Fulmer Infant School
Equalities and Cohesion Scheme

The Policy will be reviewed as required following any legislative changes
Approved by: Chair of Governors Sue Kirby

Fulmer Infant School Equalities and Cohesion Scheme

1. School Mission Statement / Principles

At Fulmer Infant School, our staff, parents and governors work together to provide an excellent education for all children. We are dedicated to giving our children a happy and safe environment and one in which they are challenged to be their best. We pride ourselves in providing a family environment where children can really thrive

Every pupil is given the best possible opportunity and encouragement to develop both academically and socially. The staff consistently set and expect high standards of work and behaviour from pupils. This principle of high expectations underscores the aims and objectives of the school, which are:

- All pupils are helped to work to their best of their ability and to achieve high standards
- Teaching is of a consistently high standard
- Children are expected to behave well, to respect others' views and beliefs and to treat each other with kindness and fairness at all times
- To enrich pupils' experience of the curriculum and integrate the school into the life and activities of Fulmer village
- Fulmer Infant School is an inclusive school where all children, irrespective of gender, ethnicity, religion, sexual orientation or disability, are given an equal opportunity to achieve

Above all, the school aims to work closely with parents to prepare each child for his or her future life as a contributing member of society.

What is Equality? Equality is the principle of equal treatment for all people irrespective of their gender, ethnicity, disability, religious belief/ non-belief, sexual orientation, age, gender re assignment, marriage or civil partnership and .pregnancy or maternity status.

What is Diversity? Diversity is the acceptance that we are all different but we are all equal. Diversity focuses on valuing and celebrating the strengths in people's differences.

What is Community Cohesion? Community cohesion is to have common vision and civic pride, valued and celebrated diversity, clear rights and responsibilities, equal life chances for all and strong relations between different communities.

The philosophy of our school talks of valuing the individuality of all our pupils. We are committed to giving all our pupils every opportunity to achieve the highest of standards. Within this ethos of achievement, we do not tolerate bullying and harassment of any

kind. We actively tackle discrimination against those with a disability, racial discrimination including discrimination based on religion or belief / non-belief, sexual (orientation) harassment and discrimination, gender re-assignment, pregnancy or maternity, breastfeeding discrimination and promote equal opportunities and good relations between and amongst all. We aim to ensure that the school promotes the individuality of all our pupils, irrespective of ethnicity, sexual orientation, disability, gender, gender re-assignment, religion, belief / non-belief or background. We are committed to ensuring that positive action is taken where necessary to redress the balance of inequality that may exist. Based on this our school's admissions policy is equally open to pupils of all groups.

Within the context of the school we aim to positively transform individual and shared circumstances, perceptions, attitudes and relations. We aim to reflect the diversity of our local community and society and ensure that the education we offer reduces the chances of social divisions and parallel lives by recognising, celebrating and valuing different backgrounds, lifestyles and identities.

We 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*.*

In November 2014 Ofsted said: Pupils' excellent opportunities for spiritual, moral, social and cultural development underpin their outstanding learning. They appreciate the value of differing beliefs and are keen to celebrate each other's successes…… All pupils have the same excellent opportunities to succeed and discrimination of any kind is successfully discouraged …..Spiritual, moral, social and cultural development is a real strength of the school. Clear messages about good values are taught in lessons and assemblies.'

In the May 2010 Ofsted report said: 'the school promotes equality and tackles discrimination successfully…The school makes an excellent contribution to community cohesion.'

2. Current Profile of the School

- The school is a 4+ to 7 Local Authority controlled Infant School, and, with a total of 69 pupils is much smaller than most schools generally, at the same time the school does represent the demographic of the wider Buckinghamshire area with children from a broader community faiths and backgrounds
- Fulmer Village is a small (500 residents approx.) but an active, supportive community. School is an integral part of the community.
- The staff includes Sikh and Christian female teachers. Currently there are male and female governors all except one being of English heritage
- The school has no disabled pupils on roll at this time
- One member of staff has a disability
- No governors have a disability.

- The age ranges of the staff and governors cover all ranges.
- The school is physically accessible and the school hall has a disabled toilet.
- Regular assemblies and circle time reinforce the need to respect each other regardless of race, culture, faith, gender and ethnicity. The school celebrates a range of religions over the year with assemblies led by parents and religious leaders and with follow-up displays in the library.

3. Legislative Context

Equality is not about benefiting some people at the expense of others - equality benefits everyone. In an effort to ensure that marginalised groups are given equal opportunity this policy will prioritise the following groups.

Disabled persons - We follow the social model of disability which means that we understand that the barriers to disabled persons securing equality are due to the physical environment and people's attitudes. Disabled people include those with physical and sensory impairment (difficulties), learning disabilities, mental illness, long term illness all of which are substantial.

With regard to race equality we accept the definition of a racist incident based on recommendation 12 of the Report of the Stephen Lawrence Enquiry: 'A racist incident is any incident which is perceived to be racist by the victim or any other person'.

With regard to sexual orientation we refer to the LGBT community i.e. lesbians, gay, bisexual and transgender people.

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

4. Development of the Scheme

This section lays out the responsibility of the school community in respect of the scheme. The Code of Practices outline that consultation with the relevant groups is a significant part of the development of the scheme. You will therefore need to show how each group has participated in shaping the scheme.

Specifically,
- An E&C governor has been assigned
- Small group established with action to grow – agenda item at GPC

- Actions – book the training

5. <u>Responsibility for the Scheme</u>

The Governing Body is responsible for ensuring that:
- The school complies with all equalities legislation relevant to the school community;
- The school's Equalities and Cohesion scheme is maintained and updated regularly;
- That procedures and strategies related to the scheme are implemented;
- The Equality and Diversity Governor will monitor, on behalf of the governing body, all racist incidents and ensure that appropriate action is taken in relation to all said incidents.

Positive Action

The Governing Body recognises that the avoidance of discrimination is not sufficient to ensure that equality exists in the school. The Governing Body will therefore give full consideration to measures of positive action which may assist in achieving the aims of this policy. This is action designed to encourage or facilitate the employment or training of minority or disadvantaged groups. The Governing Body will not discriminate in favour of individuals from specific groups (positive discrimination), but it will take positive action which enables members of those groups to compete on an equal basis. Positive action measures may include:
- encouraging applications from specific groups which are under-represented in the school
- encouraging people with disabilities to apply for posts
- advertisements which encourage applications from individuals of a particular sexual
- orientation, or religion or belief, but make it clear that selection will be on merit
- flexible working – promoting the use of job shares and flexible working where operational factors make this possible
- language/literacy training
- supporting training measure for under-represented groups
- assistance with applications for candidates with language problems
- commitments to interviewing disabled people who meet the basic criteria for the post
- encouraging staff to become representatives of trade unions/associations

Harassment and grievance procedures

Harassment has the effect of destroying dignity and undermining the confidence of employees. It can take many forms including physical contact, bullying, threatening or ignoring someone. It can be a series of offensive remarks or a single incident. It can be behaviour that staff find offensive even if not directed at them or harassment because of perception or association.

The Governing Body is committed to the principles of dignity at work for all its staff in the school. This includes the right to be treated with respect by all managers and colleagues. The Governing Body will consider any acts of harassment including those on the grounds of age, disability, gender reassignment, marital status and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation, as totally unacceptable and outside the ethos and culture of the school. Any such act by a member of staff against any adult or child will be treated as a disciplinary offence, and action taken accordingly.

The school has procedures to resolve grievances and for the handling of complaints of harassment and bullying at work. The Governing Body is committed to investigate any such complaint. These procedures will be followed carefully and promptly in response to any such complaint and should be in line with the anti-bullying policy as currently agreed by the school.

The Headteacher is 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 Scheme ;
- 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 Scheme
- 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, 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 issues;
- 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 Scheme;
- Positively influencing their children's expectations about education as well as their attitudes and behaviour towards other pupils, staff and the Governors ;
  Understanding the ethos of the school and becoming involved in school life (i.e. open days, extended services, Parent Rep meetings with the Headteacher, Parent Associations, informal discussions with staff, parent evenings);

All Pupils are responsible for:
- Being aware of and complying with the Equalities and Cohesion Scheme;
- Not discriminating on grounds of race sexual orientation, religion, belief or non-belief, gender; or other equality issues;
- Reporting any racist incident or act of discrimination in which they were directly or indirectly involved either in or out of school; Understanding, valuing and celebrating diversity; Challenging stereotypes, and prejudices.
- Treating others as their equals.

6. <u>**Eliminating discrimination, promoting equality and celebrating diversity**</u>

    I. **Learning and Teaching**

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect diversity within society in terms of age, race, gender, ability, faith, ethnicity, social condition, cultural background and sexual orientation, without stereotyping;
- Develop learning materials and activities that emphasise benefits of having diverse communities, neighbourhoods, schools and groups.
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.
- Promote attitudes and values that will challenge discriminatory behaviour;
- Strengthen individual and collective skills to deal with change across time and space
- Provide opportunities for pupils to identify shared interests among members of different social groups and categories.
- Use a range of sensitive teaching strategies when teaching about different cultural traditions;
- Develop pupils awareness so that they can detect bias and challenge discrimination;
- Ensure that the PSHE and Citizenship curriculum cover issues of equalities, diversity, human rights and inclusion;
- Promote and celebrate the contribution of different ethnic groups to the subject matter in all subject departments, where appropriate.
- Seek to involve all parents in supporting their child's education;
- Provide educational visits and extra-curricular activities that reflect all pupil groupings;
- Take account of the performance of all pupils when planning for future learning and setting challenging targets.
- Make best use of all available resources to support the learning of all groups of pupils.
- Increase achievement of all pupils in English, Maths, Science and Computing 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

- Staff takes account of disability needs, gender, religious and ethnic differences and the experience and needs of particular groups such as Gypsy Roma and Traveller, refugee and asylum seeker pupils.

- All pupils are encouraged to consider the full range of career opportunities available to them with no discriminatory boundaries placed on them due to their disability, gender or race as well as their sexual orientation or religion/ belief or non-belief.

- Remove unlawful distinctions, exclusions, restrictions or preferences that have the purpose or effect of limiting equal access to goods, facilities and services.
- All pupils/staff/parents/carers are given support, as appropriate, when they experience discrimination. We also recognise that the perpetrators of discrimination are themselves sometimes victims of their personal circumstances and therefore, where appropriate, remedial work is done to ensure that the actions do not occur again.

- Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community.
- All pupils develop communication, delegation, motivation and supervision skills, particularly those who come from vulnerable, excluded or deprived backgrounds.

III. Curriculum

- Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes towards equality and diversity.
- Pupils will have opportunities to explore concepts and issues relating to identity and equality.

- All steps are taken to ensure that all pupils have access to mainstream curriculum by taking into account the cultural and lifestyle backgrounds of all pupils, their linguistic needs and their learning styles.

- Provide reasonable means for children, young people their friends and families to have meaningful and continuous interaction with people from different backgrounds, lifestyles and identities.

- Provide opportunities to recognise similarities while appreciating, respecting and valuing differences across and between groups.

- Challenge perceptions among majority groups about special treatment of minority groups.

- Challenge cultural, geographical or generational boundaries of the community.
- Utilise food, arts, sports and PE as a means to foster participation, engagement, empowerment and consultation.

- Utilise case studies to emphasise successful relations among members of different groups, areas, neighbourhoods, nations and countries.
- Foster social bonding (intra-group relations) and social bridging (inter-group relations) among pupils, workers, staff, parents, carers and families.
- Facilitate meaningful and continuous interaction between people from all walks of life.
- Increase awareness about rights and responsibilities of pupils, their parents and carers as community members, regardless of migratory status and/or nationality.
- Remove barriers to access, participation, progression, attainment and achievement.

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.

- Follow equal opportunities policy

- Access to opportunities for professional development is monitored on equality grounds.

- Equalities policies and practices are covered in all staff induction (evidence – see staff induction pack).

- All supply staff are made aware of equalities policies and practices - we have a supply handbook as evidence
- Facilitate training for staff, teachers, governors and head teachers on community cohesion.

- Reduce direct, indirect and institutional discrimination with regards to staff recruitment, training and retention.

- Workforce at all levels attempts to reflect local, regional and national diversity in terms of age, race, gender, ability, faith, ethnicity, social condition, cultural background and sexual orientation.

V. Partnerships with parents/carers and communities

All parents/carers are encouraged to participate at all levels in the full life of the school.
- As part of the schools commitment to equality and diversity, a group made up of members of the school community including pupils, staff, local community members, parents/carers, local faith groups and local disability groups has been developed to support the school with matters related to its equalities duties and the nature of the extended services that the school will offer. To be discussed at next meeting

- We will, as a school, establish and strengthen partnerships with other schools to share good practice, exchange information and foster multi-cultural, multi-geographical and multi-generational activities.

- Members of the local community regularly join in school activities e.g. school fair, Gypsy, Roma and Traveller month celebrations, Black history month celebrations, Eid celebrations, harvest festival, ECO day etc.

- 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.

- Emphasise equal contribution to society of members from different backgrounds with various lifestyles and identities.

- Increase awareness amongst pupils, parents, carers and families about social services at county, district, parish and neighbourhood level.
- Involve community members in activities that reflect similarities across heterogeneous groups and differences within homogeneous groups
- Foster positive relationships between and within groups of pupils, staff, parents, carers and families
- Facilitate meaningful and continuous interaction between and within members of different groups
- Establish and strengthen effective approaches to monitor, evaluate, manage and prevent conflict

7. Putting Policy/ Scheme into Practice

The scheme should include a short action plan to be reviewed annually (see Appendix B). This should identify areas for development with clear targets; identify staff with responsibility for meeting the targets and a timeline for achieving targets. This action plan will ideally sit within the school's Development Plan.

The Equality and Cohesion Policy and Accessibility policy is reviewed annually by the Policy committee. '

8. Monitoring and Reviewing

We have a rolling programme for reviewing our school policies. When policies are reviewed in future, governors will endeavour to ensure that due regard is given to the promotion of all aspects of equality within each policy. We regularly review the impact of our policies on the needs, entitlements and outcomes for pupils, staff and parents from the equality strands referred to in this policy. We pay specific attention to the impact that our policies have on the attainment of pupils from different groups.

We make regular assessments of pupils' learning and use this information to track pupils' progress, as they move through the school. As part of this process, we regularly monitor the performance of different groups, to ensure that all groups of pupils are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary. Resources are available to support groups of pupils where the information suggests that progress is not as good as it should be. The governing body receives regular updates on pupil performance information.

School performance information is compared to national data and Local Authority 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, sexual harassment and all forms of bullying;
• Parental involvement.

Our monitoring activities enable us to identify any differences in pupil performance. This allows us to take appropriate action to meet the needs of specific groups and to set targets in our strategic plan, in order to make the necessary improvements.

9. Impact Assessments and how this policy/scheme 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 different groups that make up our school.

Signed…………………………….

Chair of Governors……………………………

Date………………………..

Appendix B – Equalities and Cohesion Action Plan

#	ISSUE	ACTION	OWNER	TIMEFRAME	INTENDED OUTCOME
1	Eliminating discrimination, promoting equality and celebrating diversity	• Celebrate diversity/ equality • Celebrate achievement • Promote positive attitudes towards people of different ethnic groups/ religion etc. • Involve pupils, staff, and working groups • Promote high expectations • Communicate behaviour expectations • Ensure that it welcomes applications for school places and jobs from all sections of the community	Headteacher and working group	Ongoing	Discrimination eliminated
2	Preventing and dealing effectively with bullying and harassment Recognising that the groups covered in this policy are more vulnerable to bullying and harassment	• Communicate to pupils, parents, and staff its zero tolerance to all forms of bullying and harassment • Ensure that incidents are reported and addressed swiftly and effectively • Record, analyse and report bullying and harassment on grounds of race, gender, disability, sexual orientation etc. (ANT system allows this recording and monitoring)	Headteacher and working group	Ongoing	Zero tolerance to all forms of bullying across the school
3	Listening to pupils, staff, parents, and others	• Hear the student voice at school council • Actively seek staff views and listen to staff concerns at staff meetings • Seek the views of parent s with questionnaires • Ensure it encourages, enables and hears the full range of views including those with disabilities	Headteacher and working group	Ongoing	All stakeholders feel that their views are taken seriously

		• Identify areas in which the school needs to operate differently to capture all the views it needs – for example outside the school to get the full picture on disability, race, equality and or community cohesion via the parish council			
4	Developing the curriculum	• Ensure that all subject areas reflect cultural diversity and respect for others • Use RE, circle time, and assemblies models for best practice in developing an inclusive curriculum • Use multi-cultural resources to ensure pupils enhance their understanding of different religions and cultures • Makes use of positive role models in the classroom to develop the self-esteem of vulnerable groups and respect of all for diversity within the community	Headteacher and working group	Ongoing	Curriculum reflects diver community
5	Equalising opportunities Recognising that some of the groups covered in this policy are likely to be economically disadvantaged	• Ensure school uniform is affordable and offer subsidy when appropriate • Avoid putting parents under unnecessary financial pressure • Promote the take-up of extra-curricular opportunities • Ensure that the school charging policy is appropriate • Monitor take-up of extra-curricular opportunities	Headteacher and working group	Ongoing	Ensure inclusion
6	Informing and involving parents and carers Recognising that some of the	• Offer a range of ways of communicating between school and parents that meet parents' circumstances and needs • Encourage parents to let the school know if	Headteacher and working group	Ongoing	All parents and carers fell well informed

	groups covered in this policy are more likely to find school intimidating, strange, or inaccessible	they have a particular disability or other need • Encourage parents discuss their concerns • Ensure that parents understand how well their child is progressing • Explain how parents can help their child at home • Explain how parents and others can help in school • Encourage parents to join the PA and/ or governing body			
7	Welcoming new pupils and helping them to settle in effectively Recognising that some of the groups covered in this policy are more likely to find school intimidating, strange or inaccessible, and to move mid-year	• Ensure a happy start to the school at normal times • Ensure effective school transfer • Ensure that extra help is given to pupils who find change of school challenging • Ensure well-planned school adjustments are made to cater for a child with disabilities – if possible in advance of starting at the school • Ensure school's uniform policy is clear to parents, impact assessed and inclusive	Headteacher and working group	Ongoing	All children settle into school life as happily as possible and are well prepared for transition
8	Addressing the full range of learning needs Recognising that some of the groups covered in this policy are more likely to under achieve	• Ensure curriculum is relevant • Ensure appropriate teaching styles and classroom organisation • Planning is based on earlier learning • Marking policy promotes learning for all • Track pupil progress and identify under-performing • Promote and maintain higher attendance – strategies and monitoring • Develop provision management to establish effective analysis and development of	Headteacher and working group	Ongoing	All learning needs are addressed

		interventions			
9	Supporting learners with particular needs Recognising that some of the groups covered in this policy are more likely to have particular needs	• Prepare support plans to focus on learning priorities • Ensure language support is available as required • Provide pastoral support plans • Provide homework/ revision support • Provide appropriate training to enable staff to meet particular learning needs – planned well in advance of a child's admission • Gaps identified in training needs analysis are reflected in staff development plan	Headteacher and working group	Ongoing	All learners with particular needs feel supported and achieve their full potential
10	Making the school accessible to all	• Meet the needs of pupils, staff, and others with physical disabilities • Meet the needs of pupils, staff, and others with other disabilities • Ensure that curricular and extra-curricular opportunities are available for pupils with disabilities • Identify further developments to address outstanding issues • Including transport and supervision for children with disabilities	Headteacher and working group	Ongoing	School is accessible to all
11	Ensuring fair and equal treatment for staff and others Recognising that the school needs to ensure that policies and practice do not discriminate, directly or indirectly, against adults as well as pupils in the school	• Ensure non-discriminatory recruitment and employment practices • Promote dignity at work • Encourage the development of all staff	Headteacher and working group	Ongoing	All stakeholder feel that they are treated fairly and equally

	and that positive role models and wider perspective will strengthen the school				
12	Encourage participation of under-represented groups Recognising that the school has an opportunity to model empowerment of all groups including disabled, ethnic, religious, socially and economically disadvantaged groups	• Recruit governors representative of the pupil population and/ or community • Encourage the widest participation in PA activities • Support individuals and community groups to express their views on matters affecting themselves and their community	Headteacher and working group	Ongoing	Under-represented groups feel confident to participate
13	Monitoring and evaluating the policy Recognising that the strength of this policy depends upon ensuring that everyone is actively implementing it so that gaps and the need for further development will arise from effective evaluation	• Report to governors • Report to parents and pupils • Train all staff and governors • Consult pupils, parents and staff on how the policy is working and how it could be improved • Monitor and review practice • Carry out impact assessments to evaluate practice • Requirements to report on disability aspects in school prospectus • Report on all aspects of inclusion via website, newsletter etc.	Headteacher and working group	Ongoing	Gaps and further developments are identified and action taken