CHARTRIDGE COMBINED SCHOOL

Equalities and Cohesion Policy

This policy was adopted December 2025

The policy is to be reviewed December 2028

1. School Mission Statement / Principles

This Policy builds on our school's core values and ethos and covers our aims for promoting equality and diversity, challenging discrimination and celebrating diversity.

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.

At Chartridge School we value the individuality of all our pupils, members of staff, parents and governors. 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, 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 uphold fundamental British values and will endeavour to ensure that all children learn these as part of a broad and diverse curriculum. Through our work on preventing radicalisation and extremism (both violent and non-violent) we will engage with our school community to enhance community cohesion. Our Safeguarding Policy reflects our commitment to ensuring our school is a safe place for all.

2. Current Profile of the School

The school is situated in a rural location in the village of Chartridge, which is just outside the town of Chesham. Chartridge Combined School serves a rural community and we currently have 212 children on roll. We have 111 boys and 101 girls on roll. 70% of pupils are White British and the remaining 30% are from a range of minority ethnic backgrounds, the largest group being Pakistani (7%). The percentage of pupils who speak English as an additional language is 7.5% and currently the school is able to communicate with all families in both written and verbal English. The percentage of pupils eligible for Pupil Premium Grant is 9.9% and 8.5% of pupils are eligible for Free School Meals. There are five pupils with an Education, Health and Care Plan (3.3%).

All rooms at Chartridge School are easy to access on ground level. Ramps have been fitted to most external entrances and primary exits. A disabled parking bay is available in the car park. We have a disabled toilet with handrails, changing table and a hoist. We have purchased and make use of a variety of learning aids to support children with disabilities including writing slopes, seat supports, coloured overlays and communication aids.

Most children have had pre-school experience before coming to school and settle quickly. Our Reception class teaching team arrange visits to new pupils' nurseries and homes before children join school in order to better understand each child's background and needs.

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 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 LGBTQ+ 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.

4. Development of the Policy

Annual questionnaires are sent to the pupils, parents and staff; feedback from these questionnaires has helped to form our Equality Policy.

The policy has been shared with staff and Governors and is available on our school's website. Equality provision is monitored by the SLT and Governing body.

5. 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 objective is maintained, updated regularly and published on the school's website;
- The procedures and strategies related to the Policy are implemented;

- The named Equality Governor will monitor, on behalf of the governing body, all discriminatory/prejudiced-based 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
- 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
- provision of childcare facilities or support with the costs of childcare facilities for staff
- exploring the possibility of career breaks for employeesto assist with family commitments
- commitments to interviewing disabled people who meet the basic criteria for the post
- encouraging staff to become representatives of trade unions/associations

Harassment and Grievance Procedures

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

The Governing Body is committed to the principles of dignity at work for all its staff in the school. This includes the right to be treated with respect by all managers and colleagues. The Governing Body will consider any acts of harassment including those on the grounds of age, disability, gender reassignment, marital status and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation, as 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 Mr Nuno Alexandre, Headteacher. In addition, staff have the right to approach their professional association or trade union representative for support.

The Headteacher and Senior Leadership Team are responsible for:

- Along with the Governing body, providing leadership and vision in respect of equality and diversity;
- Overseeing the implementation of the Equalities and Cohesion Policy;
- Co-ordinating the activities related to equality and diversity;
- Ensuring that all who enter the school are aware of, and comply with, the Equalities and Cohesion Policy;
- Ensuring that staff are aware of their responsibilities and are given relevant training and support;
- Taking appropriate action in response to racist incidents, discrimination against persons with a disability and sexual harassment or discrimination against any persons because of their age, sexuality or religion, belief / non belief;
- Supporting parents to become involved in their children's education;
- Considering and overcoming barriers to parents' involvement (i.e. work commitments, non-resident parents, and lone parents).

All Staff are responsible for:

- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping;
- Not discriminating on grounds of race, disability, or other equality characteristics;
- Keeping up to date with equalities legislation by attending training events organised by the school or Local Authority.

All Parents/Carers are responsible for:

- Their children's education;
- Being aware of, and complying with, the Equalities and Cohesion Policy;
- Positively influencing their children's expectations about education as well as their attitudes and behaviour towards other pupils, staff and senior management including the Governors;
- Understanding the ethos of the school and becoming involved in school life (i.e. open days, extended services, parents' forums, informal discussions with staff, parent evenings).

All Pupils are responsible for:

- Being aware of and complying with the Equalities and Cohesion Policy;
- Not discriminating on grounds of race sexual orientation, religion, belief or non-belief, gender; or other equality characteristics;
- Reporting any racist incident or act of discrimination in which they were directly or indirectly involved either in or out of school;
- Understanding, valuing and celebrating diversity;

- Challenging stereotypes, and prejudices;
- Treating others as their equals.

6. Eliminating discrimination, promoting equality and celebrating diversity

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 across all curriculum areas and across all stages;
- Reduce direct, indirect and institutional discrimination;
- Reduce group segregation, disproportion and under/over representation;
- Foster social bonding (intra-group relations) and social bridging (inter-group relations) among pupils, workers, staff, parents, carers and families;

- Emphasise interconnectedness and interdependence of society members at local, regional, national and global levels;
- Facilitate balance between leadership and teamwork among pupils, staff, teachers and governors;
- Challenge negative stereotypes and prejudices about leadership/membership to certain groups in relation to specific persons and groups;
- Challenge assumptions and expectations about specific lifestyles or identities of certain persons and groups.

II. Personal development and pastoral guidance

- Pastoral staff 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 perceived 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.
- Emphasise multiple dimensions of equality (opportunities, access, treatment, participation and outcome).

IV. Staff recruitment and professional development

- All posts are advertised formally and are open to the widest pool of applicants.
- All those involved in recruitment and selection are trained and are 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 staff induction.
- Reduce direct, indirect and institutional discrimination with regards to staff recruitment, training and retention.
- Workforce at all levels reflects local, regional and national diversity in terms of age, race, gender, ability, faith, ethnicity, social condition, cultural background and sexual orientation.

V. Partnerships with parents/carers and communities

- 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 are invited to join in school activities e.g. school fair, multi-faith celebrations, harvest festival etc.
- The school has a role to play in supporting new and settled communities.
- We plan to increase consultation and engagement of community members to monitor and evaluate efficiency and fairness of extended services.
- 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.

- Increase participation and empowerment of community members on all extended services.
- Emphasise equal contribution to society of members from different backgrounds with various lifestyles and identities.
- Improve perceptions about efficiency, efficacy and fairness of service provision at local level.
- Increase sense of responsibility and reciprocity between and within groups and persons.
- Promote understanding and recognition of overlapped and interconnected sources of identity for persons and groups.
- 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, 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.

7. Putting Policy into Practice

Equality Objectives are reflected in the school's evaluation form (SEF) which is reviewed by governors. A named member of staff, or Governing body, is responsible for each of the objectives outlined. The Accessibility Plan is also reviewed at this time to ensure the school has a cohesive approach to accessibility and equality.

8. Monitoring and Reviewing

We have a rolling programme for reviewing our school policies. When policies are reviewed, governors 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, 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, disability discrimination, sexual harassment and all forms of bullying;
- 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.

9. Impact Assessments and how this policy relates to other school policies

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

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

Each policy, and any other relevant policies as outlined in the specific duties placed upon us by the relevant legislation, will be evaluated and monitored for its impact on pupils, staff, parents and carers from the different groups that make up our school. As part of the action plan a timeline of high, medium and low priority policies for impact assessment will be drawn up.

Signed_____

Headteacher, Mr N Alexandre

Signed_____

Chair of Governors, Mrs A Hawkes

Date_____

Appendix A

The Equality Act 2010

The Equality Act 2010 replaced all existing equality legislation from 1st 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.

<u>Harassment</u>

- 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.

<u>Victimisation</u>

- 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).

Why we need to address race equality issues:

Legal Requirements:

- The Equality Act 2010 outlines that all public authorities including schools have a statutory duty to

  Eliminate racial discrimination;
  Promote equality of opportunity;
  Promote good relations between people of different racial groups.

The specific duties require us to:

- Prepare a written policy on racial equality;
- Assess the impact of our policies, including this policy, on pupils, staff and parents of different racial groups including, in particular, the impact on attainment levels of these pupils;
- Monitor the operation of our policies through the impact they have on such pupils, staff and parents, with particular reference to their impact on the attainment levels of such pupils.

Why we need to address gender issues:

Legal requirements:

The Equality Act 2010 states that it is unlawful to treat a person less favourably than another is treated in similar circumstances on the grounds of sex:

- Apply a condition which discriminated against a man or a woman because they are less able to comply with it than a member of the opposite sex is and;
- Discriminate against somebody because they are married.

The Equality Act 2010 requires that men and women should be paid equally where they are carrying out:

- The same job
- Work of equal value
- Work related as equivalent under the job evaluation scheme.

The Equality Act 2010 permits employers to act positively in favour of a particular gender by:

- Offering access to training to employers and/or non employees to help fit them to particular work in the organisation in which their gender group has been identified as under represented and;
- Encouraging employees and/or non employees to take up opportunities for work.

The Equality Act 2006 purpose was to create a public duty to promote equality of opportunity between men and women and to prohibit sex discrimination.

Discrimination because of pregnancy and maternity

It is discrimination to treat a woman (including a female pupil of any age) less favourably because she is or has been pregnant, has given birth in the last 26 weeks or is breastfeeding a baby who is 26 weeks or younger.

It is direct sex discrimination to treat a woman (including a female pupil of any age) less favourably because she is breastfeeding a child who is more than 26 weeks old.

Gender reassignment

Gender reassignment is a personal process (rather than a medical process) which involves a person expressing their gender in a way that differs from or is inconsistent with the physical sex they were born with.

This personal process may include undergoing medical procedures or, as is more likely for school pupils, it may simply include choosing to dress in a different way as part of the personal process of change.

A person will be protected because of gender reassignment where they:

- make their intention known to someone – it does not matter who this is, whether it is someone at school or at home or someone like a doctor:
    - once they have proposed to undergo gender reassignment they are

protected, even if they take no further steps or they decide to stop later on
    - they do not have to have reached an irrevocable decision that they will undergo gender reassignment, but as soon as there is a manifestation of this intention they are protected
- start or continue to dress, behave or live (full-time or part-time) according to the gender they identify with as a person
- undergo treatment related to gender reassignment, such as surgery or hormone therapy, or
- have received gender recognition under the Gender Recognition Act 2004.

It does not matter which of these applies to a person for them to be protected because of the characteristic of gender reassignment.

This guidance uses the term 'transsexual person' to refer to someone who has the protected characteristic of gender reassignment.

Why we need to address disability issues:

The Equality Act 2010 outlines that a person is a disabled person (someone who has the protected characteristic of disability) if they have a physical and/or mental impairment which has what the law calls 'a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities'. There is no need for a person to have a medically diagnosed cause for their impairment; what matters is the effect of the impairment not the cause.

In relation to physical impairment:

- Conditions that affect the body such as arthritis, hearing or sight impairment (unless this is correctable by glasses or contact lenses), diabetes, asthma, epilepsy, conditions such as HIV infection, cancer and multiple sclerosis, as well as loss of limbs or the use of limbs are covered.
- HIV infection, cancer and multiple sclerosis are covered from the point of diagnosis.
- Severe disfigurement (such as scarring) is covered even if it has no physical impact on the person with the disfigurement, provided the long-term requirement is met (see below).
- People who are registered as blind or partially sighted, or who are certified as being blind or partially sighted by a consultant ophthalmologist, are automatically treated as disabled under the Act.
- Mental impairment includes conditions such as dyslexia and autism as well as learning disabilities such as Down's syndrome and mental health conditions such as depression and schizophrenia. The other tests to apply to decide if someone has the protected characteristic of disability are:
- The length the effect of the condition has lasted or will continue: it must be long term. 'Long term' means that an impairment is likely to last for the rest of the person's life, or has lasted at least 12 months or where the total period for which it lasts is likely to be at least 12 months. If the person no longer has the condition but it is likely to recur or if the person no longer has the condition, they will be considered to be a disabled person.
- Whether the effect of the impairment is to make it more difficult and/or time-consuming for a person to carry out an activity compared to someone who does not have the impairment, and this causes more than minor or trivial inconvenience.

- If the activities that are made more difficult are 'normal day-to-day activities' at work or at home.
- Whether the condition has this impact without taking into account the effect of any medication the person is taking or any aids or assistance or adaptations they have, like a wheelchair, walking stick, assistance dog or special software on their computer. The exception to this is the wearing of glasses or contact lenses where it is the effect while the person is wearing the glasses or contact lenses, which is taken into account.

The Duty:

The Equality Act 2010 places a general duty on schools, who need to have due regard for the following when carrying out their functions:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination that is unlawful under the DDA;
- Eliminating harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

Why we need to address sexual orientation issues:

Legal requirements:

- The Equality Act 2010, covers discrimination, harassment and victimisation in work and vocational training. They make it unlawful to deny people jobs because of prejudice about their sexual orientation. They enable individuals to take prompt and effective action to tackle harassment, and enable people to have an equal chance of training and promotion, whatever their sexual orientation or the sexual orientation of those with whom a person is associated or related.
- The Equality Act 2006 included an order making power that allows Regulations to be made to prohibit sexual orientation discrimination in the provision of all goods, facilities and services in education and in the execution of public functions. These Regulations entered into force on the 30th of April 2007.

Sexual orientation means an individual's sexual orientation towards:

- people of the same sex as him or her (gay or lesbian);
- people of the opposite sex (heterosexual);
- people of both sexes (bisexual)

It does not include transsexuality which is related to gender and is covered in the employment context by sex discrimination legislation.

The Regulations prohibit discrimination on the basis of a person's:

- Actual sexual orientation;
- Perceived sexual orientation by him or her;
- Sexual orientation of someone with whom he/she is associated.

Discrimination is defined as:

- Direct discrimination on the grounds of sexual orientation happens when a person is treated less favourably than another person is, or would be, treated in the same circumstances, and that treatment is because of their sexual orientation, perceived sexual, or that of a person with whom he or she is associated- such as a parent.
- Indirect discrimination on the grounds of sexual orientation happens where a provision, criterion or practice is applied to everyone, but it has the effect of putting a person of a particular sexual orientation at a disadvantage- and it cannot be reasonably justified by reference to considerations other than sexual orientation.
- Victimising someone by treating them less favourably because of anything they have done or intend to do in relation to these regulations such as making a complaint or giving evidence for a complainant, is also unlawful discrimination.

The specific duties require us not to unlawfully discriminate against a person:

- *In the terms on which it offers to admit him or her as a pupil*
- *By refusing to accept an application to admit him or her as a pupil*
- *In the way in which a pupil is afforded access to any benefit, facility or service*
- *By refusing access to any, benefit, facility or service*
- *By excluding him or her*
- *By subjecting him or her to any other detriment*

Why we need to address Religious belief / non belief issues:

Legal requirements:

- The Equality Act 2010 outlines discrimination on grounds of religion, religious belief or similar philosophical belief. They cover direct or indirect discrimination, harassment and victimisation in work and vocational training on grounds of perceived as well as actual religion or belief (i.e. assuming - correctly or incorrectly - that someone has a particular religion or belief). It is illegal to discriminate against any one because of their religion or faith when providing goods or services.

- Exceptions may be made in very limited circumstances if there is a genuine occupational requirement for the worker to be of a particular religion or belief in order to do the job or to comply with the religious or belief ethos of the organisation.

- Religion or belief is defined as being any religion, religious belief or similar philosophical belief. This does not include any philosophical or political belief unless it is similar to religious belief. It will be for the Employment Tribunals and other Courts to decide whether particular circumstances are covered by the law.

For example it is unlawful to:

- Decide not to employ someone
- Dismiss them
- Refuse to provide them with training
- Deny them promotion
- Give them adverse terms and conditions

Because they follow, or do not follow, a particular religion or belief.

Why we need to address age issues:

Legal requirements:

- The Equality Act 2010 prevents unjustified age discrimination in employment and vocational training. It protects against discrimination that is directly against anyone:

    - That is, to treat them less favourably than others because of their age – unless objectively justified
    - Discriminate indirectly against anyone – that is, to apply a criterion, provision or practice which disadvantages people of a particular age unless it can be objectively justified
    - Subject someone to harassment. Harassment is unwanted conduct that violates a person's dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment for them having regard to all the circumstances including the perception of the victim
    - Victimise someone because they have made or intend to make a complaint or allegation or have given or intend to give evidence in relation to a complaint of discrimination on grounds of age.

Why we need to address Community Cohesion issues:

Legal Requirements: The duty still remains but is no longer a criteria used by Ofsted when grading schools.

The Education and Inspections Act 2006 establishes general duties of governing bodies:

Section 38 states that governing bodies should conduct the school with regard to four new duties one of which is the duty to "promote community cohesion".

Section 154 states the duty to report to OFSTED on the contribution of certain schools to community cohesion.

Section 33 about requirements to foundation school contains a subsection 96) which establishes an explicit requirement that a foundation school should "promote community cohesion". This seems to be linked to the Government's desire "to promote ethnic, religious, and cultural tolerance and respect between different groups of people living together." Therefore, trusts will need to demonstrate that they are committed to providing "opportunities for young people from different backgrounds to learn from each other and encourage an understanding of, and respect for, other cultures and faiths and by activities in the community, which help build bridges between different ethnic groups." This duty also implies assessing if certain activities would constitute an obstacle to meeting this requirement.

Schools play a fundamental role in decreasing deprivation and exclusion, in valuing and celebrating ethnic diversity, raising achievement and attainment, preventing and managing bullying, anti-social behaviour and discrimination incidents.

Beyond statutory requirements for schools to promote community cohesion, it is important that these policies are developed in a context-wise, evidence-based and problem-solving manner. Likewise, it is useful to acknowledge that the school's efforts to promote community cohesion will be more significant if the duty is mainstreamed across all areas such as curriculum and teaching and learning.

Appendix B

Chartridge Combined School: Equalities and Cohesion Action Plan

The school has identified the following strategies that are specifically designed to address equality issues.

	ISSUE	ACTION	OWNER	TIMEFRAME	INTENDED OUTCOME
1.	**Eliminating discrimination, promoting equality and celebrating diversity**	• Weekly celebration assembly where individual pupils are praised for their positive work, attitude and achievements. • Children's successes are celebrated in whole-school assembly by being presented with their certificates and other awards from their out-of-school clubs (e.g. sport, music, dance, gymnastics) • The school's Positive Behaviour & Discipline Policy outlines the high expectations of pupils' behaviour. 'The Chartridge Way' and Behaviour Ladder are displayed in all classrooms and common areas. • Events planned throughout the academic year to celebrate religious and non-religious festivals • Ensure that it welcomes applications for school places and jobs from all sections of the community.	SLT	Ongoing – weekly Positive Behaviour & Discipline Policy to be reviewed annually.	• Celebrate diversity/equality • Celebrate achievement • Promote positive attitudes and high expectations across the school, all grounded within mutual respect • Involve pupils, parents and staff • Communicate behaviour expectations effectively and consistently
2.	**Preventing and dealing effectively with bullying and harassment** Recognising that the groups covered in this policy are more vulnerable to bullying and harassment.	• School's Anti-Bullying Policy is available via the school or website which outlines our zero tolerance to all forms of bullying and harassment. • All incidents of bullying are recorded and reported to members of the Senior Leadership Team.	SLT	Behaviour Policy to be reviewed bi-annually.	• 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

	ISSUE	ACTION	OWNER	TIMEFRAME	INTENDED OUTCOME
		• Mid-day supervisors apply Behaviour Ladder and Behaviour Policy to manage behaviour incidents during lunchtimes; these incidents are communicated to the relevant teachers. • SLT and Governors to review any incidences of bullying. • PSHE lessons are taught each week across all classes. • Teachers discuss incidents of misbehaviour to highlight the effects of these behaviours and how to deal with these incidents.		Ongoing	• Record, analyse and report bullying and harassment on grounds of race, gender, disability, sexual orientation etc. (Arbor Program allows this recording & monitoring)
3.	**Listening to pupils, staff, parents and others**	• Pupils can express their views and opinions through the School Council (which meets half termly) and through an annual pupil survey • The school undertakes an annual staff survey • The school seeks the views of parents through the annual survey of parents, as well as through ad hoc questionnaires when needed and by offering an "open door" to the Headteacher	SLT / Governors	Half termly Annually Annually Ongoing	• Hear the student voice • Actively seek staff views and listen to staff concerns • Seek the views of parents • Ensure that the school encourages, enables and hears the full range of views including those with disabilities
4.	**Developing the Curriculum**	• As part of our Chartridge Curriculum, pupils are able to explore cultural diversity and develop respect for others. • A wide range of multi-cultural resources	SLT / RE / PSHE subject leaders	Ongoing	• Ensure that all subject areas reflect cultural diversity and respect for others.

	ISSUE	ACTION	OWNER	TIMEFRAME	INTENDED OUTCOME
		are available to enhance understanding of different religions and cultures. • Texts in school (book corners, class texts, library etc) are monitored with equality, diversity and inclusion (EDI) in mindVisits to local places of worship take place where possible; these visits to continue as part of our curriculum. • As part of their RE learning, visitors are invited to talk to the children about the importance of their faith, either as part of a whole-school assembly or during a RE lesson. • Mental health and wellbeing features throughout the curriculum to support children and raise awareness.		Ongoing Ongoing Where available Where available Ongoing	• Use RE/PSHE/Citizenship as models for best practice in developing an inclusive curriculum. • Use multi- cultural resources to ensure pupils enhance their understanding of different religions and cultures. • There is a wide range of texts being used that promote a fair environment for everyone regardless of their background and characteristics. • Make use of positive role models in the classroom to develop the self- esteem of vulnerable groups and the respect of all for diversity within the community. • Ensure mental health and wellbeing is addressed within the curriculum and through pastoral support so that awareness is raised and children are supported.
5.	**Equalising opportunities** Recognising that some of the groups covered in this policy are likely to be	• Ensure school uniform is affordable; Second Hand Uniform sales also regularly take place	Headteacher Finance Committee	Review annually	Ensure school uniform is affordable and provides value for money

	ISSUE	ACTION	OWNER	TIMEFRAME	INTENDED OUTCOME
	economically disadvantaged	• Avoid putting parents under unnecessary financial pressure. Fees for trips are voluntary and Pupil Premium funding is used where necessary.	SLT/Class Teacher	Review termly	Aware of situations before problem arises
		• Ensure clubs are available to all who wish to take part. Pupil Premium funding is used for this purpose.	SLT/Nominated staff member	Review termly (T&L)	Promote the take-up of extra-curricular opportunities
		• Provide value for money	Finance Cttee	Review annually	Ensure that the school charging policy is appropriate
		• Maximise take-up	T&L PM&C Committee	Review termly (T&L)	Monitor take-up of extra-curricular opportunities
6.	**Informing and involving parents and carers** Recognising that some of the groups covered in this policy are more likely to find school intimidating, strange or inaccessible	• Newsletters • Email, letters, text updates • Face to face / online meetings at parents evening with a wide range of timed appointments available. • All school work available for viewing at parents evening and open afternoons • Class assemblies allow access to school in a non-intimidating environment • Ensure website is always up to date • Welcome pack/meeting when child joins Reception Class and social event for Reception parents in the first half term • Appointments with teachers/headteacher always available and offered within a timely timescale	SLT	Weekly As required Bi-annual Termly Termly Ongoing Ongoing Ongoing	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 they have a particular disability or other need Encourage parents to discuss their concerns
		• Parents evenings/school		Termly	Ensure that parents understand

	ISSUE	ACTION	OWNER	TIMEFRAME	INTENDED OUTCOME
		report/assessment results • Teacher/parent sessions at the start of the academic year • Parent workshops where methods of teaching are shared eg phonics • Questions to help with reading in home school books • Termly class letters		Annual Ongoing Ongoing Termly	how well their child is progressing Explain how parents can help their child at home
		• Welcome pack/meeting when join school • Ensure all parents are aware of when CSA meetings are ahead of time • Class reps involve parents at regular events • Ensure all parents made aware of vacancies as they arise on governing body by all methods, eg letters, newsletters, website and text		Ongoing Ongoing Ongoing Where needed	Explain how parents and others can help in school Encourage parents to join the CSA 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	• Children new to the Early Years are encouraged to visit during the summer term where they can experience a morning in the EYFS. • Parents are invited to a Welcome meeting where they meet the Headteacher and EYFS teacher. • Prior to commencing in the EYs, the EY Teacher visits the children in their home and in their nursery setting so the children become more familiar with their keyworker. • If a child joins the school mid-year (in any	SLT	Summer term annually Summer term annually Summer term As required	• Ensure a happy start to the school • Ensure effective school transfer and induction mid-year • Ensure that extra help is given to pupils who find change of school challenging • Ensure no child is left behind and that potential is maximised • Ensure well-planned school

	ISSUE	ACTION	OWNER	TIMEFRAME	INTENDED OUTCOME
		year group), they are encouraged to visit the school and participate in an afternoon's activity. During this time they are supported by a class 'buddy' who also supports them when they join the school. • Assessment information and school reports are requested from the child's previous school to ensure the child is able to learn at a level appropriate to them.Assessments and observations of the children aid our understanding of their learning style and to assess whether they require additional support within the class. Meetings are held with the class teacher and SENDCo to discuss the child's progress and areas of difficulty. Class teachers communicate progress and discuss the next steps in the child's learning to parents. • Pupils with disability have their needs assessed either by members of school staff, or advice is sought by external agents. Modifications are made either to the class setting, or school building, where necessary and in consultation with the Local Authority's accessibility team.	SENDCo/class teachers	As required Ongoing As required	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
8.	**Addressing the full range of learning needs** Recognising that some of the groups covered in this policy are more likely to under-	• SLT observations, Learning Walks and Book moderations ensure that teaching and learning across the school is appropriate and developing pupils' knowledge and understanding.	SLT / SENDCo	Ongoing	• Ensure curriculum is relevant • Planning is based on earlier learning • Marking policy promotes

	ISSUE	ACTION	OWNER	TIMEFRAME	INTENDED OUTCOME
	achieve	• Curriculum skills and progression grids ensure teaching develops the next steps in the children's knowledge and understanding. • Peer to peer tutoring is encouraged within class, as well as Talk Partners and pupils evaluating their own learning. • Initial Attainment Meetings (IAMs) take place at the start of the academic year to discuss each pupil. • Termly assessments ensure pupils' progress and teachers assessments are monitored. This data is used by the Assessment Co-ordinator, SENDCo and subject leaders to monitor trends and support/develop teaching and learning where needed. • Termly Pupil Progress Meetings take place to discuss all children's progress and attainment, including confirming how under performance is addressed to establish the way forward to improve achievement. • SENDCo discusses individual pupil performance with class teachers and, where needed, provides intervention support for these pupils to ensure increased rate of progress. These interventions are monitored each term to ensure progress is being made by the pupil. • Attendance is monitored and addressed		Ongoing Ongoing Annually Termly Termly Ongoing Ongoing /	learning for all • Track pupil progress and Identify under- performing • Promote and maintain higher attendance - strategies and monitoring • Ensure there is a robust system of monitoring the effectiveness of interventions across the school

	ISSUE	ACTION	OWNER	TIMEFRAME	INTENDED OUTCOME
		with parents where needed. Pupils are awarded Certificates of Attendance termly with an overall Certificate for the academic year.		termly / annually	
9.	**Supporting learners with particular needs** Recognising that some of the groups covered in this policy are more likely to have particular needs	• If needed, distance learning packs are provided for pupils with long term sickness. • Further support for parents is offered where needed to enhance learning at home. • At the moment we do not require language support; if we did we would contact relevant support agency and access resources. • Nurture Group available to support pupils with social and emotional development. • Where needed and available, training by the Occupational Therapist, Specialist Teaching Service, Speech and Language Therapy and Educational Psychology teams provide relevant support. Gaps in training needs are reflected in school development plan/performance development documents and are addressed.	SLT / SENDCo	Where needed	• Provide distance learning packs for children out of school • Provide Basic Skills support • Ensure language support is available as required • Provide Homework/ Revision support • Provide appropriate training to enable staff to meet particular learning needs. • Gaps identified in training needs are addressed and monitored
10.	**Making the school accessible to all**	• Staff and pupils to identify any barriers within the school that affect them. • We will also involve carers in discussions. • We will plan to overcome those barriers.	H&S Committee / SLT / SENDCo	Where needed Where needed	• Meet the needs of pupils, staff and others with physical disabilities • Meet the needs of pupils, staff and others with other

	ISSUE	ACTION	OWNER	TIMEFRAME	INTENDED OUTCOME
		• We will monitor progress and achievements of these pupils with a disability. • We will take into account the needs of all people (including pupils) with disabilities when any improvements or changes to the school fabric are being considered.		Ongoing Where needed	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 • Actions are supported with the school's Accessibility Plan
11.	**Ensuring fair and equal treatment for staff.** 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 and that positive role models and a wider perspective will strengthen the school	• For any appointment, a job description and person specification will be drawn up to describe the duties of the post. • A list of objectively based selection criteria will be produced and be available to all candidates. • Short listing will be carried out against the selection criteria and written records retained. • Interview panel members must be trained in selection techniques; one person must be trained in Safer Recruitment. • Selection decisions will be made against agreed criteria and a written record maintained. • All staff appraised at least annually and personal and career development discussed and recorded.	Personnel Committee / SLT	Ongoing Ongoing Ongoing Ongoing Ongoing Annually Ongoing	• Ensure non-discriminatory recruitment and employment practices • Promote equality of opportunity for all staff • Encourage the development of all staff • A wide variety of role models exist in the teaching staff, governing body and visitors to the school.

	ISSUE	ACTION	OWNER	TIMEFRAME	INTENDED OUTCOME
		• Efforts made in the curriculum planning and in organising extra- curricular activities to involve and celebrate diversity.			
12.	**Encourage participation of under-represented groups** Recognising that the school has an opportunity to model empowerment of all groups including disabled, ethnic, religious and socially and economically disadvantaged groups	• Governor vacancies are advertised in different ways to our community • Recruit governors representative of the pupil population and / or community • Encourage the widest participation in CSA organised activities • When governor vacancies arise, self-evaluations are undertaken to audit gaps in skills • Work with CSA to broaden participation	SLT / governors	Ongoing Ongoing Ongoing Ongoing Ongoing	All groups are represented across the CSA and governing body Encourage the widest participation in CSA activities
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.	• Share the policy for review, discussion and approval with the governing body • Review progress of actions with governor • Identify any training needs and book relevant CPD where needed. • Share plan on website to ensure it can be accessed by all.	SLT/governors Equality Governor (Andy Murray)	Start of the cycle Annually Where needed Ongoing	Governors agree on the policy and its implementation. Monitor and review practice Provide training where needed. Report on all aspects of inclusion via website, newsletter etc.

Appendix C

Guidance for Education Providers: Schools
https://www.equalityhumanrights.com/en/advice-and-guidance

The Employment Equality (Sexual Orientation Regulations 2003)
http://www.opsi.gov.uk/si/si2003/20031661.htm

The Equality Act (2010) Advice for Schools
https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools

For detailed guidance on:

- Writing about Ethnicity
  - https://www.ethnicity-facts-figures.service.gov.uk/style-guide/writing-about-ethnicity
- Handling sex and relationship education
  - https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/283599/sex_and_relationship_education_guidance.pdf
- Tackling bullying
  - https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf