



Equality and Cohesion Policy

Rationale

The purpose of St Andrew's CE (VA) Infant School's Equality and Cohesion Policy is to achieve equality and excellence for all, in order to promote the highest possible standards. The principles of this scheme apply to all members of the school community – pupils, staff, governors, parents/carers and the local community.

St Andrew's CE (VA) Infant School produced this policy to meet its responsibilities under the Race Relations Amendment Act 2000, the Disability Discrimination Act 2005 and the Equality Act 2006 and accompanying regulations: This legislation requires us to fulfil both general and specific duties.

These include:

- Eliminating unlawful discrimination and harassment
- Promoting equality of opportunity
- Promoting good relations between people of different ethnicities
- Promoting positive attitudes towards disabled people
- Encouraging participation by disabled people in public life
- Taking account of disabled people's impairments, even when that involves treating disabled people more favourably.

At St Andrew's CE (VA) Infant School we are committed to equality and will work consistently to ensure that all pupils and staff are encouraged to achieve their full potential. A culture of respect for others is created and difference between people is recognised and celebrated. This covers:

<ul style="list-style-type: none"> • Race • Ethnic or national origin • Religion or belief • Gender/gender identity 	<ul style="list-style-type: none"> • Marital status • Responsibility for children/other dependants • disability 	<ul style="list-style-type: none"> • sexual orientation • age • trade union/political activities • social class
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This scheme sets out:

- information about our school and the local area
- our plans to meet our general and specific duties
- how we will promote community cohesion within the school
- what our plans are to gather and use information
- how we intend to ensure our policies are fair
- how we will report on our progress
- who is responsible for making our scheme a reality
- consultation on the scheme
- an action plan addressing our equality and cohesion priorities

The School Context

Most children are from White British backgrounds; a small group is from ethnic minority heritages and very few learn English as an additional language. The proportion of children with learning difficulties and/or disabilities varies from year to year but is usually in line with or below the national average.

The Mission of St Andrew's Infant School

St Andrew's CE (VA) Infant School provides an education of the highest quality in a happy, secure, caring and stimulating environment where the beliefs and practices of the Church of England are fundamental to the life of the school. In this Christian environment, all children are valued and will have the opportunity to fulfil their potential in an atmosphere of mutual respect. Through a supportive partnership between home and school, children are encouraged to be motivated and independent learners, responsible and confidently be able to contribute to the multi-cultural society and the local and wider community in which they will grow up.

Our commitment

We will:

- promote equality, by assessing the impact of our policies on different groups

- challenge and eradicate discrimination and harassment by acting quickly in dealing with incidents of this nature
- encourage greater participation in public life through involvement with the school council and community sharing
- ensure our curriculum reflects the society we want to encourage, respecting diversity and reinforcing positive community values
- take care to ensure all pupils can access an appropriately designed, inclusive curriculum
- promote human rights and equality through the citizenship curriculum
- ensure all children can access and participate in all out of school activities
- develop and report our equality work as part of our school improvement planning and self-evaluation processes
- develop and support our workforce, providing a working environment free from harassment
- work together with pupils, parents, staff, stakeholders and the wider community to develop and make real our equality aims and objectives
- review and audit all our Equality and Cohesion activities

The Scheme

The following areas will be addressed:

- achievement and attainment of pupils
- developing a voice for pupils, staff and parents
- lettings and use by community (extended school overlap)
- assessment
- Playtime, lunchtime and extra-curricular activities and educational visits
- Equality and cohesion in the curriculum
- Removing barriers – physical, communication and curriculum
- Eliminating harassment and bullying
- Employing, paying, promoting and training staff
- Governance and relations with parents
- Teaching and learning

Strategic Priorities and Planning

The school will continuously strive to promote equality and community cohesion. This scheme will assist in driving related developments forward. The school's commitments under the scheme will be embedded in all self-review, evaluation and planning processes, with certain prioritised strategies requiring further action. Developments and improvements of this nature will be identified in the action plan and in the School Improvement Plan. Appropriate advice will be sought from professional bodies including the Local Authority and the Diocesan Adviser for Disability. Consideration will be given to resourcing areas assessed as having the greatest need.

Community Cohesion

We will undertake an audit of the current activity in the school to understand where we contribute to community cohesion. We will build on this work to ensure that throughout the school we are utilising opportunities to enable pupils and staff to understand the contribution they can make to enhancing their communities and making connections with others.

Partnership with parents and carers

Parents/carers will be encouraged to participate at all levels in the full life of the school. Information and meetings for parents will be accessible. Parental involvement will be monitored to ensure the participation of all groups of parents with pupils at the school. Actions will be included in the school's action plan to address any inconsistencies.

Gathering Information

To support our goal of achieving equality and cohesion it is essential that we have accurate and clear information. We can then aim to see where there are any differences in outcomes, attainment or experience. We

will collect data on children, staff and other users of the school. We will consider the results of our monitoring and use the data to target, set and deliver more effectively.

Equality Impact Assessments

To ensure that we are considering equality in all we do, we will review relevant policies and procedures. Whilst undertaking our assessments we will consult with relevant individuals and groups to ensure we are aware of their issues and experiences. This process will ensure that the school does not inadvertently disadvantage certain people or groups through its policies and procedures.

Reporting

The action plan will be monitored to ensure that improvements have been measured and identified issues addressed and targets adjusted where new information becomes available.

Responsibilities

The scheme reflects our school's commitment to equality and community cohesion and as such, there is an expectation that the whole school community takes responsibility for making it a reality:

The Governing Body are responsible for:

- Making sure the school complies with the equality duties;
- Ensuring effective activity is undertaken to promote community cohesion
- Ensuring school policies and procedural guidelines are followed

The Headteacher is responsible for:

- The implementation, monitoring, review and any updating of the scheme
- Making sure the scheme is readily available and that the governors, staff, pupils and their parents/carers know about it
- Making sure the scheme and associated plans are followed
- Producing regular information for staff and governors about the scheme and how it is working and providing training if necessary
- Making sure all staff know their responsibilities and receive training and support in carrying these out
- Taking appropriate action in cases of harassment and discrimination
- Reporting hate incidents to the Federated Board and Local Authority

All staff are responsible for:

- dealing with hate incidents and being able to recognise and tackle bias and stereotyping
- reporting any hate incidents to the Headteacher
- promoting equal opportunities, good community relations and preventing discrimination
- keeping up to date with the law on discrimination and taking up training and learning opportunities

All pupils are responsible for:

- abiding by the equality and cohesion scheme
- reporting any hate incidents

All parents and carers are responsible for:

- supporting the schools ethos in challenging discrimination and harassment
- raising issues of concern

Consultation and Review

The policy will be reviewed every two years by the Inclusion Co-ordinator in consultation with the Subject Leader, staff, parents/carers and a named governor

Policy written:

Consultation with and agreement by Governors –

Consultation with staff –

Reviewed: