



Charmouth Primary School

Equality and Cohesion Policy

1. Introduction

The aim of this policy is to demonstrate how the school promotes and advances equal opportunities and community cohesion, and tackles inequalities and discrimination.

Charmouth Primary School is an inclusive and supportive school uniquely located close to the beach which is part of the ancient Jurassic coastline. We take full advantage of this privileged position and our natural environment is fully embraced as part of the childrens' learning. Charmouth is made up of a mixture of families in terms of employment and economic background. Our annual census data shows us that the children are predominately from a White British background. We have 18% of children with Special Educational Needs and the school site is accessible for children with disabilities.

As migration and economic change alter the shape of our local and national communities, it is more important than ever that all schools play a full part in promoting community cohesion and inclusion. But community cohesion is not just about good race relations, it applies to many aspects of community life including positive relations between older and younger generations.

2. Definitions

Equality = Treating people fairly and according to their needs. Equality of opportunity and outcome, rather than equality of treatment. People have similar life opportunities in so far they are able to fulfil their own potential.

Inclusive = Making sure everyone can participate, whatever their background or circumstances.

Diversity = Cohesion = Community = Recognises that we are all different. Diversity is an outcome of equality and inclusion. People from different backgrounds getting on well together (good community relations). There is a shared vision and sense of purpose or belonging. Diversity is valued. Relationships are strong, supportive and sustainable. Cohesion is an outcome of equality and inclusion.

From the school's perspective, the term "community" has a number of meanings:

- The school community – the children we serve, their families and the school's staff.
- The community within which the school is located – in its geographical community, and the people who live and / or work in that area.

- The community of Britain – all schools by definition are part of it.
- The global community – formed by European and international links.

3. Scope

This policy applies to and aims to benefit all staff, Governors, pupils, parents/carers.

4. Our Values and Commitment

It is our belief that every school, irrespective of its intake and location, is responsible for educating young people who will live and work in a country which is diverse in terms of age, culture, religion or belief, ethnic or national origins, nationalities, sex/gender, gender identify, sexual orientation, disability and socio- economic backgrounds.

Charmouth Primary School aims to be a thriving, inclusive and cohesive community. We wish to show that, through our inclusive policies, ethos, curriculum, actions and relationships, we promote a common sense of identity and support diversity. This is linked very closely to our efforts to ensure that every child matters as well as encouraging well-being in general.

We are committed to:

- Celebrating diversity.
- Promoting a shared ethos whilst remaining inclusive
- Promoting and advancing equality and inclusion.
- Meeting people's needs.
- Encouraging participation.
- Promoting cohesion, tackling prejudice and promoting understanding.
- Tackling discrimination and disadvantage.
- Tackling bullying.
- Encouraging, supporting and striving to enable all pupils and staff to reach their potential.
- Working in partnership with parents and the wider community to establish, promote and disseminate good practice.
- Ensuring that this policy is followed.

5. Our Legal Duties

Legislation relating to equality and discrimination is laid out in the Equality Act 2010. Legislation covers employment (work), the provision of services and public functions, and education. Equality and cohesion will be promoted, in line with our Equality and Cohesion Policy, and the policy will be operated in a non-discriminatory² way

Employers (schools) are liable for acts of employees if they did not take reasonable steps to prevent such acts. Employees can be liable for acts (where an employer took reasonable steps to prevent such acts).

The 'Protected Characteristics' within equality law are:

- **Age** - A person of a particular age (e.g. 32 year old) or a range of ages (e.g. 18 - 30 year olds). However, age discrimination does not apply to the provision of education, but it does apply to work.
- **Disability** - A person has a disability if s/he has, or has had, a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. It includes discrimination arising from something connected with their disability such as use of aids or medical conditions.
- **Gender reassignment** - A person (usually with 'gender dysphoria') who is proposing to undergo, is undergoing or has undergone gender reassignment (the process of changing physiological or other attributes of sex, therefore changing from male to female, or female to male). 'Trans' is an umbrella term to describe people with this 'Gender Identity'. 'Intersex' or 'Third Sex' are not covered by the Act but the school will treat Intersex children with the same degree of equality as potentially Trans children. Children as young as five may begin to show signs of gender dysphoria and therefore it is relevant in a primary school environment.
- **Marriage and civil partnership** – Marriage and civil partnership discrimination does not apply to the provision of education, but it does apply to work.
- **Pregnancy and maternity** - Maternity refers to the period of 26 weeks after the birth (including still births), which reflects the period of a woman's Ordinary Maternity Leave entitlement in the employment context. In employment, it also covers (where eligible) the period up to the end of her Additional Maternity Leave.
- **Race** - A person's colour, nationality, ethnic or national origin. It includes Travellers and Gypsies as well as White British people. It may include Caste.
- **Religion and belief** - Religious and philosophical beliefs including lack of belief. Generally, a belief should affect your life choices or the way you live for it to be included in the definition. Religion and belief discrimination does not prevent a school from carrying out collective worship or other curriculum based activities, but pupils may withdraw from acts of collective worship.
- **Sexual orientation** - A person's sexual orientation towards the same sex (lesbian or gay), the opposite sex (heterosexual) or to both sexes (bisexual). Although children may not identify as gay or lesbian until later, promotion of sexual orientation equality is still relevant in a primary school environment. For example, a child may have an older sibling or parent who is gay. Children may experience friends 'coming out' when they are older.

'Prohibited Conduct' (acts that are unlawful):

- **Direct discrimination** - Less favourable treatment because of a protected characteristic.
- **Indirect discrimination** - A provision, criteria or practice that puts a person at a particular disadvantage and is not a proportionate means of achieving a legitimate aim.

- **Harassment** - Conduct which has the purpose or effect of violating dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment. It includes harassment by a third party (e.g. customer or contractor) in the employment context. Harassment because of gender reassignment, sexual orientation or religion and belief in relation to the provision of education does not apply but such acts may constitute direct discrimination.
- **Victimisation** - Subjecting a person to a detriment because of their involvement with proceedings (a complaint) brought in connection with this Act.
- **Combined (dual) discrimination** - Discrimination because of two protected characteristics such as age and sex/gender. Not yet effective.
- **Discrimination arising from disability** – Treating someone unfavourably because of something connected with their disability (such as periods of absence from work or medical conditions) **and failure to make reasonable adjustments.**
- **Gender re-assignment discrimination** (allows reasonable absence from work for the purpose of gender-reassignment in line with normal provision such as sick leave).
- **Pregnancy/maternity related discrimination** – unfavourable treatment because of a girl's/woman's pregnancy or maternity. It includes unfavourable treatment of a woman because she is breastfeeding.
- **Discrimination by association or perception** - For example, discriminating against someone because they “look gay”, or because they have a gay brother; discriminating against someone because they care for a disabled relative.

Public Sector Duties (applies to Schools):

A public authority must, in the exercise of its functions, give due regard to the need to (in relation to protected characteristics above):

1. Eliminate discrimination, harassment, victimisation and any other prohibited conduct.
2. Advance equality of opportunity (remove or minimise disadvantage; meet people's needs; take account of disabilities; encourage participation in public life).
3. Foster good relations between people (tackle prejudice and promote understanding).

Reasonable Adjustments and Access Plans

Schools are required to:

- Take reasonable steps to avoid disadvantage caused by a provision, criteria or practice or a physical feature that puts a disabled person at a substantial disadvantage compared to a non-disabled person. This involves removing or avoiding a physical feature.
- Take reasonable steps to provide auxiliary aids/services.
- Provide information in an accessible format.
- Develop and implement (by allocating appropriate resources) Access Plans which will

- Increase disabled pupils' access to the school curriculum
- Improve the physical environment
- Improve provision of information.

The duty is an anticipatory and continuing one that you owe to disabled pupils generally, regardless of whether you know that a particular pupil is disabled or whether you currently have disabled pupils. You should plan ahead for the reasonable adjustments you may need to make.

For more information: <http://www.equalityhumanrights.com> which includes the guidance for education providers (schools) or <http://www.devon.gov.uk/equalitylegislation.htm>

Aspects of educational legislation has also promoted equal opportunities, e.g. the Education Act includes a duty for local authorities to educate children with special educational needs in mainstream schools wherever possible.

6. Responsibilities

Governing Body

- Ensure that the school complies with equality and cohesion legislation.
- Ensure that the policy and its procedures are implemented by the Headteacher.
- Ensure all other school policies promote equality and cohesion.

Headteacher

- Implement the policy and its related procedures.
- Make all staff aware of their responsibilities and provide training as appropriate to enable them to effectively deliver this policy.
- Take appropriate action in any case of actual or potential discrimination.

All staff

- Enact this policy, its commitments and procedures, and their responsibilities associated with this policy.
- Deal with bullying and discriminatory incidents, and know how to identify and challenge prejudice and stereotyping.
- Promote equality and good relations and not discriminate on any grounds.
- Attend such training and information opportunities as necessary to enact this policy and keep up to date with equality and cohesion legislation.
- To be models of equal opportunities through their words and actions.

Specific Staff

- All teachers to ensure diversity issues are addressed in the implementation of the PSHE and citizenship framework throughout the school.
- RE co-ordinator to ensure that RE is in line with county guidance and stereotypical views of particular faith groups or beliefs are not perpetuated.
- SENCO to ensure that pupils with physical and learning disabilities needs are met.

Pupils

- Refrain from engaging in discriminatory behaviour or any other behaviour that contravenes this policy.

Visitors (e.g. parent helpers, contractors)

- To be aware of and comply with the school's equality and cohesion policy.

7. Communicating and Promoting this Policy

All staff and governors, including supply teachers and visitors are to be made aware of this policy and any subsequent updates or amendments.

Parents will be invited through the school's newsletter to be involved in any review of the policy.

Equality and cohesion will be promoted, in line with our Equality and Cohesion Policy, and the policy will be operated in a non-discriminatory⁵ way.

A copy will be:

- Displayed on the school's website.
- Included in the policy document file available to any parent on request.

8. School Improvement Plan

Legislation requires us to set objectives to meet our public sector duties and improve our practice.

Objectives will be contained within the School Improvement Plan.

Objectives will be agreed by Governors and based upon the following:

- Pupil performance/monitoring data.
- Consultations with staff, governors, parents and pupils.
- Impact assessments and other audits such as disability access.
- Inspection feedback.
- Legal duties.
- National or local issues relevant to the school.

9. Practice

Admissions and attendance

The school welcomes pupils from all backgrounds and abilities. The school's admission policy is in line with the County's policy for County Primary Schools.

Information about pupil's gender, ethnic origin, home language, religion or belief, physical and emotional needs and diet is collected to enable the school to meet the needs of all pupils. The PHSE curriculum and ethos of the school, as laid out in our School Aims statement, are evidence of this.

Attendance of all pupils is monitored regularly.

Provision and support is available for pupils to take time off for religious observance with minimal disruption to their education.

Policies

When the governing body approves policies, all policies shall be checked to ensure they do not have potential to disadvantage people because of a protected characteristic, and advance equality and foster good relations where possible.

Teaching, Learning and Curriculum

In school, there will be a focus on securing high standards of attainment for all pupils, removing barriers to learning and wider activities and reducing unjustifiable difference in outcomes for different groups of pupils.

Our teaching and the curriculum provision will support high standards of attainment, promote common values, and help students understand and value the diversity that surrounds them, and challenge prejudice and stereotyping. The taught and wider curricula will help to promote awareness of the rights of individuals and develop the skills of participation and responsible action.

The curriculum of our school will promote the spiritual, moral, cultural, mental and physical development of our learners and society, and prepare our students for the wider opportunities, responsibilities and experiences of life after their school career with us has ended. Our school ethos, PSHE and RE will provide opportunities for students to develop their understanding, tolerance and empathy.

For some schools where the pupil population is diverse, existing activities and work aimed at supporting pupils from different social, ethnic or economic backgrounds to learn from, will already be contributing towards community cohesion. For our school, where the student population is less diverse (according to our annual school census and local data), we will work to provide opportunities for our learners to work with a range of people from different age groups, backgrounds, religious, ethnic and cultural groups. All pupils, including those with a physical disability or special educational needs, will have equal access to the curriculum appropriate for their age or ability. The curriculum may be modified and/or differentiated to enable the individual pupil to better access that curriculum due to any educational or physical special needs they may have.

Equal opportunities will be specifically taught and promoted through certain areas of the curriculum. For example, through Personal, Social and Health Education (PSHE) issues relating to gender, physical disabilities (e.g. mobility, hearing, sight), age, race and religion or belief can be addressed.

Science and sex and relationship education lessons (SRE) will provide opportunities for issues relating to gender and sexual matters to be addressed as appropriate for the age of the children.

RE lessons enable specific matters around religion, belief and culture to be directly addressed.

Equal opportunities may also be promoted through other curriculum areas when appropriate. For example, in science, history, geography, art, etc. There

may be opportunities to bring about helpful understanding and learning regarding the positive contributions of people regardless of: gender (including transgender), age, disability, ethnicity, sexual orientation, race, nationality, social background, belief, marital status (this list is not exhaustive). This may be an opportunity to affirm difference and understand the value and needs of all people despite and regardless of any differences.

Resources bought by the school and used to teach the various subjects, and provide the children with a range of images and messages about diversity e.g. posters, books, computer software, will promote equal opportunities and be free of prejudicial or stereotypical messages. Resources will be reviewed from time to time to ensure they are appropriate. Staff will be mindful that this may not be the case where children, parents or other well-intentioned sources have loaned resources to the school. Loaned material found to contain prejudicial, discriminatory or stereotypical messages will be used with discretion, not used at all, or used within the context of opportunities to discuss issues of equality and diversity.

Equality and cohesion will be promoted, in line with our Equality and Cohesion Policy, and the policy will be operated in a non-discriminatory ⁷ way. In planning the curriculum, account will be taken of the needs of the pupils, including a disability, cultural background and linguistic needs, and appropriately differentiated work produced.

Where appropriate within certain curriculum areas:

- pupils are given opportunities to explore issues of identity, equality, and racism, including the use of language;
- learn about and celebrate festivals and traditions of different cultures;
- learn about world development issues, global issues and our interdependence on each other.

A variety of strategies will be used to encourage the participation of all pupils, encouraging understanding and learning from each other e.g. providing accurate information, developing empathy, using discussion and debate, modelling good anti-discriminatory practice to enable the widest possible engagement and understanding of these issues.

Exploring and developing with pupils their understanding of potentially “difficult” issues, including racism and homophobia, will be handled in a sensitive way and “ground rules” are used appropriately.

Consultation and advice from teaching support services will be accessed as appropriate to help us meet the needs of all pupils.

Teachers will be mindful of children with specific physical needs, such as partial sight or hearing, or those with restricted mobility, when considering classroom organisation, lesson planning and practice.

Teachers will ensure both boys and girls have equal access to all aspects of the different curriculum subjects to ensure they are not seen as appropriate for only boys or girls, but for all children. This is especially important in those

subjects that have historically been orientated to one gender. For example, in Design and Technology all children should engage in activities using food and fabrics, (historically female activities) and using construction materials (historically male activities).

When grouping children for certain activities, teachers should be mindful of the gender balance and the personal characteristics of the individuals within the group. For example, is the activity (e.g. D.T., practical science, games) likely to be dominated by one gender or character strong individuals within the group to the detriment of the others? If so, single gender or similar personality grouping may be appropriate to ensure all members of the group have equal opportunity to undertake the activity.

In class discussions, all pupils should be given the opportunity to contribute and staff should not allow the more lively and/or knowledgeable children, irrespective of gender, to monopolise the discussion. Indeed, it may be necessary for staff to deliberately ask reluctant individuals to contribute not only for equal opportunity reasons but to enable the staff member to evaluate the child's understanding or to facilitate the child's learning and personal development.

Purchasing

When purchasing equipment it shall be checked to make sure it can be used by children with disabilities (e.g. hand-held devices cater for people with visual impairments and manual dexterity problems so that buttons can be easily navigated).

Pastoral care

Support is available for specific pupils if necessary e.g. pupils for whom English is a second language, to enable them to participate equally and achieve their own potential.

Activities, including extra-curricular activities

A variety of extra-curricular activities will be offered. For reasons of health & safety and management, it is often necessary to restrict membership of the activity to specific age groups and/or a specific number of members. Where numbers have to be limited, membership is on a "first come, first served" basis of receipt of parental consent forms to join the activity.

All extra curricular activities are open to all children including those, such as football and netball, which historically orientated to one gender. In these activities both single gender and mixed gender teams are created.

Reasonable adjustments will be made so that children with disabilities can participate in sporting activities.

We provide different opportunities for young people and their families to interact with people from different backgrounds and build positive relationships, including links with different schools and communities locally, nationally and on a wider basis where possible.

The school works in partnership with a wide variety of agencies and organisations to support the learners' education. Engagement with parents

through an open door ethos, parents' evening, curriculum meetings, festivals and other celebrations is considered a priority at the school.

The School Council which involves the children in the decision making and organisation of the school, teaches the children the importance of participation and making a difference to the school, local community and beyond. We have a number of activities that take place within our school that contribute to community cohesion including:

Activity	How does it promote community cohesion?
Sporting festivals	Team work.
Collective worship / reflection	Understanding a religion.
Developing links through schools working together	Communicating with other schools through various means: Visits, Pyramid schools working together, Jurassic Schools Alliance etc
Links with other countries	Understanding other cultures and languages.
Performing Arts e.g. music performances, drama performances, talent shows	Team work and celebrating individual talent.
Celebration of historical events	Understanding cultures, communities and attitudes.
Links to village magazine	Being part of the 'Shoreline' community.
'Celebration Assembly'	Celebrating achievements together.
Coffee afternoons / mornings/family picnics	Engaging with parents/guardians.

Whole school / individual fund raising events	Social responsibility.
Parent help	Developing ideas on citizenship and participation without reward. Includes everyone in the school and wider community irrespective of socio-economic context or other factors.
Visits from life skills educators in Year 6 re: alcohol & drugs	Helps children and adults to recognise the wide variety of community members and the difficulties that are prevalent in our local and wider environs.
Transition work and link work undertaken with secondary schools	Encourages children to understand the world outside of their own school and the people they will be interacting with on a daily or regular

	basis.
Opportunities for the children in Modern Foreign Languages	Understanding other cultures and languages.
Visits to local places of worship	Understanding a religion.
Special curriculum days and weeks	Understanding other cultures.
Play leading system in the playground	Develops understanding of assisting others and prepares them for life outside school and interaction with people outside of their normal friendship circles.
First aid training for staff	Helping others and meeting specific needs of disabled pupils.
Road safety events e.g. cycle training for year 5 and 6 children	Social responsibility.
School council	Social responsibility. Understanding other perspectives and sharing opinions in an open way.
Breakfast/After school club	Developing interaction with others from outside their normal friendship groups, and encouraging the children to contribute to activities which require tolerance and understanding of the feelings and abilities of others.
Extracurricular clubs	
Cultural events e.g. Christian festivals / Chinese New Year / other elements taught through curriculum	Understanding other cultures.

Consultation, Engagement and Understanding

At least once every three years, the school will consult with the following stakeholders on its approach to equality and cohesion:

- Current pupils (via the school council)
- Parents/Carers
- School staff
- Governors

The consultation will involve:

- A detailed questionnaire to pupils, staff parents / carers and governors.
- Meetings to provide an appropriate forum for discussing issues and formulating priorities.
- Publications on the school website as well as hard copy to reach more members of the community. Throughout the process, we will ensure that the setting for meetings has been conducive to participation for all those involved, including those with disabilities.

The school also seeks feedback on a regular basis on its performance in a variety of ways, including:

- PSHE lessons and circle time in classes.
- Through informal dialogue with the children.
- Through discussion with the children as part of the school self-evaluation process.
- Through collective worship.
- Through communication with parents and carers.
- Through provision of feedback forms for children, parents and carers that they can use to communicate in confidence with the school.

Monitoring of attainment, progress and assessment

Charmouth Primary School aims to be a fully inclusive school, and the school's policies and procedures are firmly in place to cater for and make adjustments for any children with disabilities.

The progress of children is tracked carefully through the school's assessment framework, and monitored carefully to ensure that they are achieving in line with expectations at all times. We will monitor, compare and analyse children's progress in relation to the following characteristics:

- Sex/gender
- Disability/SEN • Ethnicity
- Eligibility for Free school meals

The school now holds a wealth of progress data on all pupils. This data includes:

- Optional test results
- End of Key Stage 1 and 2 results
- Results of regular ongoing assessments
- Any recorded teacher observations
- Discriminatory and bullying incidents

The following are also monitored both informally and formally:

- Positions of responsibility held
 - Satisfaction / enjoyment levels in different school activities
 - Levels of behaviour and anxiety
 - Areas of the curriculum which present particular challenges for them or to which they may have restricted access
 - Areas of the school where they have no or impeded access
 - Aspirations / ambitions for the future
 - Success of transition out of school
 - Access to school trips
 - Involvement in school life e.g. after school clubs
- Individual pupil attainment and progress is monitored for signs of underachievement. Attainment and progress of different groups is monitored for differences in performance e.g. whether boys are falling behind girls.

Targets are communicated regularly to the children. Where individual underachievement is found or differences in the performance of certain groups are identified, appropriate strategies to curriculum planning and delivery are implemented and targeted at these specific individuals or groups.

Appropriate assessment strategies are employed as far as possible to ensure no individual or group is disadvantaged by the assessment system due to physical or linguistic needs whether culturally based or not. For example, assessment material could be produced in large print format, another language, Braille, etc

Employment diversity monitoring questionnaires, data will be collected for all staff to fulfil monitoring duties. These questionnaires are available from the local authority.

The school is aware of its legal duties in relation to asking job applicants questions about disability and health, in so far that it can only do this to make reasonable adjustments or for diversity monitoring.

In order that children feel comfortable in raising issues or difficulties they have as a result of any health conditions or impairments, or any other characteristic, systems are in place in school to ensure that children can discuss issues or potential barriers to their success, namely:

- 'Open-door' policy for children and parents.
- Problem slips that can be filled in by the children.
- Through educating children via the school's PSHE (personal, social and health education) curriculum, and through the SEAL (social and emotional aspects of learning) materials used in school.

Disability is a potential area of vulnerability, and is recorded using the school's pupil tracking system. The areas of vulnerability can then be taken into account when monitoring results, in order to spot trends and deal with any potential issues early.

Anti-Bullying and dealing with incidents of a discriminatory nature

Bullying will not be tolerated at this school. It makes children's lives unhappy and can hinder their academic progress. Bullying is the deliberate, sustained desire to hurt, threaten or frighten someone. It can be physical, verbal or emotional and can therefore include such things as physical injury, threats or intimidation, teasing, name-calling or exclusion from games and play. This can be face to face or through the use of modern technology. It can lead to a pattern of behaviour where the bully feels good due to the power held over others and the victim often feels powerless to prevent the situation.

Bullying can range from:

- Physical (hitting ,kicking, theft)
- Verbal (name calling, racist and homophobic remarks)
- Indirect (spreading rumours, excluding someone from social groups)

Discriminatory Incident:

Is any incident which is perceived to be discriminatory/prejudiced by the victim or any other person on the basis of someone's race, colour, nationality, culture, language or religion/belief, disability, age, gender/sex, sexual orientation, gender identity,"

If any child or adult is found to be deliberately engaging in discriminatory language or behaviour the following procedures will apply. Staff and Governors will be reminded of their obligations to refrain from engaging in discriminatory language or behaviour and warned that further non-compliance will result in further action being taken. The form of this action will depend on the degree and context of the discriminatory language or behaviour and will be in line with the school and local authority's disciplinary procedures.

Visitors will be reminded of their obligations to refrain from engaging in discriminatory language or behaviour. Non compliance on more than two occasions will result in visitors not longer being welcome and their offer of help terminated. Contractors will have their services terminated and be reported to the local authority if applicable for relevant sanctions to be imposed.

Children will have the relevant consequences imposed on them as set down in our school Behaviour policy's consequences relevant to their age.

- High standards of behaviour are expected of all pupils.
- The school's Rewards and Consequences procedures are applied to all pupils fairly and equitably in accordance with our Behaviour for Learning Policy.
- Consequences, including exclusions, are monitored for patterns or trends.
- Appropriate action will be taken to prevent an incident re-occurring and appropriate support provided to those affected by the incident which may include Safeguarding provisions.
- Parents/guardians of the pupils involved will be informed of the incident.
- The situation will be monitored.

A member of the Senior Leadership Team (the Headteacher or another SLT member) will be responsible for ensuring the above procedure for reporting and responding to an incident is carried out and followed up.

Any parent wishing to report an incident should contact the Headteacher.

Behaviour, discipline and exclusions

Anyone involved with our school found to deliberately breach this policy will have appropriate action taken against them.

Staff and Governors will be reminded of their obligations to adhere to the policy.

Visitors and volunteers will be reminded of their obligations to adhere to our school policy. Continued non compliance will result in parent helpers being no

longer welcome and their offer of help terminated, contractors will have their services terminated and be reported to the local authority if applicable for relevant sanctions to be imposed.

Pupils will have the relevant sanctions imposed on them as set down in our school's Behaviour for Learning Policy relevant to their age. Whilst the school maintains a dress code, the school's dress code shall not unlawfully disadvantage children on grounds of religion/belief or disability or any other unreasonable factor. For example, a general 'no head-wear' policy would disadvantage a Sikh child.

Staff recruitment, support and professional development

Staff appointments will be based on the applicant most able to demonstrate they best match the Person Specification and their ability to undertake the Job Description. Irrelevant characteristics such as gender, race, religion, etc. will not form part of the selection process. The part of the application form where candidates disclose these details for monitoring purposes will be detached before members of the staff appointment panel receive copies of the application forms so they neither know nor can be influenced by this information.

All staff vacancies are advertised as widely as possible; e.g. teaching vacancies are advertised in the national teaching newspapers, non-teaching vacancies are advertised in local newspapers.

Occasionally it may be necessary to fill a post immediately. On these occasions an existing member of staff or member of the community (e.g. a parent helper) who is known to be DBS checked may be asked to undertake the duties of the post temporarily pending a more permanent or fixed term appointment being made.

All staff will have equal opportunities to undertake Continuing Professional Development.

All governors involved in staff appointments will undertake appropriate training and be made aware of how to avoid discrimination in the appointment process.

Whole school training needs for staff and governors will be identified within the School Improvement Plan. The School Leadership Team will arrange with the relevant training providers to provide whole staff INSET during an INSET day or staff meeting. Individual governors will attend appropriate courses individually and whole governor training.

Individual training needs for staff will be identified through the Performance Management Review process. Relevant courses will be identified and arranged for individual staff to attend. The school's Mentor for Newly Qualified Teachers (NQT's) will identify and arrange for any necessary training for NQT's. Governors will arrange to attend any relevant training and notify the Clerk to the Governing Body.

All staff have been made aware that there is no legal obligation to disclose a disability, however by informing the school of a disability, the school will be able to make reasonable adjustments which may include applying for support through the "Access to work" scheme.

Any staff who indicated that they have a disability, will be informed of any reasonable adjustments that are either in place or planned to be put in place in the future.

Any specific training needs of other staff to help make reasonable adjustments are dealt with through the school's Continuous Professional Development Programme. Systems are in place to support staff if they are returning to work, and staff's attention has been drawn to these procedures.

Governors

The constitution of the Governing Body is determined by Government legislation to be representative of the local community including foundation governors, local authority appointed members, and others elected by, and representative of, the parents, the staff and community. The school conducts the election of parent and staff governors and on these occasions it is made clear that all staff and parents have an equal opportunity to stand for election. All governors are eligible to hold posts of responsibility (e.g. Chair of Governors) and annual elections are held for these posts. The governing body meetings are arranged and timed to enable full participation by representatives of all members of the community.

Partnerships with the local communities

All parents/guardians shall have equal opportunities to, and are encouraged to, become involved in the life of the school either during the school day or as part of our school Parents' Association, PTFA, meetings held for new parents as well as the AGM at which all parents have equal opportunity to stand for election to one of the offices.

As appropriate we draw upon and involve the experience and expertise of the parents and community in the life of the school, and welcome parents and guardians from all backgrounds and abilities.

As far as practicable and appropriate we may provide information for specific parents in a format alternative to that normally used to take into account their specific needs and thereby enable them to access the information.

The school has a Lettings policy that enables individuals or groups within the community to hire the school premises for after school functions. No group shall be discriminated against unlawfully in relation to lettings.

We promote equal opportunities for all parents to meet staff formally and informally. At the beginning and end of the school day, staff are available for informal meetings with parents. Formal opportunities are provided each term after school to facilitate every opportunity for both parents, including those with work commitments, to attend.

As circumstances do not always make it possible for parents to attend on these occasions, teachers are always willing to arrange to meet parents at other times if necessary. In addition, duplicate copies of newsletters are willingly provided for parents living separately if this is requested.

Parents and members of the community are welcomed to help voluntarily in the school, working directly with pupils on reading, craftwork, cooking, and helping with school trips etc. Offers of help are welcomed provided that the parents have, or can be taught, the skills that the task requires and satisfy the necessary DBS checks. We may also directly approach parents and members of the community to come into school and share an aspect of their life with the children. Indeed, on occasion they may be deliberately chosen because of their religion, race or disability or other reason. For example, members sharing their experience of their culture or faith to enhance children's awareness of diversity; or disabled athletes demonstrating how individuals can overcome disability and achieve success.

10. Annual Reporting

Improvement objectives are contained within the School Improvement Plan and will be reviewed as the SIP is reviewed (on an annual basis).

A full review of the whole policy will be carried out every two years.

The school's Governing Body is the main vehicle for ensuring that this is the case. Progress reports will be communicated via Schools Governors Meetings.

As with all school policies, the impact of them must be monitored closely to ensure that they are effective in reaching their aims, and to ensure that resources are used effectively.

Signature of Chair of Resources: Jackie Williams

Signature of Headteacher: Gillian Morris

Reviewed: Every two years

Adopted: March 2015

Next Review date: March 2017

