



# **WINSLOW CHURCH OF ENGLAND SCHOOL**

## **Equality, Diversity and Community Cohesion Policy**

<b>Approved by:</b>	Governors	<b>Date:</b> October 2018
<b>Last reviewed on:</b>	October 2020	
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## Guidance on using this policy

The equality duty requires schools to:

- **eliminate discrimination, harassment and victimisation;**
- **promote equality of opportunity;**
- **foster good relations between persons with a protected characteristic and those without a protected characteristic.**

In addition, schools have two specific equalities duties:

- **to publish information to show how they are complying with the Equality Duty annually;**
- **to set and publish Equality Objectives by at least every four years.**

The community cohesion duty:

It is important to note that while the explicit duty on Ofsted to report on schools' contribution to community cohesion has been removed, community cohesion will remain within the scope of inspection. **In addition, the duty on schools to promote community cohesion remains in place.**

**This Equalities and Cohesion Policy** encompasses the Equality protected characteristics regarding Disability, Gender, Race, Sexual Orientation, Religion Belief/Non-belief, Gender Re-assignment and Pregnancy and Maternity which have been enshrined in the Equality Act 2010. **Please note that Age and being married or in a civil partnership** are not protected characteristics for the schools provisions but are for employees. This policy covers age discrimination from the point of the school as an employer.

In writing this policy, the guidance from **'Equally Safe: Dealing with Prejudice Related Incidents'** has been noted and incorporated. This resource was developed to support the work of schools in Buckinghamshire to ensure that all are meeting the Equalities Duty and that schools are promoting Community Cohesion which is a continuing duty on schools (Education and Inspections Act 2006).

## School Mission Statement / Principles

At Winslow Church of England School, our vision is 'Let your light shine'. We believe that all people are made in the image of God and are unconditionally loved by God. Everyone is equal and we treat each other with dignity and respect. Our school is a place where everyone should be able to flourish in a loving and inclusive community.

We believe that all children should have the opportunity to acquire the knowledge and skills needed to achieve their full potential and realise their individual talents and aspirations.

Our aim is to establish an ethos where Christian principles are promoted and where cultural and religious diversity is appreciated and celebrated. We work hard to create equal opportunities and have high expectations for every child in all aspects of school life.

Tackling racism is a vital aspect of this. We recognise that within our school we have only a small variety of faith backgrounds and limited cultural diversity. In addition, there are limited different socio/economic groups. However, we want our children to value and appreciate the rich and culturally diverse society in which they will live, develop a strong sense of common values, integrate actively with learners from other groups and be respectful of others differences thus contributing to the promotion of equalities and elimination of prejudice and discrimination.

**What is Equality?** Equality is the principle of equal treatment for all people irrespective of their race and ethnicity, religion or belief, sexual orientation, sex, disability, age, gender reassignment, and – with regards solely to adults – pregnancy and maternity, an marriage and civil partnership, or any other recognised area of discrimination. At Winslow Church of England School we promote equality of opportunities where strong and positive relationships, built on respect, exist and continue to be developed. Equality of opportunity is about providing equality and excellence for all in order to promote the highest possible standards of achievement.

**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. At Winslow Church of England School, our vision 'Let your light shine' recognises we are all unique, with individual gifts to offer. We seek to meet the diverse needs of children to ensure inclusion for all and that all are prepared for full participation in a diverse society.

**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. At Winslow Church of England School, we value the individuality of all our pupils.

We are committed to giving all our pupils every opportunity to achieve the highest of standards. Within this ethos of achievement, we do not tolerate bullying and harassment of any kind. We actively tackle discrimination against those with a disability (disabilism), racial discrimination including discrimination based on religion or belief / non belief, sexual (orientation) harassment and discrimination 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 race and ethnicity, religion or belief, sexual orientation, sex, disability, age, gender reassignment 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, fostering positive attitudes to all people.

We uphold fundamental British values and will endeavour to ensure that all children learn these as part of a rich and deep curriculum. Through our work on preventing radicalisation and extremism (both violent and non-violent) we will engage with our schools' communities to enhance community cohesion.

### **What is Prejudice?**

'A prejudice-related incident is any incident which is perceived to be prejudice-related by the victim or any other person'. Someone could perceive something as prejudice-related, whether it was intended as such or not. That person's perception is their reality and it is important that their view is not dismissed. The onus is not just on the target to speak up, but anyone who perceives an 'incident' to be prejudiced. This ensures that incidents in which there is no direct target (such as racist graffiti or casual homophobic language) are dealt with.

Common prejudiced incidents can take the form of:

- Prejudicial language.
- Ridicule and jokes.
- Verbal abuse.
- Physical assault.
- Graffiti or damage to property.
- Discriminatory behaviour (such as refusing to work with someone).
- Incitement to behave in a prejudicial manner.
- Cyber bullying.

Our safeguarding and anti-bullying policies reflect our commitment to ensure our school is a safe place for all. We believe that these commitments are as important in the context of a school with limited ethnic diversity as well as in a school with a diverse population whatever that diversity may be.

See Appendix B: Useful Definitions

This policy applies to all staff, governors, parents/carers and visitors.

### **Current Profile of the School**

Winslow Church of England School is a larger than average-sized primary school with a mixed socio economic intake. We are part of a small town community, but within easy reach of two much larger towns, which provide opportunities for the children to experience a wider and more diverse culture than is possible within their immediate surroundings. We ensure the curriculum is wide reaching and outward looking.

- Currently there is a mix of boys and girls throughout the school and within each class although some classes have a more dominant sex
- There is a lower than average percentage of children from ethnic backgrounds compared to other schools
- There is 1 member of staff but no governor who comes from other ethnic backgrounds
- There is 1 child with a visual impairment
- There are no staff members with a disability
- Ramps enable external wheelchair access into the school
- We have staff of all ages from 24- 67 years
- We are mainly a white British school

- As a Church school we have a Christian ethos which we believe encompasses all religions. We celebrate the festivals of all religions reflected in our school
- We work closely with parents whose children are exploring their gender identity and make sure that we focus on the child's choice, putting their needs first. This has led to a review of our uniform policy, ensuring that it does not make assumptions about who wears trousers or skirts whilst still providing clear and simple rules for clothing expectations at School.

## **Legislative Context**

Link to Equality Act 2010 <http://www.legislation.gov.uk/ukpga/2010/15/contents>

See also Appendix A

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

- Disabled persons - We follow the social model of disability which means that we understand that the barriers to disabled persons securing equality are due to the physical environment and people's attitudes. Disabled people include those with physical and sensory impairment (difficulties), learning disabilities, mental illness, long term illness all of which are substantial.
- With regard to age our focus is on older persons (over 60) and younger people.
- With regard to race equality we accept the definition of a racist incident based on recommendation 12 of the Report of the Stephen Lawrence Enquiry: 'A racist incident is any incident which is perceived to be racist by the victim or any other person'.
- With regard to sexual orientation we refer to the LGBT community i.e. lesbians, gay, bisexual and transgender people.
- With regard to religion we actively support the rights of all to practise their belief /non beliefs equally.
- The working definition of a prejudice-related incident, which has been adopted by the police and government, is: 'any incident which is perceived to be prejudice-related by the victim or any other person'. This covers all incidents related to the protected characteristics set out in the Equality Act 2010. Just because someone didn't intend to offend doesn't change the impact of the action. Intention is important when considering the actions that need to be taken with the perpetrator, but a lack of intent does not prevent it from being a prejudice-related incident.

## **4. Aims**

At Winslow Church of England School, we endeavour to provide a well-ordered, stimulating and safe environment in which learning can flourish and every child has the opportunity to fulfil their potential.

### **We seek to promote Community Cohesion by:**

- Ensuring that all pupils have equality of opportunity to achieve according to their full capabilities, regardless of their faith, cultural or ethnic background or social economic background.
- Promoting positive attitudes towards life in a multi-cultural, multi-ethnic and multi-faith society and celebrating diversity;
- Raising awareness of key groups: Travellers, Refugee and Asylum Seekers, Black history.
- Establishing a close partnership with parents and the local community, with sensitivity and openness to the experiences, aspirations and perspectives of those of a minority background.

- Developing children's understanding of the need to tackle injustice and inequality as a Global citizen.

### **Knowledge and Understanding Objectives:**

- Social justice and equality: Understanding of inequality and injustice within and between societies. Knowledge of basic human needs and rights, and of responsibilities as Global Citizens.
- Peace and conflict: Understanding of historical and present day conflicts and conflict mediation and prevention.
- Globalisation and interdependence: Knowledge about the world and its affairs; the links between countries, power relationships and different political systems. An understanding of the complexities of global issues.
- Diversity: Understanding of diversity within societies and how the lives of others can enrich our own. Knowledge of the nature of prejudice towards diversity and how it can be combated.

### **Skills**

- Critical thinking: Ability to assess viewpoints and information in an open minded and critical way and to be able to change one's opinion, challenge one's own assumptions and make ethical judgment as a result.
- Ability to challenge injustice and inequalities: Ability to recognise injustice and inequality in whatever form it is met and to select appropriate action.
- Ability to argue effectively: Ability to find out information and to present an informed persuasive argument.
- Co-operative and conflict resolution: Ability to share and work with others effectively to analyse conflicts objectively and to find resolutions acceptable to all sides.
- Respect for people and things: Ability to take care of things - animate and inanimate - and respond to the needs of others. Ability to make choices and recognise the consequences of choices.

### **Values and Attitude**

- Empathy: Sensitivity to the feelings, needs and lives of others in the world. A sense of common humanity and common needs and rights. A capacity for compassion.
- Sense of identity and self-esteem: A feeling of one's own value and individuality.
- Belief that people can make a difference: A realisation that individuals can act to improve situations and a desire to participate and take action.
- Value and respect for diversity: Appreciation that everyone is different but equal and that we can learn from each other.
- Commitment to social justice and equity: An interest in and concern about global issues.
- Commitment to fairness and readiness to work for a more just world.

### **Responsibility for the policy**

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

- The school complies with all equalities legislation relevant to the school community;
- The school's Equalities and Cohesion policy is maintained and updated regularly;
- That procedures and strategies related to the policy are implemented;
- The named Equality Governor will monitor, on behalf of the governing body, all racist (and prejudice) incidents and ensure that appropriate action is taken in relation to all said incidents.

- The same Governor will monitor the disability and gender duties placed on schools along with the other equality strands of religion, sexual orientation and age and Community Cohesion
- The same Governor will monitor progress towards equality objectives in partnership with SLT

### **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 senior staff and colleagues.

The Governing Body will consider any acts of harassment including those on the grounds of age, disability, gender reassignment, marital status and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation, as totally unacceptable and outside the ethos and culture of the school. Any such act by a member of staff against any adult or child will be treated as a disciplinary offence, and action taken accordingly.

The school has procedures to resolve grievances and for the handling of complaints of harassment and bullying at work. The Governing Body is committed to investigate any such complaint. These procedures will be followed carefully and promptly in response to any such complaint. The first point of contact for any such complaint should be the head teacher Mrs Cazz Colmer. In addition, staff have the right to approach their professional association or trade union representative for support.

**The Head teacher and Senior Management** are responsible for:

- Ensuring that there are effective policies, procedures, recording and reporting systems in place.
- Providing training and ensuring that all staff, pupils and parents are aware of their responsibilities.

- Ensuring that all prejudice-related incidents are dealt with effectively: there should be a dedicated member of the senior management team with responsibility for dealing with prejudice-related incidents
- Ensuring that the school meets its duties to promote Community Cohesion, Fundamental British Values, and to safeguard young people from harm
- Setting and monitoring equality objectives in partnership with the board of governors

**All Staff** are responsible for:

- Challenging prejudicial attitudes and behaviours, complying with school policies, promoting equality through the curriculum, modelling good practice, and reporting incidents when they occur

**All Parents/Carers** are responsible for:

- Signing up to the schools values and understanding the behaviour expected from their child.
- Working with the school to ensure the best possible outcomes should their child be involved in an incident.
- 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, informal discussions with staff, parent evenings)

**All Pupils** are responsible for:

- Understanding the schools values and taking responsibility for their own behaviour
- 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

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

### **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:

- Create an environment where all children can contribute fully and feel valued.
- 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.
- Provide an environment promoting diversity, which values all God's children and is rich with artefacts, books, posters, dolls, puppets and relevant resources.
- 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.

### **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.
- 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.

### **Curriculum**

- Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes towards equality and diversity with opportunities used within the curriculum to tackle racism, bias, stereotyping and prejudice and celebrate equality, justice and respect.
- Pupils will have opportunities to explore concepts and issues relating to identity and equality, exploring similarities and differences within and across different groups.

- 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. Use the curriculum, worship and circle time to promote human rights as well as global issues affected by political, social, historical and economic factors.
- 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 and develop an awareness of different foods and customs within our promotion of healthy eating.
- Use quality texts written by members of different ethnic and cultural groups.
- Utilise case studies to emphasise successful relations among members of different groups, areas, neighbourhoods, nations and countries.
- 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.
- Emphasise multiple dimensions of equality (opportunities, access, treatment, participation and outcome).
- Remove barriers to access, participation, progression, attainment and achievement. (see Appendix D: Equalities and Diversity Information and Action Plan)

### **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.
- Access to opportunities for professional development is monitored on equality grounds.
- Equalities policies and practices are covered in all staff induction.
- All supply staff are made aware of equalities policies and practices.
- Facilitate training for staff, teachers, governors and head teachers on community cohesion.
- We aim to reduce direct, indirect and institutional discrimination with regards to staff recruitment, training and retention.
- Workforce at all levels aims to reflect local, regional and national diversity in terms of age, race, gender, ability, faith, ethnicity, social condition, cultural background and sexual orientation as far as possible.

### **Partnerships with parents/carers and communities**

- 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 invited to school activities e.g. school fair, Diwali, harvest festival, concerts and productions 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.
- Emphasise equal contribution to society of members from different backgrounds with various lifestyles and identities.
- Increase sense of responsibility and reciprocity between and within groups and persons.
- Involve community members in activities that reflect similarities across heterogeneous groups and differences within homogeneous groups.
- Foster positive relationships between and within groups of pupils, workers, staff, parents, carers and families.
- Facilitate meaningful and continuous interaction between and within members of different groups.
- Establish and strengthen effective approaches to monitor, evaluate, manage and prevent conflict.

### **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 and prejudice;
- Parental involvement.
- Attendance

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.

### **8. 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, Anti-bullying and exclusions
- Pupils' personal development and pastoral care
- Teaching and learning

- Induction
- Admissions and attendance
- The curriculum
- All subjects
- Staff recruitment and retention
- Governor /staff training and professional development
- Partnerships with parents/carers and communities
- Visits and visitors

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

## **Appendix A**

### **The Equality Act 2010**

The Equality Act 2010 replaced all existing equality legislation from 1<sup>st</sup> October 2010. It streamlines all the various legislation into a single requirement.

The Act prohibits schools from discriminating against, harassing or victimising:

- prospective pupils
- pupils at the school
- in some circumstances former pupils
- schools also have obligations as employers, bodies which carry out public functions and service providers.

### **What the law protects against**

These are the main forms of prohibited conduct.

#### **Discrimination**

This includes:

- Treating a person worse than someone else because of a protected characteristic (known as **direct discrimination**). Although in the case of pregnancy and maternity direct discrimination, this can occur if they have protected characteristic without needing to compare treatment to someone else. It is not possible to justify direct discrimination, so it will always be unlawful.
- Putting in place a rule or way of doing things that has a worse impact on someone with a protected characteristic than someone without one, when this cannot be objectively justified (known as **indirect discrimination**). Indirect discrimination will occur if the following four conditions are met:
  - You apply (or would apply) the provision, criterion or practice equally to all relevant pupils, including a particular pupil with a protected characteristic, and
  - The provision, criterion or practice puts or would put pupils sharing a protected characteristic at a particular disadvantage compared to relevant pupils who do not share that characteristic, and
  - The provision, criteria, practice or rule puts or would put the particular pupil at that disadvantage, and
  - You cannot show that the provision, criteria of practice is justified as a 'proportionate means of achieving a legitimate aim'.
- Treating a disabled person unfavourably because of something connected with their disability when this cannot be justified (**known as discrimination arising from disability**). Discrimination arising from disability occurs when you treat a disabled pupil unfavourably because of something connected with their disability and cannot justify such treatment. Discrimination arising from disability is different from direct discrimination. Direct discrimination occurs because of the protected characteristic of disability. For discrimination arising from disability, the motive for the treatment does not matter; the question is whether the disabled pupil has been treated unfavourably because of something connected with their disability.

Discrimination arising from disability is also different from indirect discrimination. There is no need to show that other people have been affected alongside the individual disabled pupil or for the disabled pupil to compare themselves with anyone

else. Discrimination arising from disability will occur if the following three conditions are met:

- you treat a disabled pupil unfavourably, that is putting them at a disadvantage, even if this was not your intention, and
  - this treatment is because of something connected with the disabled pupil's disability, and
  - you cannot justify the treatment by showing that it is 'a proportionate means of achieving a legitimate aim'.
- **Failing to make reasonable adjustments for disabled people.**
- The reasonable adjustments duty was first introduced under the Disability Discrimination Act 1995. The reasonable adjustments duty under the Equality Act operates slightly differently and has been extended to cover the provision by a school of auxiliary aids and services; however this element of the duty will not come into force until a later date yet to be confirmed. The object of the duty is the same: to avoid as far as possible by reasonable means, the disadvantage which a disabled pupil experiences because of their disability.
  - In some cases the support a disabled pupil may receive under the special educational needs framework may mean that they do not suffer a substantial disadvantage and there is no need for additional reasonable adjustments to be made for them. In other cases disabled pupils may require reasonable adjustments in addition to the special educational provision they are receiving. There are also disabled pupils who do not have special educational needs but still require reasonable adjustments to be made for them.

#### Harassment

- Unwanted conduct which has the purpose or effect of violating someone's dignity or which is hostile, degrading, humiliating or offensive to someone with a protected characteristic or in a way that is sexual in nature.

#### Victimisation

- Treating someone unfavourably because they have taken (or might be taking) action under the Equality Act or supporting somebody who is doing so. These are called 'protected acts'.

A 'protected act' is:

- Making a claim or complaint of discrimination (under the Act).
- Helping someone else to make a claim by giving evidence or information.
- Making an allegation that the school or someone else has breached the Act.
- Doing anything else in connection with the Act.

There is also protection for pupils who are victimised because their parent or sibling has carried out a protected act.

As well as these characteristics, the law also protects people from being discriminated against:

- By someone who wrongly perceives them to have one of the protected characteristics.
- Because they are associated with someone who has a protected characteristic. This includes the parent of a disabled child or adult or someone else who is caring for a disabled person.

### New positive action provisions

Pupils with protected characteristics may be disadvantaged for social or economic reasons or for reasons to do with past or present discrimination. The Act contains provisions which enable schools to take action to tackle the particular disadvantage, different needs or disproportionately low participation of a particular pupil group, provided certain conditions are met.

These are known as the positive action provisions and allow (but do not require) schools to take proportionate action to address the disadvantage faced by particular groups of pupils. Such action could include targeted provision, resources or putting in place additional or bespoke provision to benefit a particular disadvantaged pupil group.

Positive action is intended to be a measure that will allow schools to provide additional benefits to some pupils to address disadvantage and is not the same as positive discrimination. Positive discrimination would be providing preferential treatment for a particular disadvantaged pupil group that exceeded the positive action conditions.

It is never unlawful to treat disabled pupils (or applicants) more favourably than non-disabled pupils (or applicants). That is, a school is permitted to positively discriminate in favour of disabled pupils (applicants).

## **Appendix B - Definitions and Terminology**

### **ETHNICITY**

Refers to a person's identification with a group which shares some or all of the same culture, lifestyle, language, religion, nationality, geography and history. Everybody has an ethnicity.

### **NATIONALITY**

The fact of being a citizen of a particular nation.

### **MINORITY ETHNICITY**

A term used in Britain to describe groups of people who are identified in terms of common heritage or culture which is different to that of the majority within Britain.

### **RACE**

A term that is commonly used to include people who share a common heritage or origin. It is, however, a meaningless term in this context, as it carries only one biological or scientific definition, which is that of the human race.

### **AFRICAN /CARIBBEAN**

People whose origins are from Africa and from the Caribbean. This has replaced the term 'Afro Caribbean. BLACK Commonly used to refer to people of African / Caribbean origin. The term "coloured" is no longer acceptable.

### **ASIAN**

People with origins in the continent of Asia (other than Chinese people) It is best to identify these people separately e.g. Pakistani, Indian...

### **DUAL HERITAGE OR MIXED HERITAGE**

These terms have replaced the terms half-caste and mixed race. Although it is still acceptable to use the term mixed race.

### **TRAVELLERS**

This is a generic term. The term covers Gypsies (Roma, English, Irish, Scottish, Welsh) Bargees, Circus and Fairground Showmen and New Travellers. It should always be written with a capital T.

**REFUGEE** To be granted refugee status a person must have left his / her own country or be unable to return to it owing to a well-founded fear of being persecuted for reasons or race, religion, nationality, membership of a particular social group or political opinion.

**ASYLUM SEEKER** Someone who has crossed an international border in search of safety and refugee status in another country.



## **Appendix C - Characteristics of staff to promote Equality and Community Cohesion**

### **Feels empathy with others**

- Listens carefully to what children have to say and values their contributions and experiences
- Promotes and understanding that throughout the world people have common needs and rights
- Is compassionate and sensitive towards others
- Tries to see the world through others

### **Has a sense of identity and self-esteem and promotes these feelings in others**

- Recognises the value of individuality in one self and others
- Acknowledges that we all make mistakes and that we can learn from them
- Has high and achievable expectations of all children and tries to ensure that each child fulfils their potential
- Praises children and creates an inclusive secure and nurturing environment for them Has an understanding of and active commitment to social justice and equality
- Is aware of causes of inequality in the world, deeply concerned by its injustices and committed to changing things
- Is aware of the educators own rights and responsibilities and respectful of the rights of others
- Behaves democratically within and outside school
- Uses fairness as the basis for decision making

### **Has an understanding of and respect for diversity**

- Treats children as different but equal
- Enables all children to have equal access to education whatever their needs
- Is aware of issues related to diversity of faith, ethnicity and culture and socio economic backgrounds and is sensitive to the challenges faced by those who may be seen as different
- Is actively anti-discriminatory
- Has a belief that people can make a difference
- Has the confidence to act in order to improve situations
- Is an active participant in their school and community and sees the two as interlinked
- Promotes active learning

### **Has an understanding of peace and conflict and has the ability and willingness to behave cooperatively and resolve conflict**

- Encourages children to cooperate, share, take turns and take responsibility for their actions
- Ensures that there is a democratic class system in place where children can share their problems and where grievances can be resolves such as circle time
- Has a clear and fair procedure for children and educators to follow if conflict erupts Has the ability to think critically, challenge injustice and argue effectively
- Is aware of their own opinions but able and willing to challenge and change them in the light of convincing evidence
- Is able to present an informed, persuasive argument based on reason

- Does not generalise about peoples, countries, continents
- Is able to recognise and challenge bias and manipulation of information in books ICT and the media

**Has an understanding of diversity and an active commitment to learning more**

- Is curious about the world and committed to life-long learning in order to understand how it works in a variety of ways
- Has a range of resources available which engage children exploring diversity and promoting equality
- Realises that aspects of diversity have the potential to be contentious but that this does not reduce the need to address them.

## **Appendix D: Equalities and Diversity Information and Action Plan**

Winslow Church of England School demonstrates a strong culture of inclusion through its vision, values and culture. Staff and governors are committed to promoting equality of opportunity and take seriously the requirements of the Public Sector Equality Duty as defined by legislation in 2010:

<http://www.legislation.gov.uk/ukpga/2010/15/section/149>.

The Public Sector Equality Duty aims to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act - by removing or minimising disadvantages suffered by people due to their protected characteristics.
- Advance equality of opportunity between people who share a protected characteristic and those who do not - by taking steps to meet the needs of people from protected groups where these are different from the needs of other people
- Foster good relations between people who share a protected characteristic and those who do not - by encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

### **Winslow Church of England School's Equality Objectives 2018-22**

- To ensure equality of access for all pupils.
- To support disadvantaged pupils to make expected or better progress in writing and maths so the gap with others is diminished.
- To provide opportunities for pupils to appreciate their own culture and to celebrate the diversity of other cultures, to prepare them for life in a diverse society.
- To seek to involve all parents in their child's education

## Equalities information

Protected Characteristics	AIMS OF THE GENERAL DUTY		
	What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?	How do we advance equality of opportunity between people who share a protected characteristic and those who do not?	How do we foster good relationships between people who share a protected characteristic and those who do not?
Race and ethnicity	<p>Racist incidents (which are rare) are treated very seriously and are recorded and reported annually to the governing body.</p> <p>All pupils achieve and make good progress, irrespective of race.</p> <p>The ethnic diversity of the school reflects the demographic of the local area.</p> <p>Staff recruitment and professional review procedures help ensure equality of opportunity.</p>	<p>The school extends opportunities for children to experience other cultures through the curriculum, assemblies and through extended opportunities, visits and visitors to the school.</p> <p>Opportunities experienced by the children are promoted through the school website and newsletters.</p> <p>The schools make the most of international events to celebrate diversity and promote understanding of different cultures.</p>	<p>Children share experiences of other cultures and are interested in each other's lives.</p> <p>European Day of Languages</p> <p>Yr 3: Hindu visitor to share their belief and practice of Divali</p> <p>Yr 5: Muslim visitors to share their belief and culture</p>
Disability	<p>Planning for learning and support ensures that all disabled pupils play a full part in all aspects of school life, including residential trips, sports days and extra-curricular activities.</p> <p>We have a few parents who are registered disabled; care is taken to ensure that they are supported during visits to the school.</p>	<p>All pupils are able to participate fully in school productions, events and sports days.</p> <p>Adjustments are made to ensure all pupils can access the curriculum and any external tests such as SATS and 11+</p>	<p>Expectations of any pupils with disability would be high and include appropriate challenge as for all pupils.</p> <p>Positive relationships are made between all pupils who see each other as equals.</p> <p>The schools work closely with outside agencies including Young Carers and the Specialist Teaching Service; assemblies</p>

	<p>The school has disabled access. Staff recruitment and professional review procedures help ensure equality of opportunity.</p> <p>Disabled parents have been supported as a result of the new staggered drop off and pick up times (Sept 2020) with LSAs collecting children from the gate)</p>	<p>If parents, carers or family members have a disability, we will ensure they are able to access school events together with parents, carers and family members who are able-bodied. Children learn to support others and celebrate their involvement within a caring environment.</p>	<p>and training and hosting events help raise their profile within the school and wider community.</p> <p>We ensure planned transition programmes are put in place to support all pupils coming to or leaving Winslow Church of England School.</p> <p>Year 6 child with crutches , supported during 2019-20 to ensure they could participate fully in school life</p>
Sex	<p>Most pupils achieve well and make good progress, irrespective of gender.</p> <p>Staff recruitment and professional review procedures help ensure equality of opportunity.</p>	<p>The school makes every effort to challenge traditional stereotypes relating to gender and equality.</p> <p>The school supports 'Valuing all Children'</p> <p>Monitoring of pupil data ensures appropriate interventions support achievement for all pupils in all areas of the curriculum, irrespective of gender.</p>	<p>The school has a rich and deep curriculum, using visits, visitors and assemblies/ worship that extend children's knowledge and understanding of people's involvement of the world and challenges traditional stereotypes about gender.</p>
Gender Reassignment	<p>Staff recruitment and professional review procedures help ensure equality of opportunity.</p>	<p>Winslow Church of England School has a strong ethos of equality and tolerance.</p>	<p>The school promotes inclusion for all members of the community.</p>
Pregnancy and Maternity	<p>Winslow Church of England School ensures entitlements to Paternity and Maternity Leave are met.</p> <p>Line management support is in place.</p>	<p>Staff support needs during pregnancy are reviewed regularly with the line manager.</p>	<p>A strong team ethos helps foster a supportive environment for all staff.</p>

	Winslow Church of England School supports spouses wishing to attend medical appointments during pregnancy. Winslow Church of England School supports flexible working as far as possible for staff returning from maternity leave and for those with children or aging parents		
Age	The school makes itself available as a resource for the local community. There is a wide age profile of staff and volunteers at Winslow Church of England School. Staff recruitment and professional review procedures help ensure equality of opportunity.	Across Winslow Church of England School, we celebrate the opportunities that are presented through a community with a wide age profile. Children are encouraged to think of the needs of others (e.g. the elderly in the local area – Scott Evans Court and Swan House).	Members of the community are invited into school to talk about their experiences of life when (e.g. World War II, members of the local Parish, local history topics) The elderly in the community are invited in to share in the school assemblies and productions and the Community Café (2019-20; this was unfortunately stopped as a result of lockdown) The school visits the local old people's homes to provide entertainment at Christmas, to read and to share their work. Old and young members of the community will be invited in to the Sensory Garden. The school participates in community events including the town's Remembrance Parade. During lockdown children shared pieces of art with elderly residents in Scott Evans Court and Swan House At Christmas, the children created cards for all the residents.
Religion and Belief	Winslow Church of England School promotes the understanding and tolerance of all religions and does not discriminate on the basis of religious belief.	Through PSHE and RE schemes of work, children experience and develop an understanding of different	Winslow Church of England School extends links beyond the local community with the aim of providing opportunities for

	<p>Winslow Church of England School has strong links with the local church of St Laurence</p> <p>Knowledge and understanding of the main celebrations of other religions (e.g. Diwali, Hanukka, Eid) is developed through Assemblies, PSHE and RE</p> <p>Staff recruitment and professional review procedures help ensure equality of opportunity irrespective of religious belief</p>	<p>religious festivals and beliefs throughout their time at Winslow Church of England School</p> <p>Staff draw on a range of visits, their own experience and visitors to ensure that children recognise that where they live is not necessarily representative of a multi-cultural society.</p>	<p>children of widely differing cultures to learn together.</p> <p>Winslow Church of England School promotes an understanding of shared values between different cultures and religious beliefs by inviting visitors of different faith to speak to the children.</p>
<p>Sexual Orientation, marriage and civil partnership</p>	<p>Homophobic language is not tolerated. Sex and Relationships Education (SRE) incorporates understanding of sexual orientation for older pupils in Year 6 scheme of work.</p> <p>Winslow Church of England School demonstrates a commitment to equality of opportunity and treatment to all members of the community regardless of sexual orientation (e.g. parental involvement in school life).</p> <p>Staff recruitment and professional review procedures help ensure equality of opportunity.</p>	<p>We ensure that all parents are involved in all aspects of school life.</p> <p>We enable children to develop an understanding of different models of family life.</p>	<p>The school encourages the involvement of parents in all aspects of school life.</p> <p>We ensure that resources that are used in school promote a range of models of family life.</p> <p>Different models of family life are explored through our PSHE resource SCARF</p>

Curriculum Leads have completed an Anti-Prejudice Audit of their subjects (October 2020), which will help populate their subject's Action Plan.

**Resources used or referred to in this policy:****Guidance for Education Providers: Schools**

<http://www.equalityhumanrights.com/advice-and-guidance/guidance-for-education-providers-schools/>

**The Employment Equality (Sexual Orientation Regulations 2003**

<http://www.opsi.gov.uk/si/si2003/20031661.htm>

**Guidance on New Measures to Outlaw Discrimination on Grounds of Sexual Orientation in the Provision of Goods, Facilities and Services**

<http://www.communities.gov.uk/documents/communities/doc/485013.doc>

**The Equality Act (Sexual Orientation) Regulations 2007, Guidance for Schools**

<http://www.teachernet.gov.uk/docbank/index.cfm?id=12504>

*For detailed guidance on:*

- Admissions, teaching and the curriculum  
<http://www.dfes.gov.uk/sacode/>  
<http://www.teachernet.gov.uk/teachingandlearning/subjects/>
- Handling sex and relationship education  
<http://www.dfes.gov.uk/sreguidance>
- Impact of Part 2 of the Equality Act 2007 (discrimination on grounds of religion or belief)  
<http://www.teachernet.gov.uk/wholeschool/equality/religion>
- Anti-discrimination legislation  
<http://www.teachernet.gov.uk/wholeschool/sexualhealthandorientation/homophobia/legislation>
- Tackling homophobic bullying  
[http://www.teachernet.gov.uk/teachers/issue33/secondary/features/Tacklinghomophobia\\_Secondary](http://www.teachernet.gov.uk/teachers/issue33/secondary/features/Tacklinghomophobia_Secondary)
- Code of Practices for Disability, Gender and Race  
<http://www.equalityhumanrights.com>