

**DRAFT**

**ALBAN CHURCH OF ENGLAND MIDDLE SCHOOL**

**SINGLE EQUALITIES AND DIVERSITY POLICY**

## **Context**

Alban is a popular and oversubscribed Voluntary Aided Church of England middle school situated in a small village to the East of Bedford. It enjoys the confidence and support of parents and the local community and is a happy and successful school. Few pupils have minority ethnic backgrounds and a below average proportion are eligible for free school meals or have learning difficulties and/or disabilities.

### **Commitment to Equalities and Diversity**

Alban Middle School is fully committed to discharging its equalities duties for all pupils, employees and visitors to the school site. The Single Equalities and Diversity action plan contributes to an overall commitment by the school to improve standards and to build a school community with a positive ethos that reflects the wider community.

The school will ensure that this policy and accompanying documentation are accessible by publishing them electronically in appropriate formats and making them available on request.

The school will ensure that procedures are in place to consider complaints or concerns. Procedures at Local Authority and school level are in place for dealing with allegations of harassment or discrimination and for recording and reporting racist incidents.

The Equality and Human Rights Commission (EHRC) is the enforcement body for equalities legislation and may serve the school with a Compliance Notice if it fails in its specific duties under the Acts. If the school fails to comply within three months of the Compliance Notice the EHRC can ask the courts to order the school to comply.

The aim of this policy is to provide an overall framework for the school's action to:

- Promote equality and eliminate unlawful discrimination for pupils, staff and others using school facilities
- Make it clear that equality and diversity are embedded in all of the school's policies and practices
- Promote community cohesion by creating opportunities for pupils to interact with those from different backgrounds to themselves to enrich their understanding of community and diversity

Legislation identifies 6 equality strands as a structure for this framework:

1. Race
2. Gender
3. Disability
4. Religion/belief
5. Sexual orientation
6. Age

## **Our Mission**

Alban Middle School is a welcoming school where everyone is valued highly and where tolerance, honesty, co-operation and mutual respect for others are fostered. We are committed to the development of the whole person within a supportive, secure and creative environment. A broad, balanced and appropriate curriculum provides equal opportunity for all pupils to maximise their potential regardless of age, sex, race, colour, religion or disability. We endeavour to promote positive relationships with parents, governors and members of the wider community.

We provide a secure environment in which all our children can flourish and achieve all five outcomes of **'Every Child Matters'** (be healthy, stay safe, enjoy and achieve, make a positive contribution, and enjoy economic well-being). We also provide a learning environment where all individuals see themselves reflected and feel a sense of belonging as they prepare for life in a diverse society where they are able to see their place in the local, regional, national and international community.

We include and value the contribution of all families to our understanding of equality and diversity and we also provide positive non-stereotyping information about different groups of people regardless of gender, ethnicity, disability, sexual orientation, religion and age.

We plan systematically to improve our understanding and promotion of diversity; to actively challenge discrimination and disadvantage and to make inclusion a thread which runs through all our activities.

### **To achieve this we will:**

- involve stakeholders in the development, review, evaluation, and impact assessment of all relevant improvement plans, policies and procedures;
- publish and share our policies and impact assessments with the whole community;
- collect and analyse data to ensure all groups are progressing well and no group is subject to disadvantage;
- use all available information to set suitable learning challenges for all, respond to pupils' diverse needs and overcome any potential barriers to learning;
- ensure that the wider school curriculum makes explicit and implicit provision to promote and celebrate diversity;
- have high expectations of behaviour which demonstrates respect to others.

## **Leadership, Management and Governance**

### **Alban Middle School is committed to:**

- being proactive in promoting good relationships and equality of opportunity across all aspects of school life and the wider community;
- encouraging, supporting and enabling all pupils and staff to reach their potential and make a positive contribution;
- working in partnership with families, the local authority (LA) and the wider community to establish, promote and disseminate inclusive practice and tackle discrimination ensuring that our **Equality and Diversity Policy** is followed.

## **Responsibilities**

### **The Governing Body**

It is the Governing Body's responsibility to:

- ensure that the school complies with equality legislation;
- meet requirements to publish equality schemes;
- ensure that the school's policy and its procedures and strategies are carried out and monitored with appropriate impact assessments informing future plans;
- scrutinize the recording and reporting procedures at least annually;
- follow the LA's admissions policy, which is fair and equitable in its treatment of all groups;
- monitor attendance and take appropriate action where necessary;

- have equal opportunities in staff recruitment and professional development and membership of the Governing Body;
- provide information in appropriate, accessible formats;
- be involved in dealing with serious breaches of the policy;
- be pro-active in encouraging high-quality applicants from under-represented groups.

## **The Headteacher**

It is the headteacher's responsibility to:

- implement the policy and its strategies and procedures;
- ensure that all staff receive appropriate and relevant continuous professional development;
- actively challenge and take appropriate action in any cases of discriminatory practice;
- deal with any reported incidents of harassment or bullying in line with LA guidance;
- ensure that all visitors and contractors are aware of, and comply with, the school's equality and diversity policy;
- produce a report on progress for governors annually.

## **All Staff**

It is the responsibility of all staff to:

- be vigilant in all areas of the school for any type of harassment and bullying;
- deal effectively with all incidents from overt name-calling to the more subtle forms of victimisation caused by perceived differences;
- identify and challenge bias and stereotyping within the curriculum and in the school's culture;
- promote equality and good relations and not discriminate on grounds of race, gender, religion, age and sexual orientation; disability or SEN;
- promote an inclusive curriculum and whole school ethos which reflects our diverse society;
- keep up to date with equality legislation, development and issues by attending relevant training and accessing information from appropriate sources.

## **4. Implementation**

The aims will be achieved strategically by aligning an Equalities and Diversity action plan with school priorities identified in the School Development Plan. Equalities targets and actions are therefore embedded in existing school policies and practice, including procedures for regular monitoring and review.

Alban Middle School is committed to being a model employer and this policy therefore outlines how the duties relating to recruitment and employment practices will be met.

The school will develop appropriate support and training and make it available for all staff, including Governors, to develop their practice in equalities and diversity work.

## **5. Links to existing school policies and practice**

The actions in this policy are based on:

- Our strategic priorities
- Existing relevant policies
- Data available to us re ethnicity, gender, age, religion, disability, faith and age
- Consultation and involvement of pupils and staff

The above includes:

1. School Development Plan
2. School Profile
3. SEF
4. Extended services
5. Pupil voice activities
6. DDA Accessibility plan (Appendix 3)
7. Community cohesion audit/plan/record
8. Admissions policy
9. Behaviour policy
10. Special Needs and Inclusion policy
11. Anti-bullying policy
12. Pay policy
13. SRE policy

## **6. School priorities**

- Raise percentage of pupils achieving the higher level at both the end of KS2 and at the end of Year 8.
- To further develop the creative curriculum at both key stages.

## **7. Policy statements**

Policy statements on Race; Disability; Gender; Community Cohesion: Age, Sexual Orientation, Religion/Belief are attached as Appendix 1

## **8. Action Plans**

A 3 year single equalities action plan will produced.

## **9. Monitoring and evaluating**

- A range of information, including quantitative and qualitative data, will be used to monitor and evaluate the implementation of the action plan.
- A report on progress through the action plan will be made annually as part of Alban Middle School Profile.
- Alban Middle School has a procedure in place for recording, reporting and responding to racist incidents.
- Alban Middle School also complies with Local Authority procedures so that information can be analysed. This procedure is outlined fully in the separate document **Recording, Reporting and Responding to Racist Incidents: Information for Schools**

**Data used for evaluation will include data by gender, age, ethnicity and disability on:**

- pupil attainment,
- access to the curriculum and subject areas
- exclusions from school
- exclusions from areas of the curriculum, including school trips and extra-curricular activities
- punishment and rewards

- staff recruitment, retention and career development
- Analysis of racist incident report forms
- Ofsted reports on Alban Middle School’s educational provision and standards
- Consultation with parents, pupils, Governors and the Local Authority
- Participation in extra-curricular activities

Data will be used to inform the next action plan, ensuring that the commitment to equalities and diversity goes from policy to practice.

**Alban Middle School is required to monitor staff by ethnicity, including:**

- staff in post
- applicants for employment, training and promotion

Each aim/issue/priority of the scheme designates a lead responsibility. Those designated will establish lines of accountability and make arrangements for reporting to the Leadership team and subsequently to the Governors in the annual School Profile.

Progress through the action plan will be monitored by the Leadership team and Governors alongside Alban Middle School Development Plan. The policy will be reviewed at least every three years. Updating will take account of changes in the law, government policy, Local Authority and school priorities.

**Appendices**

Appendix 1	Policy Statements
Appendix 2	Requirements by law
Appendix 3	Legislative Context
Appendix 4	Accessibility Plan
Appendix 5	Further information
Appendix 6	Glossary

**Signed.....Chair of Governors.....Headteacher**

**Date.....**

**Review Date.....**

**Appendix 1 Policy Statements**

**COMMUNITY COHESION**

- Every member of the school community feels a sense of belonging and is valued.
- The diversity of people’s different backgrounds and circumstances are appreciated and positively valued.
- This is an inclusive school which provides similar life opportunities for all pupils, regardless of their background.
- Strong and positive relationships are developed between people from different backgrounds within the school, its local community, and the national and global communities.

- The new 'Identity and Diversity: living together in the UK' strand of citizenship education will be implemented to help our young people to learn to understand others, value diversity and promote shared values.
- *Pupil voice* throughout the school will be introduced to develop the skills of participation and responsible action.
- This school is committed to preparing its 'mainly white' pupils to live in, and contribute to, a diverse and multi-cultural society.
- Our community is less culturally diverse than others in the region, therefore challenging perceptions and stereotypes is regarded with high importance.
- Pupils understand and take part in democratic decision making, as a means of understanding a shared vision of goals that benefit everyone equally.
- Promoting high standards of behaviour in the school and developing a sense of personal responsibility in our pupils is regarded as a key contributor to community cohesion.
- Through extended services and other activities, the school will enable parents to share positive experiences with their children.
- Our partnership of schools will improve procedures for the transition of pupils between phases, ensuring that previous achievements (whether social, emotional, physical or academic) are recognised and built upon.
- The school is committed to curriculum projects to develop links between the schools in our partnership and other schools in the same phase.
- Teaching staff will be given the opportunity to work with pupils from different backgrounds.
- Pupils will be encouraged to develop a sense of responsibility for the welfare of their community.
- We will make sure that our employment practices are fair and promote equality.
- Will actively value the wide variety of lifestyles and cultures, locally and nationally.
- We will prepare children and young people for living in a diverse society with increasing global connections and controversial issues.
- Staff will encourage children (and parents) to celebrate and embrace the different cultures in Bedford.
- Through extended services, the school will encourage parents to engage in activities outside the normal school day, to support children to achieve their full potential.
- Our Single Equalities and Diversity policy embraces our commitment to good inclusive practice in all aspects of school life.
- Our procedures for the induction of new members of staff includes training regarding equalities and our commitment to inclusion in all aspects of school life.
- The personalisation of our curriculum and procedures for tracking pupil progress ensure that all pupils are given equal opportunities to fulfil their potential.

## **GENDER**

- Pupils will be listed alphabetically/by date of birth in registers; registers will not separate boys from girls.
- The school will establish areas of cultural sensitivity with regard to gender stereotypes that are culturally reinforced by ethnicity and tradition eg boys cooking, girls and contact sports.
- The school will establish whether a pupil can be assisted by male and female staff in a medical emergency.
- Teachers will demonstrate sensitivity with regard to the privacy of pupils who are required to dress and undress in school.
- The pupil voice is listened to as a means of gauging gender equality issues as they are perceived by pupils.
- Choosing to work and collaborate in mixed gender groups is commended and encouraged.
- Peer learning and leadership promote positive gender role models, and challenge stereotypes.

- Parents and carers will be encouraged to discuss and develop agreed expectations and the school's ethos regarding gender in terms of behaviour, school organisation etc.
- The school's provision mapping mechanism will be used to monitor the achievement and needs of individual children with regard to all six of the equalities strands.
- Boys and girls will wear the same colours for their uniforms, and girls will wear trousers if they so wish.
- Boys and girls will have equal access to all lessons and all sporting activities.
- Boys and girls will be encouraged to line up together.
- We expect boys and girls to do equally well at everything the school provides.
- We expect boys and girls to behave equally well in all circumstances.
- We expect boys and girls to perform equally well in all subjects.
- Boys and girls will be encouraged to make equal use of all the resources and facilities in the school.
- Every effort will be made to ensure that boys do not dominate the attention of staff to the detriment of the girls.
- Resources will show girls, boys, women and men engaged in non-stereotypical roles and activities.
- Children will be given classroom activities which encourage competitive and collaborative skills in more or less equal measure.
- Boys and girls will be expected to complete exactly the same extra-curricular jobs around the school such as carrying books and light furniture and tidying and washing up.
- Boys and girls will be expected to work together in a constructive and positive manner.
- New resources will be vetted to ensure that they show girls, boys, men and women involved in a diverse range of activities thereby challenging stereotyped ideas about what males and females can and should do.
- Materials used in school will challenge gender stereotypes.
- In subjects such as English, Science, History and RE, staff will use whatever opportunities arise to explore how boys, girls, men and women have challenged, or can challenge, ideas about gender stereotypes.
- Children will be discouraged from using sexist language, and commended when they challenge such language.
- Children, parents, primary carers and staff will be reminded of the negative effects of sexist attitudes and language, and children who discourage such attitudes and language will be rewarded.
- The achievement of boys will be carefully monitored to ensure that the gap between them and the girls does not continue to increase.
- **GENDER cont.**
- If additional resources are allocated to one gender to ensure that their achievement and behaviour improves, staff will ensure that the allocation of additional resources to that gender does not have a detrimental effect on the achievement or behaviour of the other gender.
- Newsletters, Parents Meetings and Governors Meetings will be used to describe ways in which the school has contributed to gender equality.
- All staff will be eligible to apply for job-sharing, career breaks and maternity or paternity leave.

## **AGE, SEXUAL ORIENTATION, RELIGION/BELIEF**

### **Children, irrespective of their age, sexuality, religion or belief:**

- ❖ will have access to all the facilities and resources available in the school
- ❖ will always work and play with other children
- ❖ will, if necessary, receive additional support to ensure that their needs and aspirations are met in full
- ❖ will, if necessary, be given extra help and support to ensure that they fulfil their potential
- ❖ will have access to the same broad, balanced and relevant curriculum/range of activities as other children
- ❖ will be involved in decisions being made about their care and education
- ❖ will be protected from name-calling and bullying
- ❖ will have opportunities to learn how people have challenged, or can challenge, discrimination and stereotypes based on age, sexuality, religion and belief.

- Systemic bias is challenged wherever it is perceived to exist or appear in the culture of the school.
- Communication and interaction in school will try to avoid the assumption that all children have two heterosexual parents.
- The heritage of all of our pupils is recognised and appreciated as an aspect of their emerging and changing identities.
- At the time of admission the school will establish and note cultural taboos and sensitivities, for example with regard to changing clothes or sex education. This information may be supplied by parents, pupils or appropriate professionals eg Traveller Education Service.
- The school encourages interaction with different people as a means of helping pupils develop an understanding of commonality and respect for difference.
- The school's provision mapping mechanism will be used to monitor the achievement and needs of individual children with regard to all six of the equalities strands.
- All children will have equal access to all lessons and sporting activities.
- All children are expected to behave as well as they can in all circumstances.
- All children are expected to perform to their potential in all subjects and activities.
- All children will be encouraged to make equal use of all the resources and facilities in the school.
- Resources will show people of all ages and religions engaged in non-stereotypical roles and activities.
- Resources will reflect the full variety of families that exist in society today.
- Resources will reflect people subscribing to a variety of religions and beliefs.
- All children will be expected to work together in a constructive and positive manner.
- New resources will be vetted to ensure that they show people of all ages, religions and backgrounds/ circumstances involved in a diverse range of activities, thereby challenging stereotyped ideas about what people can and should do.
- Materials which challenge stereotypes will be used in the curriculum.
- Children will be discouraged from using ageist and homophobic language and language that makes fun of people because of their religion or beliefs, and they will be commended when they challenge such language.
- Children will be discouraged from using offensive language of any kind and they will be commended when they challenge such language.
- Children, parents, primary carers and staff will be reminded of the negative effects of stereotyping based on age, sexuality, religion or belief, and children who discourage such stereotyping will be rewarded.

- Newsletters, Parents Meetings and the Governors' Meetings will be used to explain how the school has contributed to EOs irrespective of age, sexuality, religion or belief.
- Staff will take part in regular training that combats discrimination on the grounds of age, sexuality, religion or belief.
- Staff will work in partnership with parents and primary carers to ensure that children, irrespective of age, sexuality, religion or belief, benefit fully from their time spent in school.
- Resources will be targeted and utilised effectively and efficiently to ensure that children fulfil their potential no matter their age, sexuality, religion or belief.
- The school is committed to early identification of children with emotional and behavioural difficulties before such difficulties lead to underachievement, disaffection and exclusion.
- The school is committed to target-setting and regular monitoring of all children.
- Newsletters, Parents Meetings and the Parents' AGM will be used to highlight ways in which the school has enhanced the opportunities of children no matter their age, sexuality, religion or belief.
- Appropriate use will be made of local authority support services to ensure that all children fulfil their potential.
- The National Curriculum and RE/the activities planned for the children will be used to value and celebrate diversity whether that diversity is based on age, sexuality, religion or belief.
- Children will have opportunities to learn about the harmful effects of prejudice, religious prejudice, ageism, homophobia and stereotyping.
- Resources will reflect the religious diversity of society locally, regionally and nationally.
- Resources will portray people of all ages, religions and beliefs in ways which are positive and non-stereotypical.
- Daily acts of collective worship will be used to promote equality of opportunity irrespective of age, sexuality, religion or belief.
- All children will be given opportunities to observe religious and cultural traditions, especially at the time of important festivals.
- All children will be allowed to dress and worship in ways which do not conflict with the religious conventions of the home.
- The dietary needs of all children will be met.
- People will be welcomed and valued no matter their age, sexuality, religion or belief.
- People of all backgrounds will be encouraged to play an active role in school life, perhaps as governors or as volunteers around the school or as people who speak to children about their backgrounds.
- As far as is possible, staffing will reflect the diversity of society locally, regionally and nationally.
- All incidents of bullying and harassment, including bullying and harassment based on age, sexuality, religion and belief, will be dealt with in an effective and consistent manner.

## RACE

- The National Curriculum and RE, including PSHE and SEAL, will be used to promote race equality and to celebrate cultural diversity.
- Education for living in a diverse and multi-cultural Britain will be taught as a cross-curricular dimension and contribute to Citizenship Education.
- The diversity of UK culture is reflected in the curriculum. This includes cultural appreciation, influences on language, migration histories and recognising commonalities.
- Recognising the lack of cultural diversity many of our pupils may experience in their own community, teachers strive to incorporate an appreciation of others lives in the curriculum.
- School values embody a vision of a diverse, tolerant and equitable society, and this is regularly communicated to pupils, parents, staff, the community and governors.
- Pupils who demonstrate cultural sensitivity and awareness are actively commended and encouraged.
- The school's provision mapping mechanism will be used to monitor the achievement and needs of individual children with regard to all six of the equalities strands.
- School staff will keep accurate information about the ethnic origin, first language and religious affiliation of all pupils in order to be culturally sensitive.
- To promote race equality all parents of different ethnic groups will be encouraged to play an active role in school life, for example, as a governor, classroom helper, volunteer and so on.
- Pupils, including new arrivals, will have opportunities to study issues relating to intolerance, prejudice, religious prejudice, racism and racial discrimination.
- Pupils will be taught about events such as the Holocaust.
- Where an ethnic minority pupil wears jewellery deemed inappropriate for safety reasons, the school will approach the subject of removal with sensitivity. Parental approval will be gained to prevent distress to the young person.
- Where discussions regarding sexuality occur within the curriculum parents of BME pupils will be notified in advance so that there is the opportunity to remove the pupil from the lesson.
- The curriculum will reflect the ethnic, cultural and religious diversity of the school, and of society locally, regionally and nationally.
- Resources of every kind will reflect the ethnic, cultural and religious diversity of society locally, regionally and nationally.
- Resources will portray members of all ethnic and cultural groups in ways which are positive and non-stereotypical.
- Daily acts of collective worship will be used to promote respect for difference and diversity.
- Accurate information will be kept about the ethnic origin, first language and religious affiliation of all pupils.
- Achievement, attendance and exclusions will be monitored by ethnicity.
- Community languages other than English will be valued and promoted.
- Teaching and learning will reflect other cultures.
- All pupils will be given opportunities to meet their religious needs, especially at the time of important festivals.
- All pupils will be allowed to dress and worship in ways which do not conflict with the cultural or religious conventions of the home.
- The dietary needs of all pupils will be met.
- Members of all ethnic and cultural groups will be welcomed and valued.
- Members of all ethnic and cultural groups, including parents, will be encouraged to play an active role in school life, perhaps as governors.
- The emotional and social needs of newly arrived children of different races are identified and met.

RACE cont.

- To promote race equality, greater use will be made of visits and visitors.

- As far as is possible, staffing will reflect the ethnic and cultural diversity of society locally, regionally and nationally.
- As our school is not ethnically diverse, we will try to promote cultural diversity through teacher CPD and global links. Incidents of racial harassment will be dealt with in an effective and consistent manner.
- All racist incidents will be recorded, investigated and reported to the Local Authority and the governing body.
- When racist incidents occur, appropriate action will be taken to support the victims and to deal with the perpetrators, where appropriate counselling will be offered to both.

## **DISABILITY**

Children with disabilities/special needs/learning difficulties....

- will have complete access to all the facilities and resources available in the school
- are fully integrated with able-bodied/other pupils
- are educated alongside able-bodied/other pupils
- will receive additional support to ensure that their needs and aspirations are met in full
- will be given extra help and support to ensure that they fulfil their potential
- will be provided with an education appropriate to their age, aptitude and ability
- will have access to the same broad, balanced and relevant curriculum as other children
- will be provided with the opportunity to meet, interact and learn alongside other children of their own age
- will be involved in decisions being made about their care and education.
- Detailed records will be kept of the academic progress being made by pupils with disabilities/special needs/ learning difficulties.
- Resources that represent disabled people participating and achieving are incorporated in all areas of the curriculum.
- Derogatory language relating to disability is discussed and discouraged in accordance with the school's anti-bullying policy.
- The school monitors participation in extended services activity and ensures that pupils with a disability are accessing their entitlement.
- The school's provision mapping mechanism will be used to monitor the achievement and needs of individual children with regard to all six of the equalities strands.
- Every effort will be made to ensure that children with disabilities/special needs/learning difficulties are not name-called or bullied.
- In subjects such as English, Science, History, SEAL, PSHE and RE, staff will use whatever opportunities arise to explore how people have challenged, or can challenge, stereotypes about disabilities/special needs/learning difficulties.
- Staff will take part in regular training about disabilities/special needs/learning difficulties.
- Staff will work in partnership with parents and primary carers to ensure that children with disabilities/special needs/learning difficulties benefit fully from their time spent in school.
- Resources will be targeted and utilised effectively and efficiently to ensure that pupils with disabilities/ special needs/learning difficulties fulfil their potential.
- The school is committed to early identification of pupils with emotional and behavioural difficulties, including new arrivals, before such difficulties lead to underachievement, disaffection and exclusion.
- The school is committed to early intervention, target-setting and regular monitoring of pupils with disabilities/special needs/learning difficulties.
- Gifted and talented pupils will be given the additional support and encouragement required to ensure that they fulfil their potential.
- The SEN co-ordinator will be invited to all senior management meetings addressing curricular and pastoral issues
- Newsletters, Parents Meetings and Governors' Meetings will be used to highlight ways in which the school has enhanced the opportunities of pupils with disabilities/special needs/learning difficulties.

- Appropriate use will be made of local authority support services to ensure that pupils with disabilities/special needs/learning difficulties fulfil their potential.

# HUMAN RIGHTS

## **Universal Declaration of Human Rights**

The Universal Declaration of Human Rights was adopted by the member States of the United Nations on 10 December 1948. It represents the common aspirations of people throughout the world.

Every human being has rights. This principle is at the very core of our humanity. For this reason it is our duty to fight, not only for our own rights, but also for the rights of others.

### Article 1

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

### Article 2

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation or sovereignty.

### Article 3

Everyone has the right to life, liberty and security of person.

### Article 4

No one shall be held in slavery or servitude, slavery and the slave trade shall be prohibited in all their forms.

### Article 5

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

### Article 6

Everyone has the right to recognition everywhere as a person before the law.

### Article 7

All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

### Article 8

Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

### Article 9

No one shall be subjected to arbitrary arrest, detention or exile.

### Article 10

Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal in the determination of his rights and obligations and of any criminal charge against him.

### Article 11

Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defence.

No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.

#### Article 12

No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

#### Article 13

Everyone has the right to freedom of movement and residence within the borders of each State.

Everyone has the right to leave any country, including his own, and to return to his country.

#### Article 14

Everyone has the right to seek and to enjoy in other countries asylum from persecution.

This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

#### Article 15

Everyone has the right to a nationality.

No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

#### Article 16

Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.

Marriage shall be entered into only with the free and full consent of the intending spouses.

The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

#### Article 17

Everyone has the right to own property alone as well as in association with others.

No one shall be arbitrarily deprived of his property.

#### Article 18

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

#### Article 19

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

#### Article 20

Everyone has the right to freedom of peaceful assembly and association.

No one may be compelled to belong to an association.

#### Article 21

Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.

Everyone has the right to equal access to public service in his country.

The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

#### Article 22

Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

#### Article 23

Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.

Everyone, without any discrimination, has the right to equal pay for equal work.

Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.

Everyone has the right to form and to join trade unions for the protection of his interests.

#### Article 24

Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

#### Article 25

Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.

Motherhood and childhood are entitled to special care and assistance. All children whether born in or out of wedlock, shall enjoy the same social protection.

#### Article 26

Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory.

Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

Parents have a prior right to choose the kind of education that shall be given to their children.

#### Article 27

Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.

Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

#### Article 28

Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

#### Article 29

Everyone has duties to the community in which alone the free and full development of his personality is possible.

## **Appendix 2: COMMUNITY COHESION**

From September 2007 schools have a duty to contribute to working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the work place, in schools and in the wider community. Schools are to make this contribution by creating opportunities, through the curriculum and otherwise, for pupils to interact with those from different backgrounds to themselves to enrich their understanding of community and diversity.

### **A school's community is defined in 4 dimensions:**

- the school community
- the community within which the school is located
- the UK community
- the global community.

Through the Education and Inspections Act 2006 the duty will become part of the Ofsted inspection framework from September 2008.

There are links between this duty and the duty to promote equality, although each has a distinctive focus.

### **A school's contribution to community cohesion should be organised under three main headings:**

#### **Teaching, learning and curriculum**

- helping children and young people to learn to understand others
- to value diversity whilst also promoting shared values
- to promote awareness of human rights and to apply and defend them
- to develop the skills of participation and responsible action

**Examples:** PSHE, citizenship, RE, assemblies, fieldwork, support for EAL pupils

#### **Equity and excellence**

- to ensure equal opportunities for all to succeed at the highest level possible
- striving to remove barriers to access and participation in learning and wider activities
- working to eliminate variations in outcomes for different groups

**Examples:** behaviour and discipline policies, admissions policies, analysing performance data

#### **Engagement and extended services**

- to provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds
- build positive relations
- receive services which build positive interaction and achievement for all groups

**Examples:** links with different schools and communities, provision of extended services, intercultural activities, mentoring schemes, schools trips, multi-agency services

*Recommended further guidance: Guidance on the duty to promote community cohesion, DCSF P-DCSF-1192-2007*

## **EQUALITIES LEGISLATION**

**To comply with equalities law, schools have the following General Duties:**

### **RACE**

**Race Relations (Amendment) Act:  
Race Equality Duty**

The race equality duty is to:

1. Eliminate unlawful racial discrimination
2. Promote equality of opportunity
3. Promote good relations between people of different racial groups

### **DISABILITY**

**Disability Discrimination Acts 1995,  
2005:  
Disability Equality Duty**

The disability equality duty is to:

1. Promote equality of opportunity between disabled people and others
2. Eliminate unlawful disability discrimination
3. Eliminate disability-related harassment
4. Promote positive attitudes towards disabled people
5. Encourage participation by disabled people in public life
6. Take steps to take account of peoples' disabilities, even if this requires more favourable treatment

### **GENDER**

**Equality Act 2006:  
Gender Equality Duty**

The gender equality duty is to:

1. Eliminate unlawful discrimination and harassment
2. Promote equality of opportunity between men and women, including boys and girls

**To help meet the general duties there are specific duties to:**

4. Have a written RACE EQUALITY POLICY by 2002
5. Monitor and assess the impact of policy, particularly on pupils' attainment/achievement, and take

7. Prepare and publish a DISABILITY EQUALITY SCHEME by Dec 2006/Dec 2007
8. Involve disabled people in the development of the scheme

3. Publish a GENDER EQUALITY SCHEME by April 2007
4. Include if relevant an objective to address the cause of any gender pay gap

reasonable steps to publish annually the results of this assessment

6. Record, report and respond to racist incidents

8a. Include Accessibility Plan

9. Set out in the scheme:

- a) How disabled people have been involved in its preparation
- b) Their arrangements for gathering information on the effect of the school's policies on disabled people
- c) The recruitment, development and retention of disabled employees
- d) The educational opportunities available to and the achievements of disabled pupils
- e) The school's methods for assessing the impact of its current or proposed policies and practices on disability equality
- f) The steps the school is going to take to meet the general duty (action plan)
- g) The arrangements for using information to support the review of the action plan and to inform subsequent schemes

10. Implement the scheme within 3 years

11. Report on the scheme annually

12. Revise and review the scheme every 3 years

5. As part of the scheme:

- a) Consult stakeholders
- b) Gather and use information on how the school's policy and practices affect gender equality in the workforce
- c) Assess the impact of current and proposed policies and practices on gender equality
- d) Implement the scheme within 3 years
- e) Report on progress annually
- f) Revise and review the plan every 3 years

*Recommended further guidance:  
The duty to promote race equality, A  
Guide for Schools, Commission for Racial  
Equality May 2002 [www.cre.gov.uk](http://www.cre.gov.uk)*

*Recommended further guidance:  
'Promoting Disability Equality in Schools',  
DCSF available on [www.teachernet.gov.uk](http://www.teachernet.gov.uk)*

*Recommended further guidance:  
The Gender Equality Duty and Schools,  
Equal Opportunities Commission March  
2007 [www.eoc.org.uk/genderduty](http://www.eoc.org.uk/genderduty)*

This new legislation makes it unlawful to discriminate against people, other than in the most exceptional cases, on the grounds of sexual orientation, religion/belief or age. Victimisation of a person is also unlawful.

Discrimination is unlawful in relation to education, employment and training, the provision of goods, facilities and services to members of the public.

Governing bodies need to ensure that policies and practices in their school take full account of these legal requirements to eliminate unlawful discrimination, harassment or victimisation on the grounds of sexual orientation, religion/belief and age.

*Recommended further guidance: [www.teachernet.gov.uk/equalities](http://www.teachernet.gov.uk/equalities)*

**SEXUAL ORIENTATION**

**Employment Equality (Sexual Orientation) Regulations 2003**

**RELIGION/BELIEF**

**Employment Equality (Religion or Belief) Regulations 2003**

**AGE**

**Employment Equality (Age) Regulations 2006**

### Appendix 3: Legislative context

1970	Equal Pay Act
1975	Sex Discrimination Act
1976	Race Relations Act
1986	Sex Discrimination (Amendment) Act
1988	Education Reform Act
1989	Children Act
1995	Disability Discrimination Act
1996	Education (Consolidation) Act
1998	The Human Rights Act
1999	Macpherson Report Action Plan
1999	Voluntary Code of Practice to Combat Age Discrimination
1999	Sex Discrimination (Gender Reassignment) Regulations
1999 – 2004/5	Social Inclusion Duty
2000	Race Relations (Amendment) Act
2000	National Curriculum (revised), inclusion statement
2001	Special Educational Needs and Disability Act
2001	Special Needs Code of Practice
2002	Statutory Code of Practice on Duty to Promote Race Equality
2003	Employment Equality (Religion or Belief) Regulations
2003	Employment Equality (Sexual Orientation) Regulations
2004	Children Act: Every Child Matters
2004	Gender Recognition Act
2004	Civil Partnership Act
2005	Disability Discrimination Act
2006	Statutory Code of Practice on the Duty to Promote Disability Equality
2006	Gender Equality Duty Statutory Code of Practice
2006	Education and Inspections Act (Community Cohesion Duty)
2006	Equality Act
2006	Work and Families Act
2006	Employment Equality (Age) Regulations
2007	Gender Equality Duty
2007	The Children's Plan: building brighter futures

## Appendix 4: Accessibility Plan

The school's Accessibility Plan can be extended and strengthened to meet the requirements of a Disability Equality Scheme. The scheme goes wider than the plan:

- As well as pupils it includes disabled staff, parents, carers and others
- The involvement of a disabled person is a requirement
- The gathering of information is a requirement

The governing body are required to plan to increase access to education for disabled pupils in 3 ways, using the Accessibility Plan:

1. increasing the extent to which disabled pupils can participate in the school curriculum (including extra-curricular activities)
2. improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
3. improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

The plan has to be resourced, implemented, reviewed and revised and reported on annually, and contributes to three key duties:

1. not to treat disabled pupils less favourable for a reason related to their disability
2. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
3. to plan to increase access to education for disabled pupils

This information should be published in the Governors' Annual Report to Parents, and Ofsted monitor plans as part of the inspection process.

*Recommended further guidance: 'Accessible schools: planning to increase access to schools for disabled people', DCSF LEA/0168/2002*

## Appendix 5: Further information

- *Legislation on Equality and Diversity, DCSF May 2007 (from [www.teachernet.gov.uk](http://www.teachernet.gov.uk) )*
- *Schools' Race Equality Policies, from issues to outcomes DFES-1124-2004*
- *Guidance on the duty to promote community cohesion P-DCSF-1192-2007*
- *The duty to promote race equality, A Guide for Schools [www.cre.gov.uk](http://www.cre.gov.uk)*
- *QCA Respect for all audit tool 2006, [www.qca.org.uk/inclusion/](http://www.qca.org.uk/inclusion/)*
- *Ofsted Race Equality in Education, HMI 589 Nov 2005*
- *The Gender Equality Duty and Schools EOC March 2007*
- *Northumberland County Council's Equality and Diversity policies, [www.northumberland.gov.uk](http://www.northumberland.gov.uk)*
- *Equality and Human Rights Commission (EHRC, formerly CRE) [www.equalityhumanrights.com](http://www.equalityhumanrights.com)*
- *Information about the Disability Equality Duty from [www.dotheduty.org](http://www.dotheduty.org)*
- *Examples of good practice in schools from [www.standards.dcsf.gov.uk](http://www.standards.dcsf.gov.uk)*

## **Appendix 6: Glossary**

### **Equality is**

- about creating a fairer society where everyone can participate and have the opportunity to fulfil their potential – creating a level playing field
- about removing or reducing all forms of unfair discrimination and has been underpinned by legislation
- about breaking down barriers for people in particular groups such as black and minority ethnic communities, disabled people, gay men/ lesbians/bisexuals/ transgender people, younger and older people, people from different religious & faith backgrounds, and men and women.

*NCC Equality and Diversity Policy 2005*

### **Diversity is**

- about including everyone
- valuing differences
- harnessing differences in individuals to the benefit of both the organisation and the individual, by allowing people with different perspectives and views to use their unique blend of skills and character to improve the quality and performance of the organisation
- having a better understanding of the diverse needs of our community

*NCC Equality and Diversity Policy 2005*

### **Duty**

A mandatory and legal obligation to do something

### **Promote**

Contribute to the progress and growth of....

Make publicity for.....

### **Equality and Human Rights Commission (EHRC)**

Bringing together the Equal Opportunities Commission, Disability Rights Commission and Commission for Race Equality, also serving as a national body for age, religion and belief and sexual discrimination as well as human rights.