Equality, Diversity, Community Cohesion and Inclusion Policy

The Cottesloe School

Policy Type:	Statutory
Reviewed by:	Simon Jones (Headteacher) and Carolyn Stirk (Policies Governor)
Date:	April 2024
Approved by:	Strategy Committee - 30 April 2024
Last reviewed:	December 2019
Next review:	April 2028 (earlier if any legislative change) with target updates annually

1. At The Cottesloe School we work hard to eliminate direct and indirect discrimination, harassment and victimisation; advance equality of opportunity; and foster good relations between all those within our school community. We do this with regard to the nine protected characteristics listed in the Equality Act 2010. These characteristics are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

A glossary which defines these terms and additional terms related to equality, diversity and inclusion can be found in Annex 1.

Our duties under the Equality Act also reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities and the Human Rights Act 1998.

The Education and Inspections Act 2006 requires us to promote community cohesion and we work towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist.

Our commitment to equality, diversity and inclusion is reflected in our school policies and procedures, especially those related to (but not limited to):

- accessibility
- behaviour
- anti-bullying
- uniform
- recruitment
- Relationships and Sex Education
- Special Educational Needs
- home-school agreements

<u>Our school ethos and values</u>

Please see Annex 2.

<u>Our school profile</u>

Please see Annex 3.

<u>Fulfilling our public sector equality duty</u>

How we eliminate discrimination, harassment and victimisation:
We do not tolerate direct or indirect discrimination, harassment or victimisation of anyone within our school community, and we are opposed to all forms of prejudice.

- The school has robust procedures for dealing with prejudice-related incidents and all staff receive training on these. All incidents are recorded, and this data is shared with the governing board and

analysed so that any trends can be identified, and action plans put in place. Further information on these procedures can be found in the Behaviour for Learning Policy and Anti-Bullying Policy available on the school website https://www.cottesloe.bucks.sch.uk/about/policies.

- The Grievance Policy and Anti-Harassment Policy outline the procedures for reporting and responding to incidents of discrimination, harassment and victimisation experienced by staff (available to school on the shared drive).
- The Complaints and Resolutions Policy outlines the procedures for reporting and responding to incidents of discrimination, harassment and victimisation experienced by parents and carers and the wider school community available on the school website https://www.cottesloe.bucks.sch.uk/about/policies.

How we advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it:

Treating people equally does not mean treating them all the same. We recognise that people have different needs, different experiences, different outlooks and face different barriers to achieving positive outcomes.

- We collect and monitor data broken down by different protected characteristics in order to identify inequalities and disparities within our student population in terms of:

  - Progress and attainment
  - Admissions
  - Attendance
  - Rewards, sanctions and exclusions

  and within our staff population in terms of:

  - Recruitment, retention, training and promotion
  - Capability, disciplinary and complaints

  We employ appropriate interventions where necessary in order to address disparities. Please see our current Equalities Objectives and Action Plan for further details.

- We consult widely with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted in the design of new policies, and in the review of existing ones.
- We assess all of our policies and procedures to ensure that no individuals or groups are disadvantaged and to identify opportunities for positive action.
- We make reasonable adjustments to ensure that the school environment and its activities are as accessible and as welcoming as possible to all, in some cases treating disabled people more favourably than non-disabled people where necessary. Please see our Accessibility Plan available on the school website https://www.cottesloe.bucks.sch.uk/about/policies for further information.
- We ensure that students' work is differentiated appropriately, and that the curriculum is accessible to all students.
- We respect the religious beliefs and practice of staff and students and comply with reasonable requests relating to religious observance and practice.
- We take all reasonable steps to ensure the wellbeing and inclusion of transgender staff and students, including those who transition during their time at the school.

How we foster good relations between persons who share a relevant protected characteristic and persons who do not share it:

- We ensure that our curriculum offers opportunities to learn about people with a diverse range of identities.

- We teach our students to recognise and challenge stereotypes and prejudice and to value difference.
- We ensure that our resources challenge stereotypes and reflect the diversity of society.
- We take positive action to ensure that people with a range of different identities engage with our school community for example guest speakers, arts groups, school governors, parent/carer helpers etc.
- Our behaviour policy includes a requirement to respect other people and their different identities.
- We take steps to ensure diversity in our student council, governing board and staff team.
- We celebrate diversity at every opportunity and hold regular assemblies and events celebrating diversity throughout the year.

Responsibilities

The governing board is responsible for ensuring that:

- The school complies with all equalities legislation relevant to the school community, and that this policy and its related procedures and action plans are implemented
- A member of the governing board has a watching brief regarding the implementation of this policy
- The school and governors carry out equalities impact assessments on all other policies
- All available data is used to consider equalities issues and to ensure adjustments to school policies and practices are made, including positive action where necessary

The head teacher and senior management are responsible for:

- Overseeing the implementation of the Equality, Diversity, Community Cohesion and Inclusion (EDCCI) Policy
- Ensuring that all who enter the school are aware of, and comply with, the EDCCI Policy
- Ensuring that staff are aware of their responsibilities and are given relevant training and support
- Taking appropriate action in any cases of discrimination, harassment, victimisation and bullying
- Regularly reviewing data related to prejudice-related incidents and taking necessary steps to reduce occurrences of incidents within the school

All staff are responsible for:

- Refraining from engaging in behaviour that constitutes discrimination, harassment, victimisation or bullying
- Understanding and complying with the EDCCI Policy
- Contributing to the action plan attached to the Policy
- Making reasonable adjustments to ensure disabled students do not experience discrimination or exclusion
- Dealing with prejudice-related incidents, following the specific procedure
- Attending training sessions as necessary to carry out this policy and keep up to date with equalities legislation
- Challenging bias and stereotyping
- Promoting an inclusive and collaborative ethos

All parents/carers are responsible for:

- Refraining from engaging in behaviour that constitutes discrimination, harassment, victimisation or bullying
- Understanding the ethos of the school and complying with the school's EDCCI Policy
- Ensuring that they and the young people that they are responsible for meet the expectations set out in the home-school agreement

All visitors are responsible for:

- Refraining from engaging in behaviour that constitutes discrimination, harassment, victimisation or bullying in their engagement with the school
- Complying with the school's EDCCI Policy

All students are responsible for:

- Refraining from engaging in behaviour that constitutes discrimination, harassment, victimisation or bullying
- Understanding the ethos of the school and complying with the school's EDCCI Policy
- Reporting prejudice-related incidents
- Understanding, valuing and celebrating diversity
- Challenging stereotypes and prejudices

Equality Objectives and Action Plan

In order to fulfil its Public Sector Equality Duty the school collects equality information on pupils and staff. Using this information, the school analyses the following in terms of protected characteristics:

- Student admissions
- Student attendance
- Student performance/achievement
- Student sanctions
- Student rewards
- Staff recruitment, retention and promotion
- Staff disciplinary and capability proceedings
- Records of prejudice-related incidents
- Complaints by parents and carers

The school also conducts surveys with staff, students and parents and carers to identify areas that they feel the school is doing well and areas for improvement. This information is used to identify any discrepancies between people from different groups and to identify equality objectives.

Our equality objectives may also take into account national and local priorities and issues as appropriate. They are devised in consultation with school governors and are integrated into the school improvement plan. We keep the objectives under review and report annually on our progress towards achieving them.

Our current Equality Objectives and Action Plan is attached as Annex 4.

Equality Impact Assessments

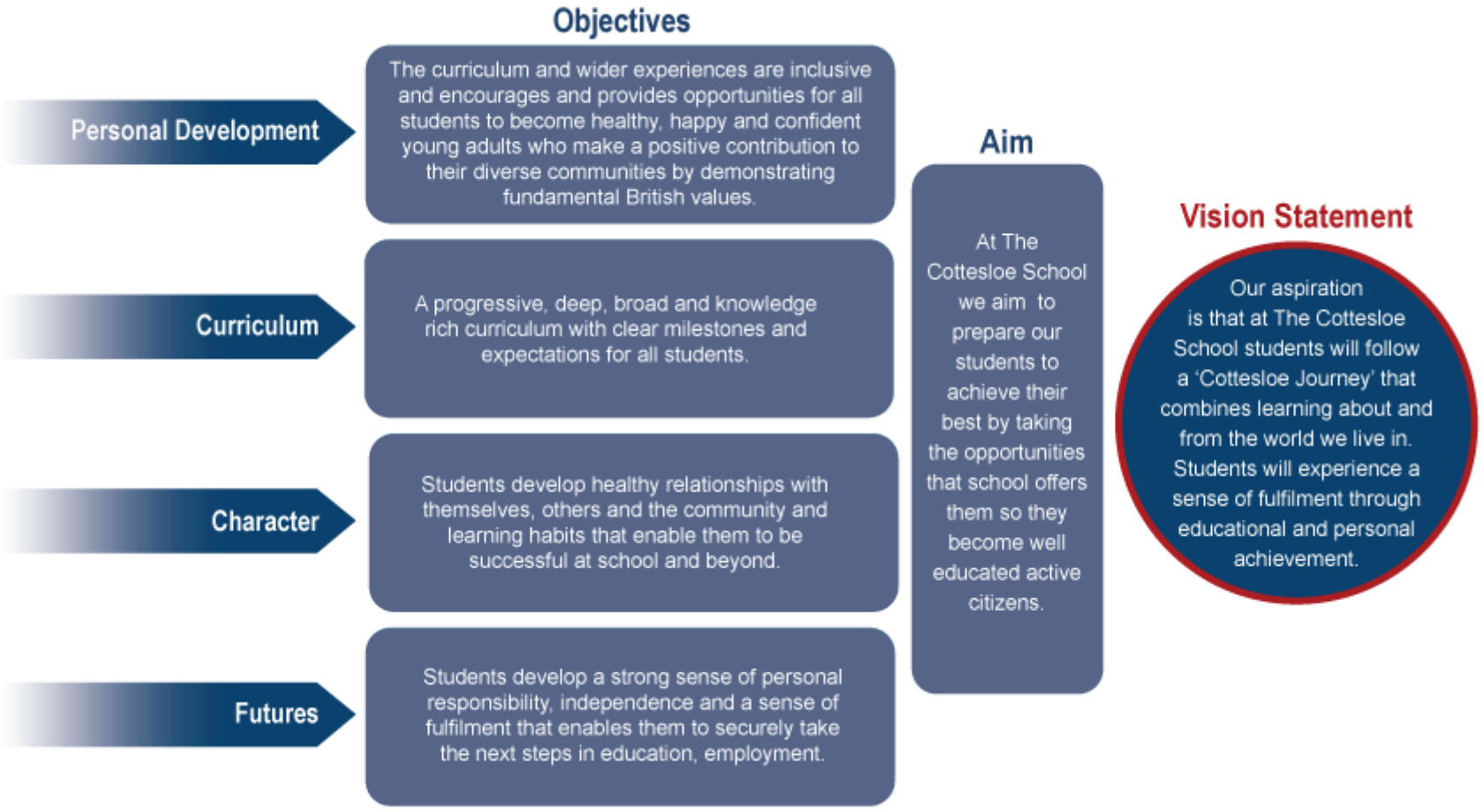
All school policies are regularly assessed for their impact on different groups of people with shared protected characteristics. This ensures that our policies, practices and decision-making processes are fair and do not discriminate against any particular groups. It also enables us to consider ways to proactively advance equality.

A template for conducting equality impact assessments is attached as Annex 5.

Annex 1 - Glossary

Antisemitism	A certain perception of Jews, which may be expressed as hatred toward Jews.
Biphobia	Prejudice or negative attitudes, beliefs or views about bisexual people.
Cisgender	Someone whose gender identity is the same as the sex they were assigned at birth.
Disability	A physical or mental impairment, which has a substantial and long-term adverse effect on someone's ability to carry out typical day-to-day activities.
Discrimination	This can be direct: When someone is treated less favourably than another person or other people because: ● they have a particular protected characteristic ● someone thinks they have that protected characteristic (discrimination by perception) ● they are connected to someone with that protected characteristic (discrimination by association) Or indirect: There is a policy that applies in the same way for everybody but disadvantages a group of people who share a protected characteristic.
Gender identity	Someone's internal sense of their own gender, whether man, woman or some other gender. This may or may not align with their assigned sex.
Gender reassignment	If someone is proposing to undergo, is undergoing or has undergone a process (or part of a process) to change sex and/or gender. This might involve medical intervention, but it can also mean changing names, pronouns, dressing differently and living in their self-identified gender.
Harassment	Unwanted conduct, related to a relevant protected characteristic, which violates a person's dignity and/or which creates an intimidating, hostile, degrading, humiliating or offensive environment for that person.
Homophobia	Prejudice or negative attitudes, beliefs or views about lesbian, or gay people.
Islamophobia	A type of racism that targets expressions of Muslimness or perceived Muslimness. Further information here.
Prejudice-related incident	Any incident which is perceived to be prejudice-related by the victim or any other person.
Race and ethnicity	Includes skin colour, nationality and ethnic or national origins.
Racism	Prejudice or negative attitudes, beliefs or views about someone based on their skin colour, nationality, ethnic or national origin.
Reasonable adjustments	Taking reasonable steps to remove disadvantages faced by disabled people by: ● changing provisions, criteria or practices ● changing or removing a physical feature or providing a reasonable alternative way to avoid that feature ● providing auxiliary aids
Religion or belief	Religion is a formalised system of belief that aims to relate humanity to spirituality. Beliefs included are philosophical beliefs, which are considered to be similar to a religion. We include people who have no religion or a lack of belief.
Sex	Whether someone is male, female or intersex.
Sexism	Prejudice or negative attitudes, beliefs or views about someone based on their sex.

Sexual orientation	Who someone is emotionally, mentally, and physically attracted to in relation to their sex/gender, this includes heterosexual, lesbian, gay, bisexual, pansexual and asexual.
Transgender	An umbrella term to describe people whose gender identity differs from what is typically associated with the sex they were assigned at birth.
Transphobia	Prejudice or negative attitudes, beliefs or views about transgender people including refusal to accept their gender identity
Victimisation	Treating someone badly because they are: ● making a claim or complaint of discrimination ● helping someone else to make a claim by giving evidence or information Or because they intend to do so.


Objectives
Personal Development
The curriculum and wider experiences are inclusive and encourages and provides opportunities for all students to become healthy, happy and confident young adults who make a positive contribution to their diverse communities by demonstrating fundamental British values.
Curriculum
A progressive, deep, broad and knowledge rich curriculum with clear milestones and expectations for all students.
Character
Students develop healthy relationships with themselves, others and the community and learning habits that enable them to be successful at school and beyond.
Futures
Students develop a strong sense of personal responsibility, independence and a sense of fulfilment that enables them to securely take the next steps in education, employment.
Aim
At The Cottesloe School we aim to prepare our students to achieve their best by taking the opportunities that school offers them so they become well educated active citizens.
Vision Statement
Our aspiration is that at The Cottesloe School students will follow a 'Cottesloe Journey' that combines learning about and from the world we live in. Students will experience a sense of fulfilment through educational and personal achievement.

Annex 3
Profile of The Cottesloe School as at -April 2024

Students by gender

	May 2012	**Jan 2016**	**Nov 2019**	**April 2024**
Boys	539	523	546	602
Girls	591	581	539	513
Total	1,130	1,104	1,085	1,115

Students by ethnicity

	May 2012	**Jan 2016**	**Nov 2019**	**April 2024**
Any other Asian Background	7	7	3	2
Any other Black Background	6	6	6	2
Any other ethnic group	3	5	0	1
Any other Mixed Background	11	9	7	13
Any other White Background	24	25	23	22
Bangladeshi	0	1	0	1
Black African	13	17	6	4
Black Caribbean	2	5	5	4
Chinese	3	1	0	2
Gypsy/Roma	1	0	3	1
Indian	6	6	4	5
Pakistani	7	25	20	1

Not provided	2	7	6	4
Traveller of Irish heritage	0	0	1	7
White British	1,021	958	960	1,016
White Irish	3	1	4	3
White and Asian	4	5	5	7
White and Black African	3	7	8	2
White and Black Caribbean	14	19	24	18
Total	1,130	1,104	1,085	1,115

Staff by gender

	May 2012	**April 2016**	**Nov 2019**	**April 2024**
Female	121	117	128	117
Male	49	48	40	50
Total	170	165	168	167

Staff by ethnicity

	May 2012	**April 2016**	**Nov 2019**	**April 2024**
Asian or Asian British, Any Other Asian Background	1	0	0	0
Asian or Asian British, Bangladeshi	0	0	2	1
Asian or Asian British, Pakistani	0	1	0	1

Asian or Asian British, Indian	1	1	0	0
Black or Black British, African	2	1	1	2
Black or Black British, Caribbean	0	1	1	1
Black or Black British, Any Other Black Background	0	1	1	1
Mixed White and Asian	1	0	0	0
Mixed White and Black African	0	0	0	1
Mixed White and Black Caribbean	0	0	1	0
Not provided	3	14	4	9
Did not wish to be recorded	0	2	4	4
Mixed, Any Other Mixed Background	0	1	1	0
White, Any Other White Background	8	8	5	5
White British	149	132	147	140
White Irish	5	3	1	2
Total	170	165	168	167

Staff by age range

	May 2012	**April 2016**	**Nov 2019**	**April 2024**
19 - 30	-	-	31	1
21 - 30	32	39	-	19
31 - 40	29	43	37	28

41 - 50	69	37	39	52
51 - 60	25	31	47	41
61 - 70	7	12	9	22
71 - 80	2	3	5	4
81 - 90	1	0	0	0
Total	170	165	168	167

How many disabled students does the school have on roll?

Currently the school has recorded the following disabled students:

	Primary Need	**Secondary Need**
Hearing	5	0
Visual	2	1
Physical	2	7

Does the school know the number of staff and governors who have a disability?

Staff data collection sheets are issued annually and staff can indicate if they have a disability they wish to be noted.

Currently 2 staff have indicated they wish to have a disability recorded.

Is the school physically accessible?

Yes, there are accessible points at all the main entrances, together with a lift and disabled toilet.

Has the school taken into account the religious background of the students, parents, staff and users?

Parents complete a data collection sheet on admission in which religion and any individual requirements can be noted, as do staff. A private room can be provided for students to pray at lunchtime and their prayer mats can be safely kept in school.

The Cottesloe School is a non-selective rural school located in the village of Wing, Buckinghamshire, and close to the Bedfordshire, Hertfordshire and Milton Keynes borders. Nearly all the students have been unsuccessful in the 11+ examination but nevertheless, Year 7 attainment on entry, as measured by Key Stage 2 data, is generally above the national average.

As a somewhat isolated rural school our catchment is wide and we have well over 30 feeder schools. Our catchment area embraces a wide range of socio-economic groups but, whilst there are pockets of deprivation, it is, predominantly, a middle-class intake.

Mobility is quite low from 11-16 but a small number do move to grammar schools at the end of Year 7 and, in similar fashion, a few students moved across the border to Bedfordshire (where a middle school system operates) at the end of Year 8. At the end of Year 11 the trend has been for an increasing percentage to choose to stay on in the Sixth Form, although there is strong competition from the Sixth Forms at grammar school and from local colleges. An increasing number of our Sixth Formers are taking up university places.

Annex 4 - Equality Objectives and Action Plan

Objectives	*A Why have we chosen this objective?* *B How will we achieve it?*	Staff member	Date	Success criteria
To train all members of staff and leaders involved in recruitment and selection on equal opportunities and non-discrimination by January 2025	A To build on our current processes and procedures to ensure that all staff involved in the recruitment process have received the most up-to-date training available to raise awareness of the principles of the Equalities Act. B Equality and Diversity Awareness Training undertaken • Overview of the Equality Act 2010 • Main obligations on employers – from recruitment through to dismissal and beyond • Overview of EPM (Payroll provider) third party documentation with direction to the main documents to consider • Internal Employment policies / procedures and the importance of training • Common issues in relation to employment • Compensation regime in the Employment Tribunal for discrimination claims	Senior Leaders and Governors	January 2025	Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.
To raise equality awareness with students and staff, ensuring tolerance and respect towards individuals who identify with any of the protected characteristics: ● age ● gender reassignment ● being married or in a civil partnership ● being pregnant or on maternity leave ● disability ● race including colour, nationality, ethnic or national origin ● religion or belief ● sex ● sexual orientation	A To help foster good relationships across all characteristics between people who share a protected characteristic and people who do not share it by having the need and regard to tackle prejudice and promote understanding. B To ensure the continued promotion of our Equality Values, the assembly themes and PSHCE lessons will focus on a range of topics throughout the year for all of our learners: ● Black History Month – Celebrating the history of the black community and recognising their contribution to society ● Dyslexia Awareness ● Remembrance Day ● Anti-Bullying – Combating all forms bullying and encouraging respect for all	PSHCE Lead / Student Support Officer and Form Tutors	Ongoing throughout the academic year	Students demonstrate an understanding of equality through PSHCE feedback forms. A 10% reduction in sanctions related to intolerance towards students with protected characteristics. Increased engagement with social media posts promoting assembly themes and events

	● Lesbian Gay Bisexual Transgender (LGBT) Awareness ● Excellent Care- International Day of Persons with Disabilities ● Human Rights Day – Raising Awareness that every human is valuable. ● Holocaust Memorial Day ● LGBT History – Celebrating the LGBT community and the contribution of members of the LGBT community to society ● Mental Health Support ● Easter (Christian holiday) – Celebrating the Christian faith ● World Autism Day – Raising Awareness of Autism ● Ramadan (Muslim fasting) and Eid – Celebrating the Muslin faith ● Pride Week – Celebrating the Lesbian, Gay, Bisexual and Transgender Community			
To ensure that the school promotes role models and heroes that young people positively identify with, who reflect and broaden the school's diversity in terms of race, gender and disability and other protected characteristics	A To ensure that students have examples of people from diverse backgrounds and abilities to inspire, motivate and help shape their character and personality as they grow. To help pupils to recognise appropriate behaviour and try to acquire admirable qualities by seeing examples of successful people from all walks of life. B Display examples of successful people prominently on notice boards throughout the School. Ensure that teachers are using a wide variety of examples of role models in their lessons, engaging in positive discussions on diversity and promoting the idea that it is possible for everyone to achieve their goals in life regardless of race, gender or disability. Assemblies promoting the rights respecting values and equal opportunities ethos of the school and displaying examples of these as constant reminders throughout the School.	Marketing & Events Co-ordinator, PSHCE Lead, all staff	Ongoing throughout the academic year	Lesson observations, learning walks, subject reviews and other monitoring opportunities indicate that teachers and ATs are regularly including examples of people from a wide variety of different starting points in life, including explicitly people with protected characteristics.

Annex 5 - Equality Impact Assessment

Name and/or brief description of policy/practice
What evidence/information has been used to help identify the likely impact on different groups of people?
Which relevant groups have we engaged/consulted with as part of our assessment?

Protected characteristic	Impact on this group			Explain and give examples of evidence
	Positive	Negative	Neither	
age				
disability				
gender reassignment				
marriage and civil partnership				
pregnancy and maternity				
race				
religion or belief				
sex				
sexual orientation				

Barriers/disadvantages/discrimination identified?	Yes (tick)	No (tick)
If “yes” how will the policy/practice be adapted/changed to eliminate this?		
Date completed	Review date	