



Oak Green School Equalities and Cohesion Policy

1.Principles

Oak Green School welcomes its responsibilities to promote Equality and Diversity and Community Cohesion. We see this commitment as a key component of our planning for achieving the five outcomes within Every Child Matters and view the links with other equalities policies and practices as positive and informing.

This Policy builds on our school's core values and ethos. Our agreed values state that:

Underpinning everything we do at Oak Green we believe in:

- Each child's individuality and appreciation of their differences.
- Respect and honesty.
- Celebration of individual potential and recognition of strengths.
- High standards of behaviour and politeness.
- Caring and sharing.
- Happiness, confidence, enthusiasm and high self-esteem.
- Feeling safe and the promotion of a healthy lifestyle.
- Good communication and valuing partnership.
- A sense of responsibility and loyalty to others, to oneself and to our school.
- The promotion of equal opportunity.
- Determination and perseverance, resilience and patience.

What is Equality? Equality is the principle of equal treatment for all people irrespective of their gender, ethnicity, disability, religious beliefs, sexual orientation, age, or any other recognised area of discrimination.

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 philosophy of our school talks of valuing the individuality of all our pupils. We are committed to giving all our pupils every opportunity to achieve the highest of standards. Within this ethos 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 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 school's admissions policy is equally open to pupils of all groups.

Within the context of the school we aim to positively transform individual and shared circumstances, perceptions, attitudes and relations. 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.

We believe that these commitments are as important in the context of a school with limited ethnic diversity as well as in a school with a diverse population whatever that diversity may be.

This policy applies to all members of our school community including visitors.

2. Current Profile of the School

At Sep 2019: 606 pupils

- The school has 306 boys and 300 girls on roll.
- 24.5% of pupils are white British, 36.1% Pakistani, 4% Indian, Eastern European 9.9%, Caribbean 5.3%, Travellers 1.3%, African 3.9%, Chinese 0.3%, Irish 0.2%, white and Asian 8.6% Any other mixed background 2.5%, any other ethnic group 1.3%, Other 2.1%
- The staff and governing body are predominantly white British with 9 staff members from Asian background, 2 staff members from Eastern European background and 2 governors from Asian background.
- There is 7 disabled children on roll.
- The school is not aware governors who have a disability. The school has 2 members of staff on role with a disability
- The whole school is physically accessible for everybody.

The school is located in the most deprived area of Aylesbury.

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.

Even though Oak Green is a large school we have a good knowledge of individual circumstances and as such are in a position to be able to fulfill the Disability Equality Duty on an individual case-by-case basis for the most part.

4. Policy development

Participation

Oak Green School is committed to promoting positive participation in the life of the school. We believe that children and adults are uniquely placed to support the school in identifying and removing the barriers they face and in taking proactive steps to promote disability, race and gender equality across the school – their participation in the development and implementation of this Policy is our priority.

The effectiveness of delivering equality across the school will be regularly reviewed and the Governing Body informed in an annual report.

Gathering Information

The school currently holds information on the disability and race of children and adults in school. To ensure that we are aware of everyone who wants us to be we are committed to improving mechanisms for gathering and utilising information on disability in the school community in order to review the effect of our policies and practices on disabled adults and children.

We plan to gather information through the following mechanisms:

A consultation with parents/carers and groups who use the school.

Compiling a list of children with a disability and naming the disability.

Meeting with those children to gather their views.

Holding a Circle Time in each class for teachers to gather views on Equality in our school.

Through the school newsletter to regularly remind readers what is meant by 'disability' and what the policy means to the school community. In addition, parents and carers who perceive their child or themselves to have a disability will be invited to let us know.

We gather information on the effect of our policies on the recruitment and retention of staff.

As we become more aware of those with disabilities we will consult these parties on each part of the policy and invite them to make contributions.

Using Information

The school believes that the process of gathering information must be linked to rigorous analysis and review. The information the school develops on all strands of Equality covered in the policy within its population will be used to show progress against the Equalities and Cohesion Policy and to inform revisions to the existing Action Plan.

We will use the information gathered to inform our actions around the educational achievements of minority groups including disabled pupils and around the recruitment, development and retention of staff.

Information gathering and using will be carried out continuously as part of our monitoring process.

5. Responsibility for the Policy

The Governing Body 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 Body recognises that the avoidance of discrimination is not sufficient to ensure that equality exists in the school. The Governing Body 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 Body 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
- advertisements which encourage applications from individuals of a particular sexual orientation, or religion or belief, but make it clear that selection will be on merit flexible working – promoting the use of job shares and flexible working where operational factors make this possible
- language/literacy training

- supporting training measure for under-represented groups
- assistance with applications for candidates with language problems
- provision of childcare facilities or support with the costs of childcare facilities for staff 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 Body 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 Body 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 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 in English, Maths, Science and ICT across all stages.

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 emphasize 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 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 to avoid discrimination and ensure equality good practice throughout the recruitment and selection process.
- Steps are taken to encourage people from under represented groups to apply for positions at all levels of the school.
- Access to opportunities for professional development is monitored on equality grounds.
- Equalities policies and practices are covered in all staff induction (evidence – 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.
- As part of the schools commitment to equality and diversity, a group will be 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 e.g. school fair, Gypsy, Roma and Traveller month celebrations, Black history month celebrations, Eid celebrations, harvest festival etc.
- 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 – Our Action Plan (September 2019)

Area for Development	Actions	Responsibility	Timescale	Monitoring
Disabled children to have full access to the curriculum, life of the school and residential trips.	Staff trained to deliver tube feeding by nursing team.	Deputy Head	Sep 19	Headteacher
	Personal evacuation plan (PEEP)	SENDCo with Nursery leader	Asap and ongoing.	
	Resources enlarged.	With support of parents.	Ongoing	
	H&S risk assessment	School Business Manager and Nursery leader	Oct 19	
Developing the curriculum to ensure that all subject areas reflect cultural diversity and respect for others	Update Re/PSHE policy and consult with parents	Asst Head of EYFS	Jul 20	Governors
	Use multicultural resources to enhance pupils understanding of different religions and cultures Make use of positive role models	Deputy Head	Mar 20	
Recognising that some groups in this policy are likely to be economically disadvantaged	Ensure school uniform affordable	School Business Manager	Ongoing	Governors
	Promote take up and monitor extra-curricular opportunities	Class teachers	Termly	Headteacher
	Widen access to work experience placements and volunteering	Assistant head responsible for students	Dec 19	Headteacher

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 body 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 this policy 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;
- 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 and when they are due for review.

Signed.....

Chair of Governors.....

Date.....