

**Equal Opportunities**

 **Community Cohesion Policy**

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| Ratified by the Governing Body on:  |  |
| Review Date  |  |

# Policy Statement

1. 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.

1. 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

1. 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.

# Aims: The Governing Body of the school aims to provide an appropriate learning experience for all students no matter what their colour, origin, culture, gender, sexuality, identity, religion or ability. The school has high expectations of all students. It is the responsibility of all staff to educate against any form of prejudice or negative stereotyping and to ensure that their conduct with students and colleagues reflects this at all times.

# Equality of Opportunities

* 1. **Student 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.

Our assessment system is set up to ensure that every student can access expected progress and meeting expectations, with recognition for those who exceed expected progress and exceed expectations.

Teachers are responsible for using methodology, language and questioning that includes all students. Teachers are asked to be mindful that resources used are accessible and sensitive to culture. All staff are expected to challenge stereotypes.

* 1. **Behaviour and Attendance**

 The school expects high standards of behaviour from all students.

We have procedures for 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. Adults in school take care to lead through example, demonstrating high expectations of themselves as well as students.

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

Students, staff and parents are aware of policies and procedures for dealing with harassment. (See Peer on Peer Abuse Policy – on website). They know that any language or behaviour, which is racist, sexist, homophobic or potentially damaging to any minority group, is always unacceptable. All forms of prejudice or discrimination will be logged and monitored by SLT, identifying any patterns and addressing issues such as harassment, bullying and hostile behaviours.

Expectations of staff with regards to this policy, are made clear in the school’s Staff Code of Conduct and applies both in direct regard to the school, and also on Social Media, even if not directly related to the school.

Families are aware of their rights and responsibilities in relation to student attendance, and absence is always followed up in a way that takes account of cultural issues or matters relating to a child’s disability. (See Attendance Policy on website).

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

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#  The Quality of Provision

This school provides an appropriate curriculum for students of all backgrounds. The content of the curriculum reflects and values diversity. It encourages students to explore bias and to challenge prejudice and stereotypes.

The curriculum is regularly reviewed by both middle and senior management, looking to respond to the needs of changing cohorts as well as provide the required curriculum for appropriate progress beyond the school, for example at 16+.

Extra-curricular activities and special events such as school productions, cater for the interests and capabilities of all students,

# Guidance and Support

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

Where necessary, referral to outside agencies is made for further support to individuals and their families. This work is overseen by The Interventions Team, where considerable care is taken to match the individual with the most effective support for their circumstances.

#  Partnership with 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 invited to attend regular parental forums called Parent Café.

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

#  Leadership and Management

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

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

# Responsibilities

Governors are responsible for:

* Implementing and monitoring the school’s equality objectives
* Making sure the school complies with the relevant equality legislation.
* Support and monitor school systems designed to uphold Equality and Diversity in all of our practices.

 SLT, in support of the Headteacher’s statutory responsibilities are responsible for:

* making sure steps are taken to address the school’s stated equality objectives;
* 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, 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.

 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

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Visitors and contractors are responsible for following relevant school policy.

# 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.

Training issues are identified at whole school level by students and staff voice requirements, examination of the SEF 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 SLT.

# Publication and review

 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.

# 11. Statutory Requirements

This Policy addresses 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 is detailed in our SEN Policy.

This policy has been developed by: Deputy Headteacher: Student Support and Wellbeing