisfaction with outcomes and school's response. 3) Peer support for victims of bullying and harassment includes training for volunteers on sexism, racism, homophobia and bullying on the grounds of disability.				
There are clear procedures for dealing with perpetrators of: a) sexist incidents and sexual harassment b) homophobia and homophobic bullying c) racism and racist bullying d) bullying on the ground of disability	E.g. 1) Strategies for helping perpetrators understand why their behaviour is unacceptable have been developed in consultation with pupils and parents. 2) There is peer and adult support for perpetrators aimed at challenging and changing their behaviour.				
All pupils are offered the support and guidance they need, including support for reintegrating excluded pupils.	E.g. 1) The school makes use of mentoring schemes, providing appropriate gender, ethnic, cultural and linguistic role models wherever possible and desirable. 2) The school makes use of positive female and male role models from a range of ethnic, cultural, religious and linguistic groups, including lesbian, gay, bisexual and transgendered role models and role models with disabilities.				

Standard	Example evidence	Well established	Developing	Not yet in place	Action
<p>The school monitors attendance by:</p> <ol style="list-style-type: none"> gender ethnicity (including Traveller and EAL) status) SEN disability 	<p>E.g.</p> <ol style="list-style-type: none"> Attendance monitoring information is used to identify and address any disparities between girls and boys, pupils from different ethnic and cultural groups, pupils with SEN and pupils with a disability, in partnership with parents, community groups and the local authority. Attendance of Traveller pupils is accurately recorded and staff are aware of the difference between absence owing to travelling and casual absence and respond appropriately. 				
<p>The school's procedures for disciplining pupils and managing behaviour are fair and applied equally to all pupils.</p>	<p>E.g.</p> <ol style="list-style-type: none"> The use of rewards and sanctions is monitored by: <ul style="list-style-type: none"> gender ethnicity, including Traveller and EAL status SEN disability and strategies are in place to address any disparities. Gender and cultural differences which affect behaviour and differences of behaviour relating to particular needs or disabilities are referenced in the school's behaviour policy. Through training, staff are aware of gender and cultural differences in behaviour and that disability may affect behaviour and they take account of these differences where appropriate in their responses to, and implementation of, the school's behaviour policy. Information and advice on attendance, discipline and exclusion is made available to parents in accessible formats such as relevant community languages, audio CD or large print. 				

Appendix 3: Cambridgeshire Equality Toolkit for Schools: Partnerships with parents, pupils and the wider community – how well does the school work in partnership with pupils, parents, carers and other stakeholders? (see also Community Cohesion Standards Audit, appendix 2)

Standard	Example evidence	Well established	Developing	Not yet in place	Action
<p>The governing body actively encourages membership from:</p> <ul style="list-style-type: none"> a) women and men b) members of different ethnic, linguistic, faith and cultural communities c) LGBT groups or communities d) people with disabilities 	<p>E.g. The school liaises with the Governor Support Service to monitor applications and expressions of interest by gender, ethnicity and disability.</p>				
<p>Governors understand and support the school in its work to promote diversity and challenge and prevent sexism, racism, homophobia, prejudice and discrimination on the grounds of disability and all manner of stereotyping.</p>	<p>E.g. 1) All governors receive regular training on diversity, including their role in challenging and preventing prejudice, discrimination and stereotyping. 2) There is a named governor for equality who is actively involved in developing and monitoring the school's equality schemes. 3) All governors are involved in the evaluation of the school's work in this area.</p>				
<p>The school has active links with specific interest community groups.</p>	<p>E.g. Governing body meetings regularly include on their agenda issues relating to the local LGBT community group.</p>				

Appendix 3: Cambridgeshire Equality Toolkit for Schools: Leadership and Management - how effective are the leadership and management in raising achievement and supporting all learners?

Standard	Example evidence	Well established	Developing	Not yet in place	Action
The school has a written Disability and Gender Equality Scheme (either as separate schemes or as a section of another strategic document).	E.g. 1) The schemes commit the school to working towards disability and gender equality and to combating all forms of prejudice, discrimination, harassment and stereotyping. 2) The schemes set out how the school will promote diversity and challenge and prevent prejudice and discrimination on the grounds of gender, sexual orientation and disability. 3) The schemes are developed in consultation with all members of the school community. 4) The schemes are reviewed on a three year cycle. 5) Progress with the scheme action plans is reported upon annually.				
The schemes have been endorsed by the governing body and implemented by the school's management team.	E.g. 1) The governing body receives regular progress reports. 2) All staff are aware of the schemes and take steps to ensure implementation.				
Policies and procedures are regularly reviewed and their effectiveness evaluated in terms of their impact on: a) gender equality b) race equality c) disability equality	E.g. 1) A review has taken place in the last 3 years and the date of the last review is included in all policies. 2) Assessment of the impact of policies makes use of gender, ethnicity, SEN and disability data. 3) Amendments are made in the light of impact assessments. 4) Good practice in the school is celebrated and shared.				

Standard	Example evidence	Well established	Developing	Not yet in place	Action
<p>The school identifies appropriate priorities and targets to ensure the inclusion and achievement of pupils from different groups:</p> <ul style="list-style-type: none"> a) boys and girls b) pupils from different ethnic groups, including Gypsies, Travellers and pupils learning EAL c) pupils with SEN d) pupils with a disability <p>Specific grants are used effectively for their designated purposes</p>	<p>E.g.</p> <ul style="list-style-type: none"> 1) Priorities and targets are set as part of the SDP and other action plans (e.g. Literacy/Numeracy or departmental plans) 2) The SDP and other action plans are monitored to ensure that equality targets are met. 3) All staff can articulate what needs to be improved. <p>E.g.</p> <ul style="list-style-type: none"> 1) All available resources are used and deployed effectively and efficiently to achieve targets. 2) The use and deployment of resources is monitored and evaluated. 				
<p>There is a whole school approach to promoting equality and to tackling:</p> <ul style="list-style-type: none"> a) gender inequality, sexism and stereotyping b) racial inequalities, including those based on language, religion/belief or culture c) racism and stereotyping d) homophobia and stereotyping e) inequalities, stereotyping and harassment on the grounds of disability. <p>There are clear procedures in place to respond promptly, firmly and consistently to incidents of:</p> <ul style="list-style-type: none"> a) sexism and sexual harassment b) homophobia and homophobic bullying c) racism and racist bullying d) bullying on the grounds of disability 	<p>E.g.</p> <ul style="list-style-type: none"> 1) School records and reports racist and homophobic incidents. 2) School's commitment is articulated in relevant policies, communications with parents, pupils, staff and contractors and in public-facing documents. 3) Pupils (e.g. through School Council) participate in formulating the school's approach to equality. <p>E.g.</p> <ul style="list-style-type: none"> 1) Staff and pupils show knowledge of, and confidence in, the school's reporting and recording systems. 2) Staff and pupils display understanding of and an ability to discuss issues of prejudice, discrimination and stereotyping. 3) Procedures are shared with and supported by parents. 				

Standard	Example evidence	Well established	Developing	Not yet in place	Action
<p>The allocation of pupils to teaching groups and sets is fair and equitable and monitored by:</p> <ol style="list-style-type: none"> gender ethnicity (including Traveller and EAL status) SEN disability 	<p>E.g. Subject/unit leaders or departments monitor and regularly review pupil progress and grouping is flexible.</p>				
<p>The criteria used for allocating pupils to optional groups at secondary level are fair and equitable to:</p> <ol style="list-style-type: none"> boys and girls pupils from different ethnic groups, including Gypsies, Travellers and pupils learning EAL pupils with SEN pupils with a disability 	<p>E.g. 1) Departments monitor the allocation of pupils to optional subjects. 2) Positive action is taken to address any apparent differential in uptake, including provision of additional support for particular groups or individuals in identified subject areas.</p>				
<p>The school analyses exclusions by:</p> <ol style="list-style-type: none"> gender ethnicity (including Traveller and EAL status) SEN disability 	<p>E.g. 1) Disproportionate representation in exclusion figures by:</p> <ul style="list-style-type: none"> girls or boys pupils from particular ethnic or cultural groups pupils with SEN pupils with a disability <p>is identified and strategies put in place to address this.</p>				

Equality and Community Cohesion in Cambridgeshire Schools

Making Children Matter



Appendix 4: Sample Equality Statements

Schools may select from the following bank of statements and include them in their corresponding policies to ensure that all their policies take account of and address equality issues.

The standards from the Equality Audit (appendix 3) can also be used as statements for inclusion in relevant policies.

Pupils' attainment and progress

This school expects the highest possible standards. Staff have high expectations of all pupils and continually challenge them to reach higher standards.

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 take account of socio-economic circumstances. Any disparities which are identified will be addressed through targeted curriculum planning, teaching and support.

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.

Pupil grouping is planned and varied to reflect the requirements of learners and their social development needs. Allocations to teaching groups will be kept under continual review and analysed by ethnicity, gender and SEN.

Our teaching styles include collaborative learning. All pupils will be encouraged to question, discuss and collaborate in problem solving tasks. Pupils will be encouraged to be a resource for their peers.

Staff encourage pupils to become independent and assist them in taking responsibility for the management of their own learning and behaviour.

Staff will use a range of methods and strategies to assess pupil progress. Assessments are analysed for gender, cultural and social bias, and take account of access issues, e.g. print size.

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 reflection and feedback on their progress.

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.

All pupils participate in the mainstream curriculum of the school.

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

- boys and girls
- pupils learning English as an additional language
- pupils from minority ethnic groups, including Gypsies and Travellers
- pupils who are gifted and talented
- pupils with special educational needs
- pupils with a disability
- pupils who are in public care
- pupils who are at risk of disaffection and exclusion
- lesbian, gay or questioning 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 development of all pupils.

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 e.g. school productions, cater for the interests and capabilities of all pupils and take account of parental preferences related to religion and culture.

The quality of provision – guidance and support

We actively promote good personal and community relations and recognise diversity as having a positive role to play within the school.

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.

Staff challenge stereotypes and foster pupils' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities.

Our pastoral support takes account of religious, cultural and ethnic differences, special educational needs, disability and the experiences and needs of Traveller pupils, refugees and asylum seekers' children.

The school provides appropriate support for pupils learning English as an additional language and pupils are encouraged to use their home and community languages to enhance their learning

We expect work experience providers to demonstrate their commitment to equality, including disability, gender and race equality.

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

Behaviour and Attendance

This school expects high standards of behaviour from all pupils, appropriate for their developmental level.

We have procedures for disciplining pupils and managing behaviour that are fair and applied equally to all. All staff are expected to operate consistent systems of rewards and discipline.

It is recognised that cultural background and disability may affect behaviour. Our school takes this into account when dealing with incidents of unacceptable behaviour.

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 Cambridgeshire 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.

All staff are trained to deal effectively with bullying, racist incidents, racial harassment and prejudice and are offered support in handling such matters.

We encourage staff to explore their own views and attitudes to difference and to monitor their practice in relation to this policy. 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 socio-economic circumstances are also considered. Action is taken in order to address any disparities between different groups of pupils.

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.

Information and advice on attendance and exclusion is made available to parents in accessible formats such as relevant community languages and large print.

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. Socio-economic circumstances are also considered. Action is taken in order to address any disparities between different groups of pupils.

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 and Gypsy pupils.

Partnership with pupils, parents, carers and the wider community

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

Information and meetings for parents are made accessible for all.

Progress reports to parents 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. Parents with a disability or with learning difficulties will be able to access school's information.

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 is identified.

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

Informal events are designed to include the whole community and at times may target minority or marginalised groups.

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

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

Leadership and management

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.

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

We will 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.

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

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

We will take steps to encourage people from under represented groups to apply for positions at all levels in the school and ensure recruitment and selection processes are monitored.

Equality and diversity issues are reflected in our school's employment practices.

Everyone associated with the school is informed of the contents of this policy. All staff and visitors must support the ethos of the school, promoting equality and challenging bias and stereotyping wherever they observe it.

We will ensure that staff training continually highlights equality issues. Equality is incorporated in the induction programme for new staff.

The skills of all staff, including non-teaching and part-time staff are recognised and valued. All staff are given status and support and are encouraged to share their knowledge.

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

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

This school opposes all forms of racism, homophobia, prejudice and discrimination.

Resources and displays in our school reflect the experience and backgrounds of pupils, promote diversity and challenge stereotypes. They are reviewed regularly to ensure that they reflect the inclusive ethos of the school, e.g. the inclusion of images relating to minority ethnic and Gypsy and Traveller children; displays to be positioned at eye level, etc.

Linguistic Diversity

Your statement on language will depend on the linguistic profile of your school. For example, if your school is multi-lingual, you might want a statement such as:

We welcome the diversity of languages in our school and we give them all status and value. We look for opportunities to use our languages to enrich the curricular experience of all our pupils and we draw upon the expertise of our school community wherever possible.

Resources and displays reflect the multilingual nature of our community.

We recognise the positive role home and first languages have to play in the development of English language learning and in pupils' cognitive development. Pupils who speak languages other than English are encouraged to use them in school, and wherever possible, we offer bilingual support for pupils who are in the earlier stages of learning English.

A school where there is one other dominant language may use the heading 'Linguistic diversity and bilingualism' and state:

We welcome bilingualism in our school and build upon this by celebrating the diversity of languages in British society. We look for opportunities to use languages to enrich the curricular experience of all our pupils and we draw upon the expertise of our school community wherever possible.

Resources and displays reflect the bilingual nature of our community.

We recognise the positive role home and first languages have to play in the development of English language learning and in pupils' cognitive development. Bilingual pupils are encouraged to use their home or first language in school, and wherever possible, we offer bilingual support for pupils who are in the earlier stages of learning English.

A school with few or no bilingual pupils may use the heading 'linguistic diversity' and state:

We recognise and celebrate the linguistic diversity in British society. We look for opportunities to enrich the curricular experience of all our pupils by:

- highlighting how English has borrowed from other languages
- raising awareness of the similarities and differences between English and other languages
- reflecting the multilingual nature of wider society in our resources and displays

Equality and Community Cohesion in Cambridgeshire Schools

Making Children Matter



Appendix 5: Useful documents, websites and contacts

Community Cohesion

Community Cohesion Education Standards for Schools
(Home Office; DfES; CRE, 2004)

www.standards.dfes.gov.uk/pdf/commcohesion.pdf

DCSF Guidance on the duty to promote community cohesion
(ref. 00598-2007DOM-EN)

www.teachernet.gov.uk/publications

Our Shared Future

(Commission on Cohesion and Integration, 2007)

www.integrationandcohesion.org.uk

Disability Equality

Implementing the Disability Discrimination Act in schools
and early years settings (ref. 0160-2006DOC-EN)

DfES Publications, PO Box 5050, Sherwood Park,
Annesley, Nottingham NG15 0DJ

www.teachernet.gov.uk/publications

Promoting disability equality in schools

(DfES 2006, PPSLS/D35/1206/13)

www.teachernet.gov.uk/publications

Gender Equality

For detailed guidance on developing, gender equality objectives
and a gender equality scheme, see:

The Gender Equality Duty and schools:

Guidance for public authorities in England (ISBN 978 1 84206 025 4)
Arndale House, Arndale Centre, Manchester M4 3EQ

www.eoc.org.uk

For further information relating to the Gender Equality Duty,
including a model gender equality scheme for employment,
see www.epm.co.uk

Race Equality

Code of Practice on the duty to promote race equality (statutory)

The duty to promote race equality: a guide for schools (non-statutory)

The Commission for Racial Equality (CRE) documents above are
available from the Equality and Human Rights Commission's website:

www.equalityhumanrights.com.

**If you have any queries or comments, please contact
Bethan Rees from Cambridgeshire Race Equality and
Diversity Service (CREDS):**

bethan.rees@cambridgeshire.gov.uk

Tel: **01223 568841**



Equality and Community Cohesion in Cambridgeshire Schools

Making Children Matter

Produced by

Cambridgeshire Race Equality and Diversity Service, Enhanced and Support Services and Standards and Effectiveness

If you would like further copies of this booklet, or the text on audio cassette, in Braille, large print or other languages, please contact Dawn Rogers on **01223 699220** or email: **dawn.rogers@cambridgeshire.gov.uk**