



# **St Therèse of Lisieux Catholic Multi Academy Trust**

## **Public Sector Equality Duty Statement**

**February 2020**

|                        |  |
|------------------------|--|
| <b>Audience:</b>       | <b>Central Team and all other CMAT employees</b>       |
| <b>Approved:</b>       | <b>10/02/2020</b>                                      |
| <b>Policy Owner:</b>   | <b>Louise Wilson – Chief Executive Officer</b>         |
| <b>Policy Model:</b>   | <b>Compliance – all CMAT academies use this policy</b> |
| <b>Review:</b>         | <b>Annually</b>  |
| <b>Version Number:</b> | <b>1.0 (February 2020)</b>                             |



## I Introduction

The purpose of Religious Education at English Martyrs Catholic Voluntary Academy is to nurture the Catholic Faith, and its teachings, in our children. By helping them to live this faith, we hope to encourage our children to develop a stronger relationship with God and others around them. Central to our ethos are the Gospel Values and opportunities for prayer and worship which lie at the heart of our faith. This is reflected in our Mission Statement:

*'We grow and learn as a family following in the footsteps of Jesus'*

We will endeavour to promote and encourage these at every level, together with the skills and attitudes necessary to live out the Christian message in the modern world. Religious Education (R.E) should promote pupils' cultural, mental, emotional, spiritual and physical development and prepare children for the opportunities and responsibilities that are to come. This should be in the context of a moral and ethical Christian framework.

We recognise that everyone at English Martyrs Catholic Voluntary Academy, staff, children and parents are on their own personal journey of faith.

The Public Sector Equality Duty 2011 has 3 main aims:

1. Eliminate unlawful discrimination, harassment and victimization and other conduct prohibited by the Act.
2. Advance equality of opportunity between people who share a protected characteristic and those who do not.
3. Foster good relations between people who share a protected characteristic and those who do not.

This document describes how the Governing Body of English Martyrs Catholic Voluntary Academy intends to fulfil its responsibilities under the Public Sector Equality Duty with regard to its workforce and pupils. This policy reflects the consensus of opinion of the whole school community. It has been drawn up as a result of discussing within a working party made up of representatives of teaching and support staff, parents and governors.

The Equality Objectives will be part of the School Development Plan.

### **Current Profile of our school:**

At present (January 2020) we have 81 boys and 63 girls on roll

- The majority of our pupils are White British with a small number of pupils and staff from other ethnic groups
- We have 24 children at SEN support and 4 children have an education, health and care plan.
- School is not aware of any staff or governors who have a disability.

The school takes account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

### **Ethnicity Guidance**

This school has 7 out of 17 possible ethnic groups. Those with 5% or more are:

- 10%: White - any other White background
- 81%: White - British



## Reading, writing and maths combined attainment by pupil group

| Key stage 2 reading, writing and maths by pupil group |        |   |            |                                |            |
|---|--------|---|------------|--------------------------------|------------|
| Breakdown   | Cohort | Achieving the expected standard or higher |            | Achieving at a higher standard |            |
|   |        | School %                                  | National % | School %                       | National % |
| All pupils  | 14     | 79  | 65         | 7                              | 11         |
| Male  | 5      | 80  | 60         | 0                              | 9          |
| Female  | 9      | 78  | 70         | 11                             | 13         |
| SEN EHCP  | 0      | N/A                                       | 65         | N/A                            | 11         |
| SEN support   | 1      | 100                                       | 65         | 0                              | 11         |
| No SEN  | 13     | 77  | 74         | 8                              | 12         |
| Non-mobile  | 11     | 82  | 66         | 9                              | 11         |
| English first language                                | 12     | 83  | 65         | 8                              | 11         |
| English additional language                           | 2      | 50  | 65         | 0                              | 11         |
| Prior attainment                                      |        |   |            |                                |            |
| Low overall   | 0      | N/A                                       | 7          | N/A                            | 0          |
| Middle overall  | 9      | 78  | 58         | 0                              | 2          |
| High overall  | 3      | 100                                       | 95         | 33                             | 29         |
| Reading low   | 0      | N/A                                       | 9          | N/A                            | 0          |
| Reading middle  | 10     | 80  | 59         | 0                              | 2          |
| Reading high  | 2      | 100                                       | 95         | 50                             | 30         |
| Writing low   | 0      | N/A                                       | 11         | N/A                            | 0          |
| Writing middle  | 11     | 82  | 67         | 0                              | 5          |
| Writing high  | 1      | 100                                       | 97         | 100                            | 41         |
| Maths low   | 0      | N/A                                       | 5          | N/A                            | 0          |
| Maths middle  | 10     | 80  | 61         | 0                              | 3          |
| Maths high  | 2      | 100                                       | 95         | 50                             | 33         |

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### School and local guidance ( IDR )

#### SCHOOL AND LOCAL CONTEXT

##### School level Guidance

|                 |     | 2017 | 2018 | 2019 | Low | Quintile | High |
|-----------------|-----|------|------|------|-----|----------|------|
|                 |     |      |      |      | Q1  | Q4       | Q1   |
| Number overall  | Sch | 128  | 137  | 134  | ■   | ■        | ■    |
|                 | Nat | 279  | 281  | 282  |     |          |      |
| % FSM pupils    | Sch | 16   | 15   | 12   | ■   | ■        | ■    |
|                 | Nat | 24   | 24   | 23   |     |          |      |
| SEND Support    | Sch | 18.8 | 13.1 | 7.5  | ■   | ■        | ■    |
|                 | Nat | 12.2 | 12.4 | 12.6 |     |          |      |
| % SEND EHC plan | Sch | 0.0  | 0.7  | 1.5  | ■   | ■        | ■    |
|                 | Nat | 1.3  | 1.4  | 1.6  |     |          |      |
| % of EAL        | Sch | 16   | 13   | 18   | ■   | ■        | ■    |
|                 | Nat | 21   | 21   | 21   |     |          |      |
| % Stability     | Sch | 72   | 73   | 80   | ■   | ■        | ■    |
|                 | Nat | 86   | 86   | 86   |     |          |      |

'A communion of high achieving Catholic schools where every person meets Jesus and grows uniquely in God's love'.



Number on role in 2020 is 144

The percentage of children eligible for free school meals is 12 % compared to 25.2% nationally.

The percentage of pupils from ethnic minority backgrounds is 29.6% compared to 31.6% national.

The percentage of pupils that have a first language not / believed not to be English 16.3% compared to 20.1% nationally.

The percentage of pupils that require SEN support 7.5 % compared to National 12.1%

Our deprivation factor places us below National overall.

Our percentage of pupils supported by SEN Statement or EHC is 0.4% compared to 1.3% nationally.

Our workforce is 2 males and 18 females.

There were no fixed term exclusions in 2018 / 2019

There were no incidents of a racist or bullying nature in 2018 / 2019

With regard to assessment the following data is taken from O track to show attainment of the various groups within our school population, as indicated above.

We will have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and those who do not share it.

## **Disability and SEN**

In the Equality Act, 'disability' is defined as follows:

- 'A person has a disability for the purposes of this Act if he/she has a physical or mental impairment which has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.'
- Not all children with disabilities will have SEN- the Department for Education defines children with SEN as:
- 'Having learning difficulties or disabilities which make it harder for them to learn or access education than most other children of the same age.'
- There can be a significant overlap between the two groups and a child may fall within one or more of the definitions.

The Equality Act makes it illegal to discriminate against a person with a disability for a reason related to their disability. It is also illegal to have rules, policies or practices which apply to everyone but which may disadvantage people with disabilities. Our school is required to make reasonable adjustments to allow children with disabilities to fully take part in the activities. These requirements are derived from the Disability Discrimination Act-

**Less favourable treatment**– children with disabilities are entitled not to be treated less favourably than non-disabled children for a reason relating to their disability, without reasonable justification.



**Reasonable adjustments**— children with disabilities are entitled to have reasonable adjustments made with respect to admission arrangements or in provision of education and associated services, to prevent them being placed at a substantial disadvantage, unless the refusal to make those adjustments can be justified.

### **Monitoring and review:**

Equality is identified as an area requiring careful and ongoing monitoring in the School Improvement Plan and due regard is given to the promotion of all aspects of equality within the SIP. The person on the staff responsible for co-ordinating the monitoring and evaluation is Mrs Sue Callaghan. She will be responsible for:

- Leading discussions, arranging training, keeping staff updated in designated staff meetings which will include support to discuss qualities within the community
- Working closely with the governing body
- Supporting positively the evaluation activities that moderate the impact and success of the policy

We regularly review the impact of our policies on the needs, entitlements and outcomes for pupils, staff and parents from the equality strands referred to in this policy. We pay specific reference to the impact that our policies have on the attainment of pupils from different groups.

We make regular assessments of pupils' learning and use this information to track pupils' progress, as they move through the school. As part of this process, we regularly monitor the performance of individual pupils to ensure that everyone is making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary. Interventions and resources are available to support groups or individual pupils where information suggests that progress is not as good as it should be. The governing body receives regular updates on pupil performance information.

School performance information is compared to national data and Local Authority data, to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances. Our small cohort numbers do make this data unreliable as our statistics can vary considerably year on year.

Therefore:

We will collect and use equality information to help us to:

- Identify key issues;
- Understand the impact of our policies, practices and decisions on people with different protected characteristics, and thereby plan them more effectively;
- Assess whether you are discriminating unlawfully when carrying out any of our functions;
- Identify what the key equality issues are for our organisation.

Assess performance

- Benchmark our performance and processes against those of similar organisations, nationally or locally.

Take action



- Consider taking steps to meet the needs of staff who share relevant protected characteristics;
- Identify if there are any actions we can take to avoid discrimination and harassment, advance equality of opportunity or foster good relations;
- Make informed decisions about policies and practices which are based on evidence about the impact of our activities on equality;
- Develop equality objectives to meet the specific duties;
- Have due regard to the aims of the general equality duty by ensuring that staff have appropriate information for decision-making.

## **Learning and Teaching**

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

- Ensure quality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect a range of cultural backgrounds, without stereotyping;
- Promote attitudes and values that will challenge discriminatory behaviour;
- Provide opportunities for pupils to appreciate their own culture and religions and celebrate the diversity of other cultures;
- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions;
- Develop pupil's advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality;
- Ensure that the PSHE and Citizenship curriculum cover issues of equalities, diversity, religion, human rights and inclusion;
- All subject departments, where appropriate, promote and celebrate the contribution of different ethnic groups to the subject matter;
- Seek to involve all parents in supporting their child's education;
- Provide educational visits and extra-curricular activities that involve all pupil groupings;
- Take account of the performance of all pupils when planning for future learning and settling challenging targets;
- Make best use of all available resources to support the learning of all groups of pupils;
- Identify resources that support staff development.

## **Curriculum:**

We aim to ensure that our:

- As a school we base our learning on a broad and balanced curriculum and strive to deliver a wide and varied learning experience for all our children. We are fully committed to developing each child's unique potential within a secure and caring environment. We use a range of sources to meet the needs of the curriculum and provide an exciting and enlightening learning experience for our children, maximising the opportunities in our local area. We believe that our children should not only reach their best academically, but should also develop their faith, acquire a thirst for knowledge, foster a love of learning, have confidence in leading safe, healthy and fulfilling lives, become responsible and respectful citizens and leave our school with independent learning skills. Excellent teaching and learning gives children opportunities to be successful in a creative, safe, calm environment where



classrooms and other learning spaces promote creativity and high aspiration. Pupils will have opportunities to explore concepts and issues relating to identity and equality

- All steps are taken to ensure that all pupils have access to mainstream curriculum by taking into account the cultural and lifestyle backgrounds of all pupils, their linguistic needs are taken into account and their learning styles are considered.
- All pupils have access to qualifications which recognise attainment and achievement and promote progression.

### **Ethos and Atmosphere:**

- We are aware that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community;
- There should be an 'openness' of atmosphere which welcomes everyone to the school;
- The children are encouraged to greet visitors to the school with friendliness and respect;
- The displays around the school are of a high quality and reflect diversity across all aspects of equality of opportunity and are frequently monitored;
- Provision is made to cater for the spiritual needs of all the children through planning of both assemblies, classroom based and externally based activities

We will work towards developing an equality profile of staff to help us to understand key equality issues in our workforce, including any evidence of pay gaps or 'occupational segregation' i.e. staff with certain protected characteristics being over-represented in particular roles, for example, women as cleaners, or at certain grades. In addition, we note that it is likely to be useful to collect and consider information, appropriately disaggregated, about:

- recruitment and promotion
- numbers of part-time and full-time staff
- pay and remuneration
- training
- return to work of women on maternity leave
- return to work of disabled employees following sick leave relating to their disability
- appraisals
- grievances (including about harassment)
- disciplinary action (including for harassment)
- dismissals and other reasons for leaving.

### **Resources and Materials**

- When ordering new resources and materials we consider how they show equality
- The provision of good quality resources and materials within our school is a high priority. These resources should:
  - Reflect "the reality of an ethnically, culturally and sexual diverse society;"
  - Reflect a variety of viewpoints;
  - Show positive images of males and females in society including people with disabilities;
  - Reflect non-stereotypical images of all groups in a global context;
  - Include materials to raise awareness of equal opportunity issues
  - Be equally accessible to all members of school community consistent with health and safety



- Not include explicitly and implicitly racist, sexist, homophobic or ageist materials.

### **Language**

- We recognise that it is important that at our school that all members of the school community use appropriate language which:
- Does not transmit or confirm stereotypes;
- Does not offend;
- Creates and enhances positive images of particular groups identified at the beginning of this document;
- Creates the conditions for all people to develop their self-esteem;
- Uses correct terminology in referring to particular groups or individuals e.g. Inuit rather Eskimo, Native Americans rather than Red Indians.
- Use first language effectively for learning

### **Extra-Curricular Provision**

- It is the policy of our school to provide equal access to all activities from an early age e.g. girls playing football, cricket, boys playing netball and mixed teams wherever possible.
- We undertake responsibility for making contributors to extra-curricular activities aware of the school's commitment to equality of opportunity (e.g. sports helpers, coach drivers) by providing them with written guidelines drawn from this policy.
- We will ensure that all such non staff members who have contract with children adhere to these guidelines and are DBS checked.

### **Provision for Bilingual Pupils**

- We undertake at our school to make appropriate provision for all EAL/bilingual children/groups to ensure access to the whole curriculum. These groups may include:
- Traveller and Gypsy Roma children;
- Those from refugee families;
- Pupils whom English is an additional language;
- Pupils who are new to the United Kingdom.



### **Personal Development and Pastoral Guidance**

- Pastoral staff takes account of disability needs, gender, religious and ethnic differences and the experience and needs of particular groups such as Gypsy, Roma and Traveller, refugee and asylum seeker pupils;
- All pupils are encouraged to consider the full range of career opportunities available to them with no discriminatory boundaries placed on them due to their disability, gender or race;
- All pupils/staff/parents/carers are given support as appropriate when they experience discrimination. We also recognise that the perpetrators of discrimination are themselves sometimes victims of their personal circumstances and therefore where appropriate remedial work is done to ensure that the actions do not occur again;
- Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community;
- Emphasis is placed on the value that diversity brings to the school community rather than the challenges.

### **Staffing and Staff Development**

- We recognise the need for positive role models and distribution of responsibility among staff. This must include pupil's access to a balance of male and female staff at both key stages.
- We undertake to encourage the career development and aspirations of all individuals.
- It is our policy to provide staff with training and development, which will increase awareness of the needs of different groups of pupils in the various dimensions of equality of opportunity.

### **Staff Recruitment and Professional Development**

- All posts are advertised formally and open to the widest pool of applicants;
- All those involved in recruitment and selection are trained and aware of what they should do avoid discrimination and ensure equality good practice through the recruitment and selection process;
- Steps are taken to encourage people from underrepresented groups to apply for positions at all levels of the school (give examples);
- Access to opportunities for professional development is monitored on equality grounds;
- Equalities policies and practices are covered in all staff inductions
- All supply staff are made aware of equalities policies and practices;
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact.

### **Harassment and Bullying**

It is the duty of this school to challenge all types of discriminatory behaviour e.g.:

- Unwanted attentions (verbal or physical);
- Unwelcome or offensive remarks or suggestions about another person's appearance, character, race, ability or disability, sexuality, gender (or transgender).
- The school has a clear, agreed procedure for dealing with incidents such as these.

### **Partnerships with Parents/Carers and the Wider Community**

We aim to work in partnership with parents to help all pupils to achieve their potential. We wish to affirm our continuing commitment to reach out to all diverse groups within our immediate community and beyond. We would do this by:

- All parents/carers being encouraged to participate at all levels in the full life of the school;



- Setting up as part of the school's commitment to equality and diversity, a group made up of members of the school community including pupils, staff, local community members, parents/carers, local faith groups and local disability groups has been developed to support the school with matters related to its equalities duties;
- Encouraging members of the local community to regularly join in school activities e.g. school fair, black history month celebrations, Eid celebrations, harvest festival etc.;
- Exploring the possibility of the school having a role to play in supporting new and settled communities.

### **Responsibility for the Policy**

In our school, all members of the school community have a responsibility towards supporting the equality agenda. Responsibilities are laid out as follows:

The Governing Body is responsible for ensuring that:

- The school complies with all equalities legislation relevant to the school community;
- The school's Equality policy is maintained and updated regularly;
- That procedures and strategies related to the policy are implemented;
- The named Equality Governor will have an overview, on behalf of the governing body, on all racist incidents or incidents which are a breach of this policy and ensure that appropriate action is taken in relation to all said incidents

The Headteacher is responsible for:

- Along with the Governing body, providing leadership and vision in respect of equality;
- Overseeing the implementation of the Equality Policy
- Co-ordinating the activities related to equality and evaluating impact;
- Ensuring that all who enter the school are aware of, and comply with, the Equality Policy;
- Ensuring that staff are aware of their responsibilities and are given relevant training and support;
- Taking appropriate action in response to racist incidents, discrimination against persons with a disability and sexual harassment and discrimination.
- Monitor the policy and report to the Governing Body at least annually on the effectiveness of the policy and publish this information
- Ensure that the Senior Leadership team is kept up to date with any development affecting the policy or actions arising from it

All staff are responsible for:

- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping;
- Not discriminating on grounds of race, disability, or other equality issues;
- Keeping up to date with equalities legislation by attending training events organised by the school or Local Authority or recognised training provider.

We ensure that the commitments embodied in our mission statement for equality permeate the full range of our policies and practices:

- Equal opportunities;
- Pupils' progress attainment and assessment;
- Behaviour discipline and exclusions;



- Pupils' personal development and pastoral care;
- Teaching and learning;
- Induction;
- Admissions and attendance;
- The curriculum;
- All subjects;
- Teaching and learning;
- Staff recruitment and retention;
- Governor/staff training and professional development;
- Partnerships with parents/carers and communities;
- Visits and visitors.

### **The Measurement of Impact of the Policy**

Each policy, and any other relevant policies as outlined in the specific duties placed upon us by the relevant legislation, will be evaluated and monitored for its impact on pupils, staff, parents and carers from the different groups that make up our school. As part of the action plan a timeline of high, medium and low priority will be published to enable impact assessment to be undertaken at the appropriate time within a given timescale for impact assessment will be drawn up.

### **Equality Objectives, Resources for schools :**

- An example providing a framework for devising an action plan for equality is attached to the policy in Appendix A

The initial policy was written by: St Thérèse of Lisieux Catholic Multi Academy Trust

The policy was updated in April 2020 by Alison Chambers (Headteacher), Chris Thomas (Parent Governor) and Claire Mcgrory (Chair of Governors).

This policy will continue to be reviewed annually



## **Publication of Equality Information**

We will collect and use enough workforce information to effectively meet the general equality duty. Where relevant and proportionate we will publish on our website some information about the impact of our employment functions on people with the different protected characteristics in order to demonstrate compliance with the general equality duty.

Legislation used as guidance when preparing this policy:

- Public Sector Equality Duty 2011
- The Equality Act (2006) amended the requirements of the Equal Pay Act (1970) and the Sex Discrimination Act
- The Disability Discrimination Act (2005)
- The Race Relations Act (2000)
- The Human Rights Act (2000)
- The Children's Act (2004)
- The European Directives
- The Employment Equality (Sexual Orientation) Regulations (2003) and the Employment Equality (Religion or Belief) Regulations (2003)
- The respective Codes of Practice associated with the legislation



## **Appendix A School's Equality Statement.**

### **English Martyrs Catholic Voluntary Academy Equal Opportunities Statement**

English Martyrs Catholic Voluntary Academy is committed to ensuring equality of provision throughout the school community. Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

To achieve this, our equality objectives are as follows:

To promote cultural development and understanding for all our children through a rich range of experience, both in and beyond the school.

To tackle prejudice and promote understanding in relation to people with disabilities

To promote and teach British values as part of the curriculum in school.

To track progress of vulnerable groups in maths, reading and writing attainment across the school and narrow any gaps accordingly.

To ensure that all pupils are given similar opportunities with regards to after-school clubs and activities

To allow equal access to information for all parents taking into account parents of children where English is an additional language.

To ensure the school environment is accessible as possible to all pupils, staff and visitors.

To use the route to resilience programme, our school and Gospel values to ensure all children are respectful of themselves, others and school property treating others as they would want to be treated themselves.

To provide opportunities for recruiting and further developing all our staff ensuring that we do not discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.



## **Appendix A: Key legislation**

### Equality Act 2010

Equality Act 2010 Harmonises and streamlines existing equality legislation into one Single Act. The Act protects pupils from discrimination and harassment based on 'protected characteristics':

- Disability.
- Gender reassignment.
- Pregnancy and maternity.
- Race.
- Religion or belief.
- Sex.
- Sexual orientation.

This relates to:

- prospective pupils
- pupils at the school
- in some limited circumstances, former pupils

The Act also contains positive action provisions which enable schools to take proportionate action to address disadvantage faced by particular pupils. Such action could include targeted provision, resources or putting in place additional or bespoke provision to benefit a particular disadvantaged pupil group.

### **The Public Sector Equality Duty commenced in April 2011.**

There are exceptions to enable single-sex schools to admit only pupils of one sex and for schools with a religious character to enable them to have admissions criteria which give preference to members of their own religion.

For more information:

<http://www.education.gov.uk/aboutdfe/advice/f00215460/equality-act-2010departmental-advice>

<http://www.equalityhumanrights.com/advice-and-guidance/new-equality-actguidance/>

<http://www.education.gov.uk/schools/pupilsupport/inclusionandlearnersupport/inclusion/equalityanddiversity/a0064570/the-equality-act-2010>

### **Accessibility planning**

Accessibility planning is a statutory duty and can be incorporated into this policy. Schools must plan for:

- Increasing access for disabled children and young people to the school curriculum
- Improving access to the physical environment of schools, and
- Improving the delivery of written information to disabled children and young people.



## **Auxiliary aids and services**

We acknowledge our duty to provide auxiliary aids as part of the reasonable adjustment duty for all schools as from September 2012.

The school and the Trust, acknowledge our reasonable adjustment duties under the Equality Act 2010. We will consider whether to provide auxiliary aids that are directly related to disabled children's educational needs as a reasonable adjustment, particularly where the child is not provided for under an SEN statement, or where the statement does not provide the auxiliary aid or service.

The first plans were required to be in place by April 2003. Therefore, as schools come to review their accessibility plans they should consider building these actions into their Equality policy. A comprehensive Access Resource Pack to support schools with accessibility has been developed by the Development Planning Team at ESCC and sent out to all schools.

## **Community Cohesion – Education and Inspection Act 2006**

General duty

- To promote community cohesion

### **Specific duties**

- Teaching, learning and curriculum – helping children to learn to understand others, to value diversity while also promoting shared values
- Equity and excellence – to ensure equal opportunities for all to succeed at the highest possible level
- Engagement and extended services – to provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds and build positive relations with different schools and communities locally, regionally, nationally and internationally.