



In the knowledge that  
we are loved, we are rooted  
by our Christian values.

**Brill Church of England School**

### **Equality and Cohesion Policy including our Equality Objectives**

<b>Policy Reviewed</b>	Sep 2023
<b>Policy Owner</b>	L.White
<b>Signed Headteacher</b>	L.White
<b>Review date</b>	Sep 2024

*This document is a statement of the aims, principles and strategies for equality and cohesion at Brill C of E School.*

## **Brill C of School Equalities and Cohesion Policy**

Brill C of E School will abide by the provisions of the Equality Act 2010 and has developed this policy to help us meet our Public Sector Equality Duty ("Equality Duty") under the Equality Act 2010. The Equality Duty makes sure public bodies play their part in making society fairer by tackling discrimination and providing equality of opportunity for all. We are committed to giving due regard to equal treatment and opportunity for all staff, pupils, and members of the wider community. We do all that we can to eliminate discrimination and foster good relations amongst all connected with the school. See Appendix for the Action Plan and Current Objectives.

### **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 reassignment, 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 philosophy of our school values 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 (disablism), racial discrimination including discrimination based on religion or belief/non-belief, sexual orientation harassment and discrimination, gender reassignment, 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 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's admissions policy is equally open to pupils of all groups.

Within the context of the school, we aim to positively impact 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 diverse backgrounds, lifestyles, and identities.

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.

### **2. 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, 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., lesbian, gay, bisexual, and transgender people.

With regard to religion, we actively support the rights of all to practice their belief/non-beliefs equally.

Prejudice-related incidents will always be investigated fully. We recognise that any such incident has an impact on the individual but is also an attack on someone as a representative of a community or a group which means the impact is felt more widely and can spread fear and create a hostile environment.

### **3. Development of the Policy**

#### **Position Statement:**

- Our school has a designated Governor who takes responsibility on the Governing Body for equality and diversity issues. They have had the appropriate training and have a good understanding of what equality and diversity means.
- We gather relevant information by a variety of methods including through questionnaires and parent focus groups.
- This policy is a statement of our commitment: we will continue to review our policies, practices, and procedures to address any areas of inequality and build this into our curriculum, working and procurement processes. Equalities policies and practices are covered in all staff inductions.

We will audit our provision through:

- o the annual audit of the action plan.
- o Feedback from stakeholders.
- o Recording of incidents (e.g., racial incidents).
- o Data analysis. e.g., achievement and progress are analysed termly to ensure progress of every pupil irrespective of the protected characteristics; exclusion and attendance data are reviewed to ensure no over-representation of any one group.

### **4. Responsibility for the Policy**

#### **The Governing Body is responsible for ensuring that:**

- The school complies with all equality's legislation relevant to the school community.
- The school's Equalities and Cohesion scheme is maintained, updated regularly, and published on the school's website.
- That procedures and strategies related to the Policy are implemented.

- The Equality and Cohesion Governor will monitor, on behalf of the Governing Body, all equality 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 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.
- Assistance with applications for candidates with language problems.
- Exploring the possibility of career breaks for staff 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 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, the Chair of Governors or the Governor responsible for Equality and Cohesion. 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.

## **5. Eliminating discrimination, promoting equality, and celebrating diversity**

### **I. Teaching and Learning**

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.
- 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 diverse cultural traditions.
- Develop pupils' awareness so that they can detect bias and challenge discrimination.
- Ensure that the PSHE (Personal, Social, Health and Economic) curriculum covers 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 take 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 diverse 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**

- We take safeguarding very seriously, and follow best practice including the Prevent Agenda, in the recruitment of new members of staff.
- All necessary steps are taken to ensure that the school's commitment to the importance of British Values informs all areas of the curriculum.
- The spiritual, moral, social, and cultural (SMSC) agenda is of paramount importance in the development of our 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 considering 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 diverse 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 (Physical Education) to foster participation, engagement, empowerment, and consultation.
- Utilise case studies to emphasise successful relations among members of diverse 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.



- All 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.
- Our aim is that our 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**

- Safeguarding is taken very seriously and in accordance with County Council guidelines. When appropriate, referrals are made to relevant bodies, including concerns relating to the Prevent Agenda.
- 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 e.g., school fair, Black History Month celebrations, Eid celebrations, harvest festival etc.
- The school has a role to play in supporting new and settled communities.
- 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.
- Encourage participation and empowerment of community members on all extended services.
- Emphasise equal contribution to society of members from diverse backgrounds with various lifestyles and identities.
- Publish information that can improve perceptions about efficiency, efficacy, and fairness of service provision at local level.
- 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 and differences across diverse 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 diverse groups.
- Establish and strengthen effective approaches to monitor, evaluate, manage, and prevent conflict.

## **VI. Learning Outside the Classroom**

At Brill C of E School learning outside the classroom contributes to the development of every child. It is our mission to encourage our children to:

- Explore outside and make connections with all aspects of their learning.
- Ask and answer questions of both the built and natural world and reach their own conclusions.
- Show care and respect for all things.
- Be inspired and motivated by the wonder of our world.

## **Benefits**

We believe that learning outside the classroom can supplement and enrich the curriculum of our school by providing experiences which would otherwise be impossible.

All learning outside the classroom experiences serves an educational purpose, enhancing and enriching our children's learning. Real-world learning brings the benefits of formal and informal education together and reinforces meaningful learning through acquiring knowledge and skills through real-life, practical, or hands-on activities.

There are numerous benefits to learning outside the classroom for all our children, including those with Special Educational Needs, such as:

- Consolidating learning through real life, practical activities.
- Aiding transition to new places and situations.
- Increasing motivation and willingness to learn.
- Developing confidence and self-awareness.
- Developing social and communication skills.
- Meeting different challenges and becoming more independent.
- Demonstrating achievement - through awards, displays and presentations.

Work that takes place outside of the classroom can provide a very powerful means of developing learning in all curriculum areas, and thus can raise attainment.

## **Curriculum links**

All learning outside the classroom activities takes place during curriculum time. This includes:

- Forest School sessions for Years R-6.
- Working with music, art, and sporting professionals, both on and off-site.
- Maintaining and developing close working links within the local community e.g., our parish church, shops, community groups.
- Working in collaboration with local schools, as part of the Thame and Bernwode partnerships.
- Providing the opportunities for termly trips to support and enhance in-school learning.
- Annual residential trips.

## **6. 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 diverse 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 diverse 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 and prejudice, disablism, sexual harassment and all forms of bullying.
- Parental involvement within school.

These formal logs are kept centrally so that staff and senior leaders are fully aware of any incidents and can track individuals or patterns of behaviour. All incidents recorded are reported to the Head/Deputy so that full investigations can be carried out where required. All notes of investigations where incidents are proven are stored in the pupil's individual record file and passed to the next school.

We use a scaled approach to judge each incident:

1. No offence was intended or taken.
2. Offence was taken but no intent was evident.
3. Hurt or distress was caused, but the offending behaviour is unlikely to be repeated.
4. Hurt or distress was caused, and the pupil/s responsible had previously been warned about unacceptable behaviour.
5. Substantial hurt or distress was caused, and /or the behaviour was based on substantial hostility and prejudice, and /or the behaviour may be repeated.

Our monitoring activities enable us to identify any differences in pupil performance and behaviour. 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.

## **7. Impact Assessments and how this policy relates to other school policies**

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

- Equal opportunities.
- Pupils' progress attainment and assessment.
- Behaviour discipline and exclusions.
- Pupils' personal development and pastoral care.
- Teaching and learning.
- Induction.
- Admissions and attendance.
- The curriculum.
- All subjects.
- Teaching and learning.
- Staff recruitment and retention.
- Governor/staff training and professional development.
- Partnerships with parents/carers and communities.
- Visits and visitors.

Each policy, and any other relevant policies as outlined in the specific duties placed upon us by the relevant legislation, will be evaluated and monitored for its impact on pupils, staff, parents, and carers from the diverse groups that make up our school.

This policy has been written using guidance and models from Buckinghamshire Council including their guidance for schools on how to deal with prejudice-related incidents.

## Appendix 1

Objectives	Activities
<p>To narrow the gap in attainment between identified groups and ensure that the cultural gaps are addressed.</p>	<p>Rigorously monitor the progress of all groups, to clearly identify any underachievement in performance and adjust provision to support progress. This objective is monitored by the Senior Leadership Team and key staff alongside the school Governing Body.</p> <p>Develop opportunities for developed oracy (Chomp and Chat) to ensure that all children from identified groups have enhanced access to oracy resources and approaches.</p> <p>Use and apply the mastery resources in maths to close any gaps that may exist between groups.</p> <p>Continue our work on the use of power of reading and our editing and improving writing process to develop reading and writing skills for all children in identified groups.</p>
<p>To promote spiritual, moral, social, and cultural (SMSC) development through all appropriate curricular activities, with reference to issues of equality and diversity.</p>	<p>Through daily Collective Worship.</p> <p>Through PSHE curriculum/ Jigsaw sessions.</p> <p>Through our new R.E (Religious Education) Scheme or work -Discovery RE (Religious Education), giving children an awareness of diverse cultures, religions, and beliefs through an enriched curriculum.</p> <p>Ensuring children do not use discriminatory language and that any incidents are dealt with immediately.</p>
<p>To forge links within and across the community to develop effective partnerships that support and improve pupil's knowledge and understanding of where they live and the people around them.</p>	<p>Links to;</p> <p>Local schools through events and visits.</p> <p>Local businesses and organisations including local places of worship.</p> <p>Range of visitors to share their experiences.</p> <p>Providers who lead enriching activities across the curriculum.</p> <p>Wide range of localities- locally, nationally, and internationally.</p>

<p>To provide additional support for vulnerable children who are at risk of underachieving.</p> <p>Classroom support staff to support these children through intervention and in class support.</p>	<p>Pastoral lead working with families.</p> <p>ACE (Adult Child Empathy) parent workshops throughout the year.</p> <p>Support via website.</p> <p>Use of the oracy (Chomp and Chat) resources and approaches to develop and enhance speaking and listening skills across the curriculum which will in turn have impact on the achievement of the children.</p> <p>Use the new SALT assessment tools to identify children whose language development has fallen behind and apply interventions at an early point in their education. Focus is on Reception, Year 1 and 2.</p>
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