



School Equalities & Cohesion Policy

Policy Title	School Equalities & Cohesion Policy
Statutory	No
Policy Version	2
Policy Author	Mrs A Majcher and Ms N Gibbons
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Distributed To	All staff, governors, website
To be published on website	Yes
Changes to this policy	Section 2: Current Profile of the School Section 6 V - Partnerships with parents/carers and communities
This policy has been impact assessed against race, gender and disability and no adverse impact has been identified.	
Any Bucks 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 (disabilism), 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-reassignment, 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 school 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 Child Protection 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

Staff and Governing Board represent a variety of minority ethnic groups and 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 benefitting 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 and long-term illness, all of which are substantial.

With regards to age, our focus is on older persons (over 60) and younger people.

With regards 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 LGBTQ+ community i.e. lesbians, gay, bisexual and transgender people.

With regards to religion, we actively support the rights of all to practise their belief/non-belief equally.

4. Development of the Policy

The policy has been developed with input from representative 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 every 2 years 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 Board. All discriminatory/ prejudiced-based incidents and ensure that appropriate action is taken in relation to all said incidents.

I. 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 application 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 union/associations.

II. 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 Board 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 Leadership Team are responsible for:

- Along with the Governing Board, 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

- All parents/carers are encouraged to participate at all levels in the full life of the school.
- 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.
- The school aims to establish links with community groups and organisations to increase range of activities and services they can offer.
- The school establishes links with community groups and organisations to share good practice and grassroots knowledge.

- The school aims to increase the links between groups of people within the school community
- We aim to increase awareness amongst pupils, parents, carers and families about the supportive nature of social services at county, district, parish and neighbourhood level.
- We foster positive relationships between and within groups of pupils, workers, staff, parents, carers and families.

7. Putting Policy into Practice

See 'Progress towards Equalities and Cohesion Objectives' statement.

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, disabilism, 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, including, but not limited to,

- Anti-Harassment and Anti-Bullying At Work policy
- Attendance policy
- Behaviour and Discipline policy

- Child Protection policy
- Children with Health Needs Who Cannot Attend School policy
- Educational Visits policy
- Flexible Working policy
- Health and Attendance policy
- Supporting Pupils with Medical Needs policy
- SEND policy
- All subject policies
- Visitor Behaviour 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 policies for impact assessment will be drawn up.

Signed

Chair of Governors

Date