



## Equality & Cohesion Policy

Date of this review: Autumn 2017

Date of next review: Autumn 2018

As a Church of England School, our behaviour and expectations are firmly rooted in Christian Values: Reflection, Respect, Responsibility and Resilience. We deliver a Christian values education within our caring inclusive community; we offer children a wide range of educational experiences that promote lifelong learning and growth.

### 1. Aims & Objectives

- 1.1 We do not discriminate against anyone because of a protected characteristic or their background. This is in line with the Equality Act 2010 and covers direct and indirect discrimination (including associative and discrimination by perception), harassment and victimisation.
- 1.2 We strive to remove any forms of discrimination and challenge stereotyping and prejudice whenever it occurs. We want to advance equality of opportunity for all. We want to foster good relations across our community, including people with a protected characteristic and those without.
- 1.3 All pupils will have equal access to the educational opportunities we provide. Additional support from specialist teachers or support staff is provided where necessary and we monitor the attendance of vulnerable children closely.
- 1.4 Through our school values and broad curriculum, we promote positive attitudes and respect for all.
- 1.5 We are an equal opportunities employer, providing opportunities for everyone to achieve.
- 1.6 We celebrate the cultural diversity of our school community and the wider community and show respect for all minority groups; we form partnerships with the wider community.

### 2. School Profile

- 2.1 We are a larger than average junior school. Most children are from a white British background. The numbers of children with English as an additional language, receiving pupil premium or having a special educational need is below the national average but has increased in recent years.
- 2.2 A profile of the school is shared with the governing body each term through the Headteacher's report to governors.

### 3. Definitions

- 3.1 Protected characteristic refers to age, disability, gender reassignment, marriage & civil partnership, pregnancy & maternity, race, religion or belief, gender or sexual orientation.
- 3.2 Disability: we follow the social model of disability and understand that barriers are created by the environment and attitudes; disability includes physical and sensory impairment, learning disabilities, mental illness and long term illness all of which are substantial.
- 3.3 Racism: A racist incident is any incident which is perceived to be racist by the victim or any other person (recommendation 12, Report of the Stephen Lawrence Enquiry).
- 3.4 Sexual Orientation: we refer to the LGBT community, ie lesbian, gay, bisexual and transgender.

### 4. Prejudice and Non-discrimination

- 4.1 This policy relates to all members of our community.
- 4.2 We are fully committed to meeting the needs of the people in our school community with disability. All reasonable steps are taken to ensure that those with a disability are not placed at a substantial disadvantage compared with non-disabled. The environment, curriculum and teaching strategies are adapted, as far as is reasonably practicable.
- 4.3 We do not tolerate any forms of racism or racist behaviour. Should a racist incident occur, we will act immediately to prevent any repetition of the incident whilst supporting the victim. We promote an understanding of different cultures through collective worship and the curriculum; we reflect this in our displays around the school. We track the progress and development of different groups and intervene as appropriate so that all pupils make good progress.
- 4.4 We do not stereotype gender roles and are committed to seeing all individuals and groups of pupils making the best progress possible in our school. We track the progress and development of different groups and intervene as appropriate so that all pupils make good progress.
- 4.5 Through RE, PSHE, Humanities and Collective worship, we explore a wide range of cultures and religions. We aim to celebrate diversity, learn about people from different backgrounds and different beliefs and to learn from them.
- 4.6 We do not discriminate on the grounds of sexual orientation, gender reassignment, pregnancy or maternity.
- 4.7 We are an equal opportunities employer.

### 5. Race Equality

- 5.1 Our ethos is one of inclusion, where all members of our community are respected and supported to achieve their full potential; as a result, racist incidents in our school are very rare. We want to eliminate racial discrimination, promote equality of opportunity for all and develop good relationships between different racial groups. All staff are responsible for promoting good relationships between all members of our community.
- 5.2 All visitors to the school are expected to comply with this policy, our school values and our expectations.

## Wendover CE Junior School

- 5.3 We promote and celebrate cultural diversity through: teaching a wide and balanced curriculum; respecting and valuing different cultures; ensuring that resources and displays reflect the richness of different backgrounds; inviting guests from different backgrounds to work with children in school.
- 5.4 We ensure equity through: tracking the progress of groups and individuals so that all children are supported and make good progress as a result; equitable grouping of children that uses fair criteria; extra-curricular opportunities being open to all.
- 5.5 Governors and school leaders are responsible for ensuring that fair procedures are used to admit pupils, to manage behaviour and to manage attendance (including exclusions), irrespective of ethnicity. We allow children to take authorised leave of absence to take part in religious celebrations.
- 5.6 All pupils understand that racism is not tolerated and that any such behaviour will be challenged. Pupils should feel confident to report any incidents of racism, directed at themselves or others, to an adult.
- 5.7 Parents are expected to support the school in dealing with any racist incident, reinforcing the message that racism is never acceptable.
- 5.7 Racist behaviour will be challenged by all staff and will be dealt with on a case-by-case basis. Parents of children involved will be informed of any allegations: they are expected to support the school in finding a positive resolution. Advice and support will be sought from outside agencies as appropriate. Consequences for the offender(s) will be applied in line with the school's behaviour policy. Support for the victim(s) will be provided as appropriate.
- 5.8 All racist incidents are logged (records of incidents are kept in the Headteacher's office) and are reviewed at senior leadership level. The Local Authority will be notified of reportable incidents and the governing body informed through the termly Headteacher's report.

### 6. Roles & Responsibilities

- 6.1 The **Governing Body** ensures the school complies with all equality and diversity legislation. Governors take all reasonable steps to ensure that no-one is discriminated against: when applying for jobs or a pupil place at the school; as a result of a school policy – such as the uniform policy (this may be adapted in respect of cultural traditions); because of the curriculum; as a result of the school environment.
- 6.2 The **Headteacher** will implement the school's Equalities and Cohesion Policy and ensure that staff, governors and parents are aware of the policy. Staff and governors will apply the guidelines fairly, including staff appointment and review panels. The Headteacher will ensure that the curriculum and wider curriculum, including collective worship, display and extra-curricular activities, promote diversity. The Headteacher will treat all incidents of prejudice or racist behaviour seriously and investigate all allegations thoroughly.
- 6.3 The **Class Teacher and Support Staff** will ensure that no child is treated unfairly. Study themes and study and learning resources will be chosen sensitively and will promote diversity and positive role models wherever possible. All staff will challenge any prejudice or racist behaviour and will bring these to the attention of the Headteacher.

### 7. Monitoring and Review

- 7.1 The Governing Body monitors the effectiveness of this policy by:
- monitoring the academic development of ethnic minority pupils against other children in school
  - monitoring staff appointments so that no-one is discriminated against
  - receiving termly reports from the Headteacher that include incidents of prejudice or racist behaviour
  - receiving termly updates subject leaders, the Designated Safeguarding Lead and link governors
  - taking into serious consideration any complaints regarding equality opportunity
  - monitoring the behaviour policy and exclusions record to ensure that pupils from minority groups are not unfairly treated
  - reviewing the policy on an annual basis.