



School Equalities & Cohesion Policy

Policy Title	School Equalities & Cohesion Policy
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This policy has been impact assessed against race, gender and disability and no adverse impact has been identified.	
Any Bucks County Council updated version will be automatically adopted by the school.	

1. School Principles

What is Equality? Equality is the principle of equal treatment for all people irrespective of their gender, ethnicity, disability, religious belief/ non-belief, sexual orientation, age, gender re assignment, marriage or civil partnership and pregnancy or maternity status.

What is Diversity? Diversity is the acceptance that we are all different but we are all equal. Diversity focuses on valuing and celebrating the strengths in people's differences.

What is Community Cohesion? Community cohesion is to have common vision and civic pride, valued and celebrated diversity, clear rights and responsibilities, equal life chances for all and strong relations between different communities.

The ethos at Carrington Junior School is of valuing the individuality of all our pupils. Within this principle of achievement, we do not tolerate bullying and harassment of any kind. We actively tackle discrimination against those with a disability (disablism), racial discrimination including discrimination based on religion or belief / non-belief, sexual (orientation) harassment and discrimination, gender re-assignment, pregnancy or maternity, breastfeeding discrimination and promote equal opportunities and good relations between and amongst all. We aim to ensure that the school promotes the individuality of all our pupils, irrespective of special needs, ethnicity, sexual orientation, disability, gender, gender re-assignment, religion, belief / non-belief or background. We are committed to ensuring that positive action is taken where necessary to redress the balance of inequality that may exist. Based on this our schools admissions policy is equally open to pupils of all groups.

We aim to reflect the diversity of our local community and society and ensure that the education we offer reduces the chances of social divisions and parallel lives by recognising, celebrating and valuing different backgrounds, lifestyles and identities.

We uphold fundamental British Values and will endeavour to ensure that all children learn these as part of a broad and diverse curriculum. Through our work on preventing radicalisation and extremism (both violent and non-violent) we will engage with our school community to enhance community cohesion. Our Safeguarding Policy reflects our commitment to ensuring our school is a safe place for all.

This policy applies to all pupils, parents/carers, visitors, staff and governors.

2. Current Profile of the School

Carrington Junior School is a LA maintained junior school situated in Flackwell Heath. There are currently approximately 245 children on roll, aged between 7 and 11 years, in 8 classes. There is also an ARP (Additionally Resourced Provision) catering for up to eight children with a diagnosis of ASD.

Currently we have 118 boys and 125 girls. The general ethnic make of pupils registered is 76% white British.

Staff and governing board represent a variety of minority ethnic groups, religions with an age range from late teens to over 70. Staff and visitors have access to a room for prayer if required.

3. Legislative Context

Equality is not about benefiting some people at the expense of others - equality benefits everyone. In an effort to ensure that marginalised groups are given equal opportunity this policy will prioritise the following groups.

Disabled persons - We follow the social model of disability which means that we understand that the barriers to disabled persons securing equality are due to the physical environment

and people's attitudes. Disabled people include those with physical and sensory impairment (difficulties), learning disabilities, mental illness, long term illness all of which are substantial. With regard to age our focus is on older persons (over 60) and younger people. With regard to race equality we accept the definition of a racist incident based on recommendation 12 of the Report of the Stephen Lawrence Enquiry: 'A racist incident is any incident which is perceived to be racist by the victim or any other person'. With regard to sexual orientation we refer to the LGBT community i.e. lesbians, gay, bisexual and transgender people. With regard to religion we actively support the rights of all to practice their belief /non-beliefs equally.

4. Development of the Policy

The policy has been developed with input from representatives of the whole school community and it is readily available to members of the public on the school website. The policy is a working document and will be reviewed on an annual basis by the equalities governor and the equalities lead within the school. Progress against action plan targets is reviewed and monitored by the equalities governor on a termly basis and reported back to governors during termly meetings.

5. Responsibility for the Policy

The Governing board is responsible for ensuring that:

- *The school complies with all equalities legislation relevant to the school community;*
- *The school's equalities and cohesion objective is maintained, updated regularly and published on the school's website*
- *That procedures and strategies related to the policy are implemented;*
- *The named equality governor will monitor, on behalf of the governing body, all discriminatory / prejudiced-based incidents and ensure that appropriate action is taken in relation to all said incidents.*

Positive Action

The Governing board recognises that the avoidance of discrimination is not sufficient to ensure that equality exists in the school. The Governing board will therefore give full consideration to measures of positive action which may assist in achieving the aims of this policy. This is action designed to encourage or facilitate the employment or training of minority or disadvantaged groups.

The Governing board will not discriminate in favour of individuals from specific groups (positive discrimination), but it will take positive action which enables members of those groups to compete on an equal basis. Positive action measures may include:

- encouraging applications from specific groups which are under-represented in the school
- encouraging people with disabilities to apply for posts
- flexible working – promoting the use of job shares and flexible working where operational factors make this possible
- exploring the possibility of career breaks for women to assist with family commitments
- commitments to interviewing disabled people who meet the basic criteria for the post
- encouraging staff to become representatives of trade unions/associations

Harassment and grievance procedures

Harassment has the effect of destroying dignity and undermining the confidence of employees. It can take many forms including physical contact, bullying, threatening or ignoring someone. It can be a series of offensive remarks or a single incident. It can be behaviour that staff find offensive even if not directed at them or harassment because of perception or association.

The Governing board is committed to the principles of dignity at work for all its staff in the school. This includes the right to be treated with respect by all managers and colleagues.

The Governing Body will consider any acts of harassment including those on the grounds

of age, disability, gender reassignment, marital status and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation, as totally unacceptable and outside the ethos and culture of the school. Any such act by a member of staff against any adult or child will be treated as a disciplinary offence, and action taken accordingly. The school has procedures to resolve grievances and for the handling of complaints of harassment and bullying at work. The Governing board is committed to investigate any such complaint. These procedures will be followed carefully and promptly in response to any such complaint. The first point of contact for any such complaint should be the Headteacher. In addition, staff have the right to approach their professional association or trade union representative for support.

The Headteacher and Senior Management are responsible for:

- *Along with the Governing body, providing leadership and vision in respect of equality and diversity;*
- *Overseeing the implementation of the Equalities and Cohesion Policy ;*
- *Co-ordinating the activities related to equality and diversity;*
- *Ensuring that all who enter the school are aware of, and comply with, the Equalities and Cohesion 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 or discrimination against any persons because of their age, sexuality or religion, gender, belief / non-belief.*
- *Supporting parents to become involved in their children's education.*
- *Considering and overcoming barriers to parents' involvement (i.e. work commitments, non-resident parents, and lone parents).*

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 characteristics;*
- *Keeping up to date with equalities legislation by attending training events organised by the school or Local Authority.*

All Parents/Carers are responsible for:

- *Their children's education;*
- *Being aware of, and complying with, the Equalities and Cohesion Policy;*
- *Positively influencing their children's expectations about education as well as their attitudes and behaviour towards other pupils, staff and senior management including the governors ;*
- *Understanding the ethos of the school and becoming involved in school life (i.e. open days, extended services, parents' councils, informal discussions with staff, parent evenings).*

All Pupils are responsible for:

- *Being aware of and complying with the Equalities and Cohesion Policy;*
- *Not discriminating on grounds of race sexual orientation, religion, belief or non-belief, gender; or other equality characteristics;*
- *Reporting any racist incident or act of discrimination in which they were directly or indirectly involved either in or out of school;*
- *Understanding, valuing and celebrating diversity;*
- *Challenging stereotypes, and prejudices.*
- *Treating others as their equals.*

6. Eliminating discrimination, promoting equality and celebrating diversity

I. 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 equality of access for all pupils and prepare them for life in a diverse society;*
- *Use materials that reflect diversity within society in terms of age, race, gender, ability, faith, ethnicity, social condition, cultural background and sexual orientation, without stereotyping;*
- *Develop learning materials and activities that emphasise benefits of having diverse communities, neighbourhoods, schools and groups.*
- *Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.*
- *Promote attitudes and values that will challenge discriminatory behaviour;*
- *Strengthen individual and collective skills to deal with change across time and space*
- *Provide opportunities for pupils to identify shared interests among members of different social groups and categories.*
- *Use a range of sensitive teaching strategies when teaching about different cultural traditions;*
- *Develop pupils awareness so that they can detect bias and challenge discrimination;*
- *Ensure that the PSHE and citizenship curriculum cover issues of equalities, diversity, human rights and inclusion;*
- *Promote and celebrate the contribution of different ethnic groups to the subject matter in all subject departments, where appropriate.*
- *Seek to involve all parents/carers in supporting their child's education;*
- *Provide educational visits and extra-curricular activities that reflect all pupil groupings;*
- *Take account of the performance of all pupils when planning for future learning and setting challenging targets.*
- *Make best use of all available resources to support the learning of all groups of pupils.*
- *Increase achievement of all pupils across the curriculum.*
- *Reduce direct, indirect and institutional discrimination.*
- *Reduce group segregation, disproportion and under/over representation.*
- *Foster social bonding (intra-group relations) and social bridging (inter-group relations) among pupils, workers, staff, parents, carers and families.*
- *Emphasise interconnectedness and interdependence of society members at local, regional, national and global levels.*
- *Facilitate balance between leadership and teamwork among pupils, staff, teachers and governors*
- *Challenge negative stereotypes and prejudices about leadership/membership to certain groups in relation to specific persons and groups.*
- *Challenge assumptions and expectations about specific lifestyles or identities of certain persons and groups.*

II. 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 as well as their sexual orientation or religion/ belief or non-belief.*
- *Remove unlawful distinctions, exclusions, restrictions or preferences that have the purpose or effect of limiting equal access to goods, facilities and services.*
- *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.*
- *All pupils develop communication, delegation, motivation and supervision skills, particularly those who come from vulnerable, excluded or deprived backgrounds.*

III. Curriculum

- *Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes towards equality and diversity.*
- *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 and their learning styles.*
- *Provide reasonable means for children, young people their friends and families to have meaningful and continuous interaction with people from different backgrounds, lifestyles and identities.*
- *Provide opportunities to recognise similarities while appreciating, respecting and valuing differences across and between groups.*
- *Challenge perceptions among majority groups about special treatment of minority groups.*
- *Challenge cultural, geographical or generational boundaries of the “community”.*
- *Utilise food, arts, sports and PE as a means to foster participation, engagement, empowerment and consultation.*
- *Utilise case studies to emphasise successful relations among members of different groups, areas, neighbourhoods, nations and countries.*
- *Foster social bonding (intra-group relations) and social bridging (inter-group relations) among pupils, workers, staff, parents, carers and families.*
- *Facilitate meaningful and continuous interaction between people from all walks of life.*
- *Increase awareness about rights and responsibilities of pupils, their parents and carers as community members, regardless of migratory status and/or nationality.*
- *Remove barriers to access, participation, progression, attainment and achievement.*
- *Emphasise multiple dimensions of equality (opportunities, access, treatment, participation and outcome).*

IV. Staff recruitment and professional development

- *All posts are advertised and open to the widest pool of applicants.*
- *All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality good practice throughout the recruitment and selection process.*
- *Access to opportunities for professional development is monitored on equality grounds.*
- *Equalities policies and practices are covered in all staff induction (see staff induction pack).*
- *All supply staff are made aware of equalities policies and practices.*
- *Facilitate training for staff, teachers, governors and head teachers on community cohesion.*
- *Reduce direct, indirect and institutional discrimination with regards to staff recruitment, training and retention.*
- *Workforce at all levels reflects local, regional and national diversity in terms of age, race, gender, ability, faith, ethnicity, social condition, cultural background and sexual orientation.*

V. Partnerships with parents/carers and communities

The following points are examples of what could be included in this section:

- *All parents/carers are encouraged to participate at all levels in the full life of the school.*
- *As part of the schools 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 and the nature of the extended services that the school will offer.*
- *We will, as a school, establish and strengthen partnerships with other schools to share good practice, exchange information and foster multi-cultural, multi-geographical and multi-generational activities.*
- *Members of the local community regularly join in school activities.*
- *The school has a role to play in supporting new and settled communities.*
- *We plan to increase consultation and engagement of community members to monitor and evaluate efficiency and fairness of extended services.*
- *Establish links with community groups and organisations to increase range of activities and services they can offer.*
- *Establish links with community groups and organisations to share good practice and grassroots knowledge.*
- *Increase participation and empowerment of community members on all extended services.*
- *Emphasise equal contribution to society of members from different backgrounds with various lifestyles and identities.*
- *Improve perceptions about efficiency, efficacy and fairness of service provision at local level.*
- *Increase sense of responsibility and reciprocity between and within groups and persons.*
- *Promote understanding and recognition of overlapped and interconnected sources of identity for persons and groups.*
- *Increase awareness amongst pupils, parents, carers and families about social services at county, district, parish and neighbourhood level.*
- *Involve community members in activities that reflect similarities across heterogeneous groups and differences within homogeneous groups.*
- *Foster positive relationships between and within groups of pupils, workers, staff, parents, carers and families.*
- *Facilitate meaningful and continuous interaction between and within members of different groups.*
- *Establish and strengthen effective approaches to monitor, evaluate, manage and prevent conflict.*

7. Putting Policy into Practice

See Action Plan (Appendix A).

8. Monitoring and Reviewing

We have a rolling programme for reviewing our school policies. When policies are reviewed in future, governors will endeavour to ensure that due regard is given to the promotion of all aspects of equality within each 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 attention 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 different groups, to ensure that all groups of pupils are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary. Resources are available to support groups of pupils where the information suggests that progress is not as good as it should be. The governing board receives regular updates on pupil performance information.

School performance information is compared to national data, to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances.

As well as monitoring pupil performance information, we also regularly monitor a range of other information. This relates to:

- Exclusions;*
- Incidents of racism, disablism, sexual harassment and all forms of bullying;*
- Parental involvement.*

Our monitoring activities enable us to identify any differences in pupil performance. This allows us to take appropriate action to meet the needs of specific groups and to set targets in our strategic plan, in order to make the necessary improvements.

9. Impact Assessments and how this policy relates to other school policies

We ensure that the commitments embodied in our principles for equality apply to the full range of our policies and practices, especially those concerned with:

- 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*

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 policies for impact assessment will be drawn up.

Signed.....

Chair of Governors.....

Date.....

Equalities and Cohesion Action Plan

	ISSUE	ACTION	OWNER	TIMEFRAME	INTENDED OUTCOME
	The school has identified the following strategies that are specifically designed to address equality issues	What more can the school do to improve?			
1.	Developing the Curriculum	<ul style="list-style-type: none"> • Ensure that all subject areas reflect cultural diversity and respect for others. • Use RE/PSHE/ Citizenship as models for best practice in developing an inclusive curriculum. • Use multi-cultural resources to ensure pupils enhance their understanding of different religions and cultures. • Make use of positive role models in the classroom to develop the self-esteem of vulnerable groups and the respect of all for diversity within the community. 	All school leaders	On-going	School curriculum is broad, balanced and fully inclusive. Teachers are proactive in their use of multicultural resources and ensure they draw on positive role models representative of a diverse community.
2.	Informing and involving parents and carers Recognising that some of the groups covered in this policy are more likely to find school intimidating, strange or inaccessible	<ul style="list-style-type: none"> • Offer a range of ways of communicating between school and parents that meet parents' circumstances and needs • Encourage parents/carers to let the school know if they have a particular disability or other need • Encourage parents to discuss 	SLT	On-going	Through offering a range of parent 'workshops' school can effectively help parents to better support learning at

	ISSUE	ACTION	OWNER	TIMEFRAME	INTENDED OUTCOME
		<p>their concerns</p> <ul style="list-style-type: none"> • Ensure that parents/carers understand how well their child is progressing • Explain how parents/carers can help their child at home • Explain how parents and others can help in school • Encourage parents to join the PTA and/or governing board 			<p>home. Regular parent consultations, see-saw messages, stop and drop events, home-school liaison books and telephone calls provide inclusive opportunities for school to engage with parents.</p>
3.	<p>Addressing the full range of learning needs</p> <p>Recognising that some of the groups covered in this policy are more likely to under-achieve</p>	<ul style="list-style-type: none"> • Ensure curriculum is relevant • Ensure appropriate teaching styles and classroom organisation • Planning is based on earlier learning • Marking policy promotes learning for all • Track pupil progress and Identify under- performing • Promote and maintain higher attendance - strategies and monitoring • Develop provision management to establish effective analysis and development of interventions 	<p>SLT HOY</p>	<p>On-going</p>	<p>Effective moderation, monitoring and evaluation practices are regularly performed on a termly basis to include learning walks, pupil progress meetings, work book scrutiny to ensure the curriculum meets the needs of all.</p>

	ISSUE	ACTION	OWNER	TIMEFRAME	INTENDED OUTCOME
4.	<p>Supporting learners with particular needs</p> <p>Recognising that some of the groups covered in this policy are more likely to have particular needs</p>	<ul style="list-style-type: none"> • Provide distance learning packs for children out of school • Prepare Personal Education Plans to focus on learning priorities • Provide Basic Skills support • Ensure language support is available as required • Support students through tutoring/ mentoring schemes • Provide Homework • Provide appropriate training to enable staff to meet particular learning needs - planned well in advance of a child's admission. • Gaps identified in training needs analysis are reflected in staff development plan 	<p>IM Staff</p>	<p>On-going</p>	<p>All pupils regardless of individual needs or circumstances are able to access the curriculum and learning opportunities on an equal basis. The school works to over-come barriers to learning successfully.</p>
5.	<p>Encourage participation of under-represented groups</p> <p>Recognising that the school has an opportunity to model empowerment of all groups including disabled, ethnic, religious and socially and economically disadvantaged groups</p>	<ul style="list-style-type: none"> • Recruit governors representative of the pupil population and/or community • Encourage the widest participation in Parents and Teachers Association (PTA) activities • Support individuals and community groups to express their views on matters affecting themselves and their community 	<p>IM Head Governors PTA</p>	<p>On-going</p>	<p>Governors and PTA members are representative of the school community and the wider local community and ethnic groups within it.</p>

	ISSUE	ACTION	OWNER	TIMEFRAME	INTENDED OUTCOME
6	<p>Eliminating discrimination, promoting equality and celebrating diversity</p>	<ul style="list-style-type: none"> • Invite special visitors from the local community who represent the pupil population including those with diverse backgrounds • Monitor discriminatory reports on CPOMs to take action accordingly • Monitor bullying and harassment incidents on CPOMs • Report summary of incidents to governors 	<p>IM SLT Governors</p>	<p>Annually report to governors Review each incident accordingly</p>	<p>All members of school community feel valued and respected. There is an ethos of justice and fairness across the school. People are given equal consideration when applying for school places or jobs.</p>
7	<p>Welcoming new pupils and helping them to settle in effectively</p> <p>Recognising that some of the groups covered in this policy are more likely to find school intimidating, strange or inaccessible, and to move mid-year</p>	<ul style="list-style-type: none"> • Ensure a happy start to the school at normal times • Ensure effective school transfer and induction mid-year • Ensure that extra help is given to pupils who find change of school challenging • Ensure well-planned school adjustments are made to cater for a child with disabilities - if possible in advance of starting at the school 	<p>IM Teachers</p>	<p>On-going</p>	<p>Effective transition arrangements ensure that all pupils have a productive and effective start at the school. Transition meetings are held with the SENCo of receiving and feeder schools to</p>

	ISSUE	ACTION	OWNER	TIMEFRAME	INTENDED OUTCOME
					ensure pupils with SEND have their needs well met prior to starting at the school.
8	<p>Preventing and dealing effectively with bullying and harassment</p> <p>Recognising that the groups covered in this policy are more vulnerable to bullying and harassment.</p>	<ul style="list-style-type: none"> • Communicate to pupils, parents and staff its zero tolerance to all forms of bullying and harassment • Ensure that incidents are reported on CPOMs and addressed swiftly and effectively • Record, analyse and report bullying and harassment on grounds of race, gender, disability, sexual orientation on CPOMs. 	SLT	On-going	Any perceived or actual incidents of bullying or harassment are thoroughly investigated and followed up swiftly.