



# Community Cohesion & Equality Policy

**St. Andrew's C of E Primary School**

February 2017

**St Andrew's Church of England Primary School**  
**Community Cohesion and Equality Policy**

**Introduction**

This policy sets out St Andrew's Church of England Primary School's approach to promoting community cohesion, equality and diversity. It covers gender, disability, race ethnicity, age, faith and sexual orientation in response to the statutory duties on schools regarding equality and in particular to publish disability and gender equality schemes and a race equality policy.

As well as delivering high quality services to its pupils, the school is also committed to being a good employer and as such this scheme outlines how we meet our varied duties in terms of recruitment and employment practices.

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## **1. A definition of community cohesion**

A cohesive community is defined as one where:

- There is a common vision for all communities, an emphasis on articulating what binds communities together rather than what differences divide them, a sense of belonging, of identifying with the neighbourhood and of 'looking out for each other';
- There is a commitment to equality and social justice;
- The diversity of people's different backgrounds and circumstances is appreciated, respected and protected, in order to support integration and cohesion in changing communities;
- People have similar life opportunities, irrespective of background;
- Everyone understands their rights and responsibilities and is encouraged to participate at all levels;
- Strong and positive relationships are being developed between people from different backgrounds in school.

Nationally, there are four strategic aims of community cohesion:

- To close the attainment and achievement gap.
- To develop common values of citizenship based on dialogue, mutual respect and acceptance of diversity.
- To contribute to building good community relations and challenge all types of discrimination and inequality.
- To remove barriers to access, participation, progression, attainment and achievement.

In order to achieve a cohesive community we will need to:

- Promote understanding and engagement between communities.
- Encourage all children and families to feel part of the wider community.
- Understand the needs and hopes of all our communities.
- Tackle all forms of prejudice and discrimination.
- Increase life opportunities for all.
- Promote equality of opportunity and access.
- Ensure teaching and the curriculum explores and addresses issues of diversity
- Ensure pupils with a disability have access to the school buildings and to the curriculum.

### The County of Cambridgeshire

The population of Cambridgeshire has been growing in size and diversity over the past few years, especially following EU expansion in 2004, and it remains one of the fastest growing counties in England and Wales. The increase in size and diversity of the Cambridgeshire population is likely to continue. Population in Cambridgeshire is forecast to increase by 12% between 2006-2016.

76% (54,416 individuals) of Cambridgeshire's growth is attributable to net immigration. An East of England Development Agency (EEDA) report on migrant workers published in August 2005 estimated that in the last five years between 50 and 80 thousand migrant workers had arrived in the region. Cambridgeshire has experienced significant growth in the school-aged population in recent decades. This reflects the strategic location of the county and the expanding economy of the Cambridge sub-region. Although continued growth in the number of secondary-aged pupils is expected over the next few years, primary numbers have fallen in recent years and this fall is expected to continue in line with recent national trends. The Pupil Level Annual School Census returns show a steady rise in black and minority ethnic (BME) pupils in schools. In 2003, the total BME population, not including Gypsies and Travellers, was 4.3%. In 2005 it had risen to 5.9%, 6.6% by January 2006 and 7% by January 2007. Between January 2006 and 2007, the Local Authority (LA) school admissions team received over 600 requests for school places from overseas families, most of whom have English as an additional language (EAL). Cambridgeshire statistics on asylum

seekers dispersed and new NI number registrations between 2002 and 2005 indicate that the percentage of immigrants in the Cambridgeshire population is 1.43%, which is much higher than the estimated 0.33% for the whole of the UK and it is among the highest percentages in the East of England. The county is predominantly rural but with significant centres of population in Cambridge, St Neots, Wisbech, Huntingdon, March, Chatteris, St Ives, Whittlesey and Ely. Patterns of population change continue to differ across Cambridgeshire.

### **The East Cambs Context**

Fenland is a predominantly rural district which covers an area of 54,547 hectares and has a population of 87,500 (Cambridgeshire County Council mid-year estimate 2005). The district contains four market towns and a large number of villages. The largest settlements are the market towns of Wisbech and March followed by Whittlesey and Chatteris. Together the four market towns comprise 71% of the district's population. Ethnic groups make up 3% of the total population of the district although some significant ethnic communities are long established in Fenland.

In recent years Fenland has experienced considerable population and housing growth. This growth is due to falling household size and migration into the District. Chatteris and March in particular have been the focus for this considerable growth along with the villages of Doddington, Wimblington and Manea in the same corridor. The villages of Elm and Leverington in the north of the district have also accommodated considerable housing growth.

Historically, migrant workers did not bring their families to the UK with them, but the situation in Cambridgeshire and its neighbouring authorities has changed over the past few years and the number of migrant workers' children in schools has increased dramatically, especially in areas of the county where agricultural work or work in hospitals and care homes is available, notably Fenland and East Cambridgeshire. Language data from the Annual School Census 2006 indicates that Fenland schools had a total of 260 children and young people with EAL: 167 in primary and 93 in special and secondary schools. 2007 data indicates that the number in primary schools has risen to close to 300, in special and secondary schools to around 150. More than 1 in 3 of all Fenland households have no one in employment. The share of working age people claiming benefits is above the national average and 18% of children are in families facing income deprivation. The concentration of deprivation and Fenland's position relative to the rest of Cambridgeshire and the region make its disadvantage strongly apparent.

### **The school context: What sort of school are we?**

St Andrew's Church of England Primary School is located in the town of Soham, 8 miles south of Ely. The catchment area is the southern part of Soham and the village of Wicken, for which Cambridgeshire County Council provides a daily bus service. A small number of other children are transported by taxis from other outlying villages.

The school currently has 480 pupils on roll including a total of 52 pupils in the two nursery classes. There is a generally even distribution of boys and girls across the school. The community retains its cultural identity with rural Fenland and the vast majority of parents are employed within the skilled/semi skilled farming or related service industries. However, we also have a small number of settled traveller families, a number of professional families who commute to Cambridge or London each day and an increasing number of pupils from other European countries such as Poland and Portugal whose families undertake seasonal work in the area.

We regard our pupils as coming from a diverse range of socio economic backgrounds and with a wide range of ability levels and needs. The percentage of children for whom English is a second language currently stands at approximately 13%. The percentage of pupils identified as having Special Educational Needs, including statements of SEN, is significantly above the national average at 37%. The school catchment area scores highly in all categories of the multiple deprivation index, register. Approximately 18% of pupils are from single, divorced or re-married families with 9% of all pupils receiving free school meals. Attendance levels are

currently below both the FSM benchmark and national averages. The percentage of pupils remaining in school between KS1 and KS2 (stability level) is below the national average.

Due to a number of complex factors we judge attainment on entry to our nursery to be below both local and national average. The majority of pupils admitted into our reception year attend either the schools' own nursery setting or a local pre school play group.

## **2. Values, Aims and Vision at St Andrew's Church of England Primary School**

Our community cohesion and equality policy is based on the following core values as expressed in the schools statement of purpose:

We at St. Andrew's Church of England Primary School are committed to providing equal opportunities of education for all our pupils, in a Christian environment, where all are valued and every child matters. We will endeavour to ensure that pupils enjoy their time in our school, that they appreciate the rights and needs of others, acquire a positive attitude to learning and achieve their full potential.

Our school aims to be an inclusive school. We hope to make all our children welcome and feel happy to look forward to their school day. Every child is different and we view differences as an opportunity for adults and children alike to learn more about ourselves.

If your child has a disability he or she will be treated no less favourably than other applicants for admission. We make reasonable adjustments to ensure that pupils with disabilities are not placed at a substantial disadvantage. Our accessibility plan describes the arrangements we have already made and the further proposals planned, to improve physical access to the school, access to the curriculum and access to written information.

The school has a policy for supporting children with special educational needs which is reviewed every year. This policy is available on the website and in the school office. Our aim is for all children to have access to all aspects of school life, as far as is reasonable and practicable.

We aim to prevent disabled pupils in our school being placed at a substantial disadvantage. We will take all reasonable steps to ensure that people with a disability are not treated differently without lawful justification. We will make reasonable adjustments for disabled pupils and we will know we have succeeded when disabled pupils are participating fully in school life.

## **3. Our approach to promoting community cohesion**

The overall objective of this policy is to provide a framework for the school to pursue its equality duties to eliminate unlawful discrimination and harassment, promote equality of opportunity and promote good relations and positive attitudes between people of diverse backgrounds in all its activities.

Through this policy we seek to ensure that no member of the school community, or any other person through their contact with the school, receives less favourable treatment on any grounds which cannot be shown to be justified. This covers race, colour, nationality, ethnic or national origin, religion or belief, gender, marital status, responsibility for children or other dependants, disability, sexual orientation, gender reassignment, age, trade union or political activities, socio-economic background, where the person lives or spent convictions.

The principles of this policy apply to all members of the extended school community; pupils, staff, governors, parents and community members. The school seeks to promote equality and community cohesion in the following ways.

## **6.1 Curriculum**

This school provides an appropriate curriculum for pupils of all backgrounds. We will monitor and evaluate its effectiveness through attainment analysis. All pupils participate in the mainstream curriculum of the school, although parents have the right to remove their children from any non statutory RE or Sex Education elements of the curriculum. The curriculum builds on pupils' starting points and is differentiated appropriately to ensure the inclusion of:

- boys and girls;
- pupils learning English as an additional language;
- pupils from minority ethnic groups;
- pupils who are gifted and talented;
- pupils with special educational needs;
- pupils with a disability;
- pupils who are in public care;
- pupils who are at risk of disaffection and exclusion;

Each area of the curriculum is planned to incorporate the principles of equality and to promote common values, as well as to develop a positive attitude to diversity. The curriculum encourages pupils to explore bias and to challenge prejudice and stereotypes. All areas of learning contribute to the spiritual, moral, social, and cultural development of all pupils. Pupils are taught an awareness of human rights and the responsibility to uphold and defend them, and are helped to develop the skills of participation and responsible action. Extra curricular activities and special events e.g. school productions, cater for the interests and capabilities of all pupils and take account of parental preferences related to religion and culture.

## **6.2 Teaching and Learning**

All staff ensure the classroom is an inclusive environment in which pupils feel all contributions are valued. We take account of pupils' experiences and starting points and are responsive to their different learning styles. Pupils play an active role in their own learning and emphasis is placed on the development of pupils' independent learning skills and management of their behaviour. Pupil grouping is planned and varied to reflect the requirements of learners and their social development needs. Allocations to teaching groups is kept under continual review and analysed by ethnicity, gender and background, ensuring we provide equal opportunities for all to achieve their potential and remove barriers to access and success.

All pupils will be encouraged to question, discuss and collaborate in problem solving tasks and pupils will be encouraged to support their peers. Staff challenge stereotypes and foster pupils' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities. Resource and displays in our school reflect the experience and backgrounds of pupils, promote diversity and challenge stereotypes. They are reviewed regularly to ensure that they reflect the inclusive ethos of the school, e.g. displays should be positioned at eye level.

## **6.3 Assessment, Pupil Achievement and Progress**

This school expects the highest possible standards; staff have high expectations of all pupils of every background and continually challenge them to reach higher standards. The school recognises and values all forms of achievement. We monitor pupil performance and employ a range of methods and strategies to assess pupil progress. Assessments are analysed for gender, cultural and social bias, and take account of access issues, e.g. print size. We analyse whole school performance data by ethnicity, gender, disability and special educational need and social background. Any disparities which are identified will be addressed through targeted curriculum planning, teaching and support. This school believes that self-assessment is an empowering strategy for pupils, and we will provide them with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress. Pupils are consulted on issues relating to life at school, for example their progress, appropriate to their developmental level.

#### **6.4 School Ethos**

This school opposes all forms of racism, prejudice and discrimination. We actively promote good personal and community relations and recognise diversity as having a positive role to play within the school. All staff are expected to foster a positive atmosphere of mutual respect and trust amongst pupils from all ethnic groups and range of abilities. Clear procedures are in place so that all forms of bullying and harassment, including racism, harassment related to disability, sexism and homophobia, are dealt with promptly, firmly and consistently and are in line with relevant Cambridgeshire LA policies and guidance, such as those for anti-bullying and dealing with racist incidents. All forms of harassment are recorded, monitored and dealt with in line with relevant school policies. All staff are trained to deal effectively with bullying, racist incidents, racial harassment and prejudice and are offered support in handling such matters. We encourage staff to explore their own views and attitudes to difference and to monitor their practice in relation to this policy. Adults in school take care to lead through example, demonstrating high expectations of all pupils.

#### **6.5 Behaviour, Discipline and Exclusion**

This school expects high standards of behaviour from all pupils, appropriate for their developmental level. There are strategies to reintegrate excluded pupils which address the needs of those pupils. We have procedures for disciplining pupils and managing behaviour that are fair and applied equally to all. All staff are expected to operate our consistent system of rewards and sanctions as identified in our extensive, positive behaviour policy. It is recognised that cultural background and disability may affect behaviour. Our school takes this into account when dealing with incidents of unacceptable behaviour. We monitor behaviour sanctions, including exclusions by gender, ethnicity, special educational need and background and action is taken in order to address any disparities between different groups of pupils. This school will take all reasonable steps to prevent the exclusion of a pupil for a reason related to any disability they may have. Pupils, staff and parents are aware of policies and procedures for dealing with harassment. They know that any language or behaviour, which is racist, sexist, homophobic or potentially damaging to any minority group, is always unacceptable and will be dealt with in line with policy. Information and advice on attendance and exclusion is made available to parents/carers in accessible formats such as relevant community languages.

#### **6.6 Personal Development and Pastoral Care**

Our pastoral support takes account of religious, cultural and ethnic differences, special educational needs, disability and the experiences and needs of pupils from a variety of backgrounds. The school works in partnership with parents and external agencies including CREDS to provide appropriate support for pupils learning English as an additional language and pupils are encouraged to use their home and community languages to enhance their learning. Victims of harassment and bullying, are given appropriate support using external agencies where appropriate. The behaviour of perpetrators is managed with in line with school policy and pupils are provided with relevant support to consider and modify their behaviour.

#### **6.7 Admissions**

Steps are taken to ensure the school's admission process is fair and equitable to all pupils, including short-stay Traveller and Refugee pupils and those with English as an additional language. This school will not discriminate against a disabled pupil in the arrangements it makes for determining admission. We admit pupils with already identified special educational needs. Pupils with statements of special educational needs will always be admitted unless, through the statutory assessment process, it is demonstrated that the pupil's inclusion would be incompatible with the efficient education of other children. Comprehensive information about pupils' ethnicity, first language, religion, physical needs, diet etc. is included in admissions forms.

#### **6.8 Attendance**

Families are made aware of their rights and responsibilities in relation to pupil attendance and absence is always followed up in a way that takes account of cultural issues or matters relating to a child's disability. We make provision for leave of absence for religious observance, for staff as well as pupils. We monitor attendance

by gender, ethnicity, FSM and special educational needs and background is also considered. Action is taken in order to address any disparities between different groups of pupils. The school will fully support children with long-term medical needs who may have an erratic attendance because they are in and out of hospital. We expect full-time attendance from any Traveller and Gypsy pupils.

### **6.9 Partnership with Parents and the Community**

We monitor parental involvement and have strategies to raise participation of underrepresented groups of parents and sections of the community. We strive to make information and meetings for parents accessible for all. Progress reports to parents/carers are clearly written and free from jargon to encourage parents to participate in their child's education. Where necessary, information is available in languages and formats other than English. Parents with a disability or with learning difficulties will be able to access school's information. Parents are fully involved in the school-based response for their child with special educational needs, understand the purpose of any intervention or programme of action and are told about the parent partnership service when SEN is identified. Informal events are designed to include the whole community and at times may target minority or marginalised groups. This school works in partnership with parents and the community to address specific incidents and to develop positive attitudes to difference. The school's premises and facilities are equally available and accessible for use by all groups within the community.

### **6.10 Linguistic Diversity**

We recognise and celebrate the linguistic diversity in British society. We look for opportunities to enrich the curricular experience of all our pupils by:

- highlighting how English has borrowed from other languages;
- raising awareness of the similarities and differences between English and other languages;
- reflecting the multilingual nature of wider society in our resources and displays.

Bilingual pupils are encouraged to use their home language in school, and wherever possible, we offer bilingual support for pupils who are in the earlier stages of learning English.

### **6.11 Staffing: employment and training**

The school adheres to recruitment and selection procedures which are fair, equal and in line with statutory duties and Cambridgeshire County Council guidelines. We will take steps to encourage people from under represented groups to apply for positions at all levels in the school and ensure recruitment and selection processes are monitored. Equality and diversity issues are reflected in our school's employment practices. All staff and visitors must support the ethos of the school, promoting equality and challenging bias and stereotyping wherever they observe it. We will ensure that staff training continually highlights equality issues. Equality is incorporated in the induction programme for new staff. The skills of all staff, including non-teaching and part-time staff are recognised and valued. All staff are given status and support and are encouraged to share their knowledge. Staff handbooks and regular professional development activities are available for all staff members to support their practice in relation to this policy. Staff and visitors provide a wide range of role models and the school strives to reflect the diversity of the local and wider community.

## **7. Equality**

### **7.1 The School's Commitment to Race Equality**

The school believes that pupils from all racial backgrounds should have equal opportunities and aims to prevent any form of unlawful discrimination on the grounds of race. We are fully committed to meeting our obligations under the Race Relations Amendment Act 2000. In a school with a lower than average percentage of pupils from minority ethnic groups, we are conscious of the need to ensure pupils who are from those groups are not marginalised and that all pupils have the opportunity to develop a wider cultural and racial awareness.

### **Meeting the General Duty for Racial Equality**

To meet the general duties of the RRAA 2000 at St Andrew's Church of England Primary School we will:

- Ensure that all pupils and staff are encouraged and able to achieve their potential;
- Respect and value differences between people;
- Prepare pupils for life in a diverse society;
- Make the school a place where everyone, taking account of race, colour, ethnic or national origin, feels welcomed and valued;
- Promote good relations between different racial and cultural groups within the school and within the wider community;
- Ensure that an inclusive ethos is established and maintained;
- Acknowledge the existence of racism and taking steps to prevent it;
- Oppose all forms of racism, racial prejudice and racial harassment;
- Be proactive in tackling and eliminating unlawful discrimination.

### **Meeting the Specific Duty for Racial Equality**

- We will consider the implications for race equality and cultural diversity in planning and developing new policies. Each policy will include an explicit statement on race equality. (do they?)
- Ethnic background data is kept up to date and is used to monitor pupils' attainment and progress and to set targets.
- Ethnic data is used to monitor all areas of school life, for example the take up of extra curricular activities, exclusions, rewards and sanctions. Any pattern of inequality we find is used to inform future planning so that we can eliminate any racial discrimination.
- We monitor the effects of our policies on parents/carers from different racial groups through various methods of consultation.
- We monitor staff applications for posts, retention, professional development and promotion.
- Within our regular review cycle, we assess, monitor and evaluate policies and strategies that are relevant to race equality, to see how effective they are in eliminating discrimination, promoting equality and good relations between different racial and cultural groups.
- Ethnic monitoring of pupil attainment, racist incidents, exclusions and other areas of school life identified in the School Development Plan will be shared with parents/carers, governors and staff on a regular basis. However, we will ensure that no published information will identify individuals.

### **What are the key issues for schools in Soham?**

- Challenging the negative mindsets that the wider community may hold in respect of race.
- Educate the school and wider community in order to promote a greater understanding of these issues.
- The school's aims and values embody the school's commitment to social inclusion, which is promoted explicitly through the subjects of PSHCE (incorporating SEAL) and RE and implicitly through all other curriculum areas and the school's ethos.

### **What impact have we already had on race equality in our school?**

- Race equality is monitored termly by CREDS and at least annually by Governors.
- Policies and procedures are reviewed and amended as a result. The school holds records of incidents on its database and the Headteacher acts on all incidents. The impact of actions is monitored and incidents are generally low but parents and others have the confidence to report incidents to the school.
- The school promotes positive images of all social groups

## **7.2 The School's Commitment to Disability Equality**

The school believes that disabled people should have the same opportunities as non-disabled people in their access to education and aims to prevent any form of unlawful discrimination on the grounds of disability. The school believes that improving access to education and educational achievement by disabled pupils ensures equality of opportunity, encourages full participation in society, and improves the likelihood of independent living and economic self-sufficiency in the future.

Part 1 of the Disability Discrimination Act (DDA) 1995 defines a disabled person as someone who has, 'a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.' These terms are defined as follows:

- Physical impairment includes sensory impairments
- 'Mental impairments' includes learning difficulties and an impairment resulting from, or consisting of, a mental illness.
- 'Substantial' means more than minor or trivial
- 'Long term' is a period longer than (or likely to be longer than) 12 months.

The definition is broad and may include hidden impairments such as dyslexia, autism, speech and language impairments, and attention deficit hyperactivity disorder (ADHD). People with cancer, multiple sclerosis, HIV infection, or a severe disfigurement are automatically covered by the definition. The effect of the disability on normal day-to-day activities is in one or more of the following areas:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing, eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger

There is significant overlap in school between those who count as disabled and those with Special Educational Needs (SEN). Not all disabled children have SEN (e.g. asthma, heart problems, cancer etc.) and not all SEN children have a disability (e.g. some children with emotional or behavioural difficulties). A disabled child has SEN if they have a disability and need special educational provision to be made for them in order to be able to access the education which is available in their local school. St Andrew's Church of England Primary School monitors its policies and practice to ensure no pupils with disabilities are disadvantaged. Pupil progress, attainment, attendance and exclusions are monitored for groups of 'disabled' pupils to ensure they are achieving their potential and are not disadvantaged as a result of their disability.

### **Meeting the General Duty for Disability Equality**

St Andrew's Church of England Primary School has due regard to the general duty of:

- Promoting equality of opportunity between disabled persons and other persons
- Eliminating harassment of disabled persons that is related to their disability
- Eliminating discrimination that is unlawful under the Act
- Promoting positive attitudes towards disabled persons
- Encouraging participation by disabled persons in public life
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment. (what do we mean by this?)

### **Meeting the Specific Duty for Disability Equality**

In order to meet the general duty, St Andrew's Church of England Primary School will:

- Prepare and publish a Disability Equality Scheme to show how the school intends to fulfill its general and specific duties (See appendix)
- Involve disabled people (pupils, staff, parents) in the development of the scheme.
- Implement the actions in the scheme within three years
- Review the scheme each term and report on it annually.
- Revise the scheme at least every three years.

#### **What are the key issues for schools in Soham**

- Challenging the negative mindsets that the wider community may hold in respect of disability.
- Educate the school and wider community in order to promote a greater understanding of these issues.
- The school's aims and values embody the school's commitment to social inclusion which is promoted explicitly through the subjects of PSHCE (incorporating SEAL) and RE and implicitly through all other curriculum areas and the school's ethos.

#### **What impact have we already had on disability equality in our School?**

- All schools have carried out an accessibility study and have long term targets linked to Local
- Authority produced accessibility plans the purpose of which is to make the school premises accessible to staff, pupils and parents with disabilities.
- The school promotes positive images of all social groups.

#### **7.3 The School's Commitment to Gender Equality**

The school believes that males and females in our school community should have equal opportunities and aims to prevent any form of unlawful discrimination on the grounds of gender. By addressing gender issues, such as girls' and boys' engagement and attainment, we aim to ensure equality of opportunity in terms of gender is achieved.

#### **Meeting the General Duty for Gender Equality**

The Equality Act 2006 requires all public authorities, including schools, to have due regard to:

- Eliminating unlawful sex discrimination and harassment;
- Promoting equality of opportunity between males and females.

#### **Meeting the Specific Duty for Gender Equality**

In order to meet the specific duty, St Andrew's Church of England Primary School will:

- Prepare and publish a Gender Equality Scheme (GES) to show how the school intends to fulfill its general and specific duties
- Consider the need in formulating the overall objectives of the GES, to include objectives that address the causes of any gender pay gap;
- Gather and use information on how the school's policies and practices affect gender equality in the workforce and in the delivery of services;
- Consult stakeholders and take account of relevant information in order to determine its gender equality objectives;
- Assess the impact of its current and proposed policies and practices on gender equality;
- Implement the actions in the scheme within three years;
- Report on the scheme annually;
- Review and revise the scheme every three years.

#### **What are the key issues for schools in Soham?**

- Raising the aspirations of particular groups of pupils, who may be disadvantaged, to prevent them from becoming disaffected.
- Raising the aspirations of both pupil and parents for future academic and employment prospects.
- Challenging the negative mindsets that the wider community may hold in respect of gender and sexuality and educating the school and wider community in order to promote a greater understanding of these issues.
- The school's aims and values embody the school's commitment to social inclusion which is promoted explicitly through the subjects of PSHCE (incorporating SEAL) and RE and implicitly through all other curriculum areas and the school's ethos.

#### What impact have we already had on gender equality in our School?

- All resources are carefully chosen to ensure that neither gender is disadvantaged.
- Sporting activities reflect equality in gender issues.
- All pupil data is methodically analysed on a gender basis and appropriate action taken. This analysis is reported to governors.

The school promotes positive images of all social groups.

#### **7.4 Meeting the Specific Duty for Age Equality**

The Employment Equality (Age) Regulations 2006 came into force on 1<sup>st</sup> October 2006. They apply to employment and vocational training, and prohibit unjustified direct and indirect age discrimination, as well as harassment and victimisation on grounds of age. The regulations (which do not affect the age at which people can claim their state pension):

- ban age discrimination in terms of recruitment, promotion and training.
- ban unjustified retirement ages of below 65.
- remove the current age limit for unfair dismissal and redundancy rights.

They also introduced:

- A right for employees to request working beyond retirement age and a duty on employers to consider that request.
- A new requirement for employers to give at least six months notice to employees about their intended retirement date so that individuals can plan better for retirement, and be confident that "retirement" is not being used as cover for unfair dismissal.

The School is implementing these regulations through its Human Resources function and employment practices to ensure no current or potential employee experiences discrimination as a result of their age. We are also committed to ensuring that no members of the school community face any such discrimination in all aspects of their lives and has equal access to all the services provided by the School.

#### **7.5 Meeting the Specific Duty for Faith & Belief Equality**

As a result of the Employment Equality (Religion or belief) Regulations (2003), it is unlawful to discriminate against an employee on grounds of their religion or belief. These regulations prevent both the indirect and direct discrimination as well as harassment and victimisation of an individual and have been implemented throughout the school.

In the wider community, the school has tended to consider race and faith together. Work will continue within the school to further develop understanding of the issues and consideration given to how best to address any faith based discrimination identified. Also we will work to further develop our understanding of the issues surrounding belief. Appropriate actions for faith and belief will be developed through the implementation of this scheme.

## **7.6 Sexual Orientation**

Gay men, lesbians and bisexuals are protected at work by the Employment Equality (Sexual Orientation) Regulations of 2003, which in a similar way as faith regulations, prevent discrimination and harassment at work as a result of sexual orientation. The school has implemented these regulations and works to ensure no discrimination takes place amongst its workforce. In the wider community the Government estimates that approximately 5% of the population are either gay men, lesbians or bisexuals although figures are not clear as no national census has requested data on sexual orientation. The school is committed to creating a community where everyone has equal access to its services and feel accepted and valued. As such efforts are made to consult all parents in the development of school services including gay, lesbian and bisexual people

## **8 Involving and Consulting with Stakeholders in the preparation of the Schemes**

The Disability, Equality and Gender Schemes will be reviewed by the Senior Leadership Team each summer term. As part of this process, the school is committed to listening to the views of pupils, parents, staff, governors and members of the wider community. It will achieve this by consulting with these groups in late spring/ early summer term in the following ways:

- Including specific questions relating to disability and gender equality on the annual parental questionnaire. Inviting comment and input by interested parents via the school newsletter;
- Discussing disability and gender issues at a staff meeting and a meeting of the Governing Body;
- Inviting comment and input by interested members of the community via the school's regular article in the parish magazine (Lodestar)
- Asking the school council to discuss and put forward their ideas on disability and gender equality.

## **9. Roles and Responsibilities**

All who work in the school have a responsibility for promoting equality and inclusion and avoiding unfair discrimination. Overall responsibility for overseeing equality practices in the school lies with the Senior Leadership Team and a named governor. Responsibilities include:

- Coordinating work on equality issues, including consultation with stakeholders and writing and reviewing the Community Cohesion section of the School Development Plan;
- Dealing with reports of harassment;
- Monitoring the progress and attainment of all groups of pupils, especially those considered to be vulnerable;
- Monitoring exclusions.

Specific responsibilities for other members of the school community are outlined below.

### **Our governors are responsible for:**

- Ensuring that the school complies with all current equality legislation;
- Ensuring that this policy and its procedures are followed.

### **The Headteacher is responsible for:**

- Ensuring that the policy is readily available and that the governors, staff, pupils and their parents/carers know about it
- Ensuring that this policy and its procedures are followed;
- Producing regular information for staff and governors about the policy and how it is working, and providing training for them on the policy, as necessary;
- Ensuring all staff know their responsibilities and receive training and support in carrying these out;
- Taking appropriate action in cases of harassment and discrimination

### **All our staff are responsible for:**

- Dealing with racist incidents, recognising and tackling bias and stereotyping;
- Promoting equality and good race relations and avoiding discrimination against anyone for reasons of race, colour, nationality, ethnic or national origins, gender, sexual orientation or disability;
- Keeping up to date with the law on discrimination and taking training and learning opportunities.

#### **Visitors and contractors**

Information relating to the schools stance on equality is identified in and shared with visitors via:

- Voluntary helpers manual and induction meeting
- Contractors handout

#### **10 Monitoring, reviewing, assessing impact**

This policy will be regularly monitored and reviewed by staff and governors to ensure that it is effective in tackling discrimination, promoting access and participation, equality and good relations between different groups, and that it does not disadvantage particular members of the community. Any pattern of inequality found as a result of impact assessments will be used to inform future planning and decision-making.

The Senior Leadership Team and a named governor\* will be responsible for equality and will monitor specific outcomes. The Headteacher will provide monitoring reports for review by the Governing Body. These will include school population, workforce recruitment, retention and progression, key initiatives and progress against targets and future plans.

Community Cohesion will be monitored against the Cambridgeshire standards which are based on the national 'Community Cohesion Education Standards for Schools' (DFES, Home Office and Commission for Racial Equality 2004), 'Guidance on the duty to promote community cohesion' (DCFS 2007, ref. 00598-2007) and 'Our Shared Future' (Commission on Integration and Cohesion, 2007).

**St Andrew's CE Primary School**  
**Equality Statement**

Schools in the Diocese of Ely Multi Academy Trust are committed to providing a broad and balanced curriculum that meets the needs of all pupils, and promotes their spiritual, moral, social and cultural development.

The school is committed to equality and reflects and values diversity. All academies must have their own published equality objectives

**Statement of Due Regard**

**Data**

- School data is analysed termly to track the progress and attainment of pupils by year group, ethnicity and gender, types of impairment and special educational need.
- School data is used to set objectives for achievable and measurable improvements for all groups of children.

**Documentation and Record-keeping**

- The statement regarding the school's responsibilities under the Equality Act 2010 is contained in a variety of school documents including policies, the raising achievement plan and website.
- There are references to the school's responsibilities under the Equality Act 2010 in the minutes of a variety of meetings including governors, leadership and curriculum.
- When implementing new policies or measures the school evaluates the potential impact upon equalities and records the judgements that are made.

**Responsibilities**

- The headteacher has responsibility for equalities matters regarding the school.
- A member of the governing body has responsibility for equalities matters. At St Andrew's CE Primary School this is Mr P Manley
- Mr P Palmer has responsibility for equalities matters regarding the after school clubs and activities

**Staffing**

- The school's programme for professional development for all staff includes reference to equalities matters.
- Recruitment and promotion of all staff includes good equal opportunities practice.

**Behaviour and Safety**

- Prejudice related bullying and incidents are dealt with in line with school and DEMAT procedures.
- Pupil questionnaires and PHSE activities are undertaken regularly to ensure that pupils feel safe from all kinds of bullying.

**Curriculum**

- Extra or special provision is made available for the needs of specific pupils as appropriate.
- Curriculum coverage includes equalities issues particularly in regard to tackling prejudice and promoting community cohesion and mutual understanding.
- Across the curriculum there are activities that promote pupils' spiritual, moral, social and cultural development, and British values.

- DEMAT encourages schools to take part in local and national projects, events and award schemes to such as anti-bullying week which promote equality and diversity
- Curriculum materials for all subjects ensure there are positive images of the disabled; lesbian, gay and bisexuals; men and women in non-stereotypical gender roles; and of people from a wide range of ethnic, religious and cultural backgrounds.

**Consultation, Involvement and Engagement**

- The Academy has procedures for consulting and involving parents and carers, and engaging with local groups and organisations and has regard in these for the concerns and requirements of the Equality Act 2010.
- Questionnaires and PHSE activities are undertaken to evaluate how all groups of pupils think and feel about the school and has regard in these for the concerns and requirements of the Equality Act 2010.

St Andrew's CE Primary Community Cohesion Action Plan 20015-2018 (Also see equality, PSHCE, MfL & EaL action plans,

**What is the short / long term vision for your subject?** See statement in pink booklet /

- For children to understand and demonstrate positive attitudes towards living in a Cosmopolitan world
- To prepare children for the changing nature and needs of the local, national and international community

**Action Plan**

<b>Target</b>	<b>Action</b>	<b>Staff</b>	<b>Time scale</b>	<b>Success criteria Mon &amp; Eval</b>	<b>Year end review</b>
<p>Ensure integration of community cohesion / citizenship education into curriculum.</p> <p><i>Taught as a discrete subject where necessary</i></p> <p>EaL pupils contributions and needs are met</p> <p>Further develop positive attitudes towards different cultures</p>	<p>Teams to: develop plans to ensure delivery of Citizenship &amp; PSHCE education. Link to PSHCE &amp; MfL incl cultural awareness</p> <p>Promote P4C / circle time as method for promoting Community Cohesion</p> <p>Anti racist / EaL staff INSET</p>	<p>Curric Dev Teams</p> <p>MH, JB &amp; JM</p> <p>CREDS</p>	<p>Aut 2</p> <p>Aut 2</p>	<p>M&amp;E of curriculum plans demo clear delivery of CC principles Children demonstrate clear aware of inequalities &amp; issues relating to world justice</p> <p>Lesson obs, conferences &amp; work samples demonstrate good attitudes towards different aspects of CH</p> <p>Classroom displays &amp; observations demonstrate increased staff knowledge and understanding of cultural &amp; bilingual issues</p>	
<p><u>Local CC</u></p> <p>Provide opportunities for children to demonstrate positive citizenship qualities</p> <p>Provide opportunities for social networking by new EaL pupils</p>	<p>Re establish Agape project</p> <p>Establish and develop EaL Welcome club with specific focus on target pupils</p>	<p>MH</p> <p>MH, AM, PB, ET</p>	<p>Sum 2</p> <p>Aut 1</p>	<p>Children demonstrate clear desire to participate in Agape club</p> <p>Conferences &amp; attendance demonstrate target pupils happy in school with good friendships</p>	

Increase engagement of local community in school events	Local focus for / involvement in - Harvest - Christmas fete - Production	MH HSA	Ongoing		
<u>National CH</u> Increase pupil awareness of other cultures	Develop partnership with multicultural Cambridge school	MH	Spr 09-10	Conferences demonstrate positive attitudes towards cultural differences in the wider community	
<u>International</u> Develop children's awareness towards communities less fortunate than themselves	Participate in (charity) support for different organisations	MH	Ongoing	Contributions, letters and pupil conferences demonstrate positive commitment and attitudes towards organisations	
Provide opportunities for children to learn about and celebrate the achievements of identified black people	KS2 children to undertake work as part of Black History Month	MH	Oct	Work samples and conferences: demonstrate positive attitudes towards cultural achievements	

<b>St Andrew's CE Primary School - Race Equality Action Plan</b>					
	Key aims	Action	Responsibility	Target date	Monitoring & Evaluation
Being Healthy	Promote healthy lifestyles that incorporate foods and activities from many cultures.	Incorporate international dishes into lunch menus - Cookery club & food technology activities reflect food from different cultures. - Develop playtime games from different cultures	Catering staff and teachers  Lunchtime staff	Spring & summer terms	
Staying Safe	Promote racial harmony to minimise the possibility of racial bullying/tension.	Assemblies and PSHE sessions to promote racial cohesion	Headteacher and all staff	Ongoing	
Enjoying and Achieving	Promoting, valuing and respecting other cultures. Challenge negative stereotypes of racial groups. Ensuring that linguistic and cultural background does not adversely affect the opportunities to enjoy and achieve.	CLJs & related MTPs reflect and promote positive images of racially diverse role models incl black history week and Holocaust day (see cohesion action plan)  Establish pupil links with twinned Primary school in France	Headteacher, subject leaders & KS2 pupils	Ongoing	
Making a Positive Contribution	Aim to ensure that where appropriate the student voice has representation from all ethnic groups. Aim to give children the opportunity to enhance the curriculum through their own personal and cultural experiences.	Use different languages within assemblies to enrich curricular experience and reflect linguistic backgrounds of the school and local community	Headteacher and subject leaders Headteacher and KS2 pupils	Ongoing but esp when council is being elected	
Economic Wellbeing	Promoting an aspirational culture amongst staff, pupils and parents.	Attention paid to ethnicity and recruitment. Ensure minority group pupils have aspirations when attending career events	Headteacher and governors	May 2015	

**St Andrew's CE Primary School – Disability Equality Action Plan**

	Key aims	Action	Responsibility	Target date	Monitoring & Evaluation
Being Healthy	Ensure access to all appropriate activities for all pupils e.g. school meals, school trips, after school clubs and residential trips and PE activities.	*Allocate additional TA support to Burwell House and Isle of Wight Residential visits	Headteacher	Spring & summer terms	
Staying Safe	Continue to improve accessibility of school site and signage.	Improved parking /. Access for disabled drivers	Headteacher Premises committee	Ongoing	
Enjoying and Achieving	Ensure access to all appropriate activities for all pupils. Ensure that where appropriate children have access to individual programmes according to their needs	Respond to monitoring of attendance of SEN and disabled pupils at after-school clubs	Headteacher, SENCO, class teacher	Ongoing	
Making a Positive Contribution	Audit current provision and gather information about the needs of disabled stakeholders. Ensure that where appropriate the student voice has representation from disabled pupils.	Participate in British Sign Language week. Consult with disabled parents on improving parking provision and action as necessary	Headteacher Abbie Martin  and premises governors	Ongoing but esp when council is being elected	
Economic Wellbeing	Promoting an aspirational culture amongst staff, pupils and parents.	Ensure full accessibility for disabled members of community in new-build. Offer size-enhanced newsletters/letters.	Headteacher and governors	May 2017	