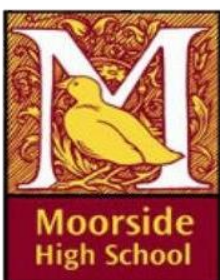




# Moorside High School

## The Equality and Community Cohesion Policy

rev. May 26



**Date Reviewed:** May 2026  
**Date of Next Review:** May 2027  
**Reviewed by:** Local Governing Body

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Moorside High School aims to educate and prepare all pupils for life and work in the future regardless of background or status. We are particularly committed to the value of further education/training beyond the age of 16 and actively encourage students to consider these options. Good Careers Education and Guidance are seen as having a central role, in motivating students to see the purpose and importance of their pre-16 education as the first stage in their personal and career development.



**On 1<sup>st</sup> October 2010, the Equality Act 2010 replaced and consolidated all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act.**

**The Equality Act 2010 places a general duty (The Public Sector Equality Duty; PSED) and two specific duties on schools; to show practice of general duty and to publish equality objectives.**

**The School's Commitment to Equality of Opportunity and Community Cohesion**

## Moorside High School is committed to:

- Ensuring that all pupils and staff achieve to their full potential regardless of gender, race, ethnic origin, disability, age, religion or belief, background, or sexual orientation
- Respecting and valuing the differences between individuals and groups
- Preparing pupils for life in a diverse society
- Acknowledging the existence of racism and taking steps to prevent it
- Making the school a place where everyone, irrespective of their gender, race, colour, ethnic or national origin, disability, age, religion or belief or sexual orientation feels welcomed and valued
- Promoting good relations and positive attitudes between different groups within the school and within the wider community
- Ensuring that an inclusive ethos is established and maintained
- Opposing all forms of racism, discrimination; prejudice and harassment
- Being proactive in tackling and eliminating unlawful discrimination

## Leadership and Management

All the school policies reflect a commitment to equal opportunities and community cohesion, including race equality.

The governing body and school management set a clear ethos which reflects the school's commitment to equality for all members of the school community. The management team ensures that:

- The school management will work in partnership with others to promote equality of opportunity and oppose all forms of oppressive behaviour, prejudice, and discrimination
- All staff contribute to the development and review of policy documents. The school ensures the involvement of governors and takes appropriate steps to enable the contribution of parents
- The evaluation of policies is used to identify specific actions to address equality issues and there are effective approaches in place to deal with incidents of prejudice, bullying and harassment
- Teaching and curriculum development are monitored to ensure high expectations of all pupils and appropriate breadth of content in relation to the school and the wider community

## Staff Recruitment / Professional Development

The school adheres to recruitment and selection procedures which are fair, equal and in line with statutory duties and LA guidelines. New staff are to be made familiar with procedures as part of their induction programme. The skills of all staff, including support and part-time staff, are recognised and valued and all staff are given status and support and are encouraged to share their knowledge. Staff handbooks and regular professional development activities will be updated and will be available for all staff members to support their practice in relation to this policy.

Steps will be taken to:

- Encourage people from underrepresented groups to apply for positions at all levels in the school
- Ensure that everyone who will be associated with the school is informed of the contents of this policy

## Curriculum

Curriculum planning takes account of the ethnicity, backgrounds and needs of all pupils by the inclusion of:

- All Genders
- Pupils learning English as an additional language
- Pupils from minority ethnic groups
- Pupils who are gifted and talented
- Pupils with special educational needs
- Pupils who are looked after by the local authority
- Pupils who are at risk of disaffection and exclusion

The school will monitor and evaluate its effectiveness in providing an appropriate curriculum for pupils of all backgrounds. 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.

There is a programme of curriculum-based activities whereby pupils' understanding of community and diversity is enriched through fieldwork, visits, and meetings with members of different communities. Extra-curricular activities and special events cater for the interests and capabilities of all pupils and take account of parental concerns related to religion and culture where appropriate.

## Teaching and Learning

Teachers ensure that:

- The classroom is an inclusive environment in which pupils feel all their contributions are valued
- All pupils have access to the mainstream curriculum that supports high standards of attainment and promotes common values
- Teaching is responsive to pupils' different learning styles and takes account of pupils' cultural backgrounds and linguistic needs, particularly those students for whom English is an additional language
- They take positive steps to include all groups or individuals and promote positive attitudes
- Pupil grouping in the classroom is planned and varied. Allocations to teaching groups are kept under continual review and will be analysed by ethnicity, gender and background
- Teaching styles include collaborative learning so that pupils appreciate the value of working together and an understanding of the diversity that surrounds them. All pupils are encouraged to question, discuss, and collaborate in problem solving tasks
- They encourage pupils to become independent and to take responsibility for their own learning
- They challenge stereotypes and foster pupils' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities

## Assessment, Pupil Achievement and Progress

All pupils have the opportunity to achieve their highest standards. Baseline assessment is used appropriately for all pupils. The school aims to ensure that assessment is free of gender, cultural and social bias, and that assessment methods are valid.

The school monitors and analyses pupil performance by gender and is therefore able to identify groups of pupils where there are patterns of underachievement. The school ensures that action is taken to counter this. Staff have very high expectations of all pupils, and they continually challenge them to extend their learning and achieve higher standards. The school recognises and values all positive forms of achievement. Self-assessment provides all pupils with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress.

All pupils have full opportunities to demonstrate what they know, understand and can do and therefore, to benefit from assessment which summarises what they have learnt. Information from assessment is used to inform future learning. Staff use a range of methods and strategies to assess pupil progress.

## **School Ethos**

The school opposes all forms of racism, harassment, prejudice and discrimination.

The school publicly supports diversity and actively promotes good personal and community relations. Diversity is recognised as having a positive role to play within the school. Staff foster a positive atmosphere of mutual respect and trust among pupils from all different groups. The school caters for dress requirements of different religious groups, genders and will respond positively to any request for dietary consideration.

The school actively encourages all pupils to understand the main faiths and their festivals. Clear procedures are in place to ensure that staff deal with all forms of bullying and harassment promptly, firmly and consistently. Actions taken are in line with relevant LEA policies and guidance such as those for anti-bullying and dealing with racist incidents. All forms of bullying are recorded, monitored and dealt with in line with relevant school policies and reported to governors. Pupils, staff and parents are aware of the procedures for dealing

with bullying and that such behaviour is always unacceptable, and staff are trained to deal effectively with all forms of bullying.

## **Behaviour, Discipline and Exclusions**

The school expects high standards of behaviour from all pupils. There are strategies to reintegrate long term truants and excluded pupils that address the needs of all pupils. Suspension and exclusion are monitored by gender, ethnicity, disability, age, religion/belief, sexual orientation or background and the school's procedures for disciplining pupils and managing behaviour are fair and applied equally to all.

It is recognised that cultural background may affect behaviour. The school takes this into account when dealing with incidents of unacceptable behaviour. All staff operate consistent systems of rewards and discipline as stated within the school's Behaviour Policy. Pupils, staff, and parents are aware of 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.

## **Personal Development and Pastoral Care**

Pastoral support takes account of pupil differences and the experiences and needs of those looked after children or those with other special needs. All pupils are provided with appropriate career and post 16 advice and guidance which encourages them to consider the full range of options. Work experience providers will be asked to demonstrate their commitment to equal opportunities.

Appropriate support is given to victims of bullying and intolerant behaviour, using the support of external agencies where appropriate. The perpetrators are dealt in accordance with school policies and provided with relevant support to consider and modify their behaviour.

## Admissions and Attendance

The admissions process will be monitored to ensure that it is administered fairly and consistently to all pupils, so that pupils from particular groups are not disadvantaged. Comprehensive information about pupils' ethnicity, first language, religion, physical needs, diet, etc, is included in all admissions forms. The school and families are aware of their rights and responsibilities in relation to pupil attendance, and absence is always followed up by appropriate personnel who are aware of community issues. Provision is made for leave of absence for religious observance which includes staff as well as pupils. Attendance is monitored by gender and background.

## Partnership with Parents and the Community

Progress reports to parents are accessible and appropriate, in order to ensure that all parents have the opportunity to participate in the dialogue. All parents are encouraged to participate at all levels in the full life of the school. The school works in partnership with parents, the community and a range of multi-agencies to develop positive attitudes to diversity and to address specific incidents and ensures that:

- Information material for parents is easily accessible in user friendly language
- Meetings for parents are made accessible for all
- Parental engagement with the school takes place through a range of activities including parents' evenings, curriculum evenings and parent forms. The involvement of parents is monitored so as to ensure accessibility to all
- Informal events are designed to include the whole community and the local County Councillor, Young Offenders Institution staff and local police officers are regular visitors to the school
- There are strong partnership arrangements in place with our feeder primary schools, such as taster days and family learning events, in order to share good practice and offer pupils the opportunity to meet and learn from other young people from different backgrounds.

- There are opportunities for shared working and use of facilities with our feeder primary schools, such as the 'Rollercoaster Challenge' which provide a means for staff to link into existing schemes of work and for pupils to interact.

The school's premises and facilities are equally available and accessible for use by all groups within the community. (NB. limited disabled access).

## **Responsibilities**

The Local Governing Body and Headteacher will ensure that the school complies with all relevant equalities legislation, ensuring that the policy and related procedures and strategies are implemented. The Headteacher will ensure that all staff are aware of their responsibilities under the policy.

## **Monitoring and Review**

This policy will be regularly monitored and reviewed annually by the Governors Inclusion Committee to ensure that it does not disadvantage particular sections of the community.

The effectiveness of the policy will be evaluated annually by the member of staff responsible for Equal Opportunities – The Headteacher.

## **Equality Objective/s**

- To use performance data to monitor student achievement and respond to variations between groups of learners, subjects, courses and key stages, trends over time and comparisons with other schools
- To further develop work to challenge racism and homophobia through the curriculum and wider strategies
- To further develop student and staff wellbeing and positive mental health.