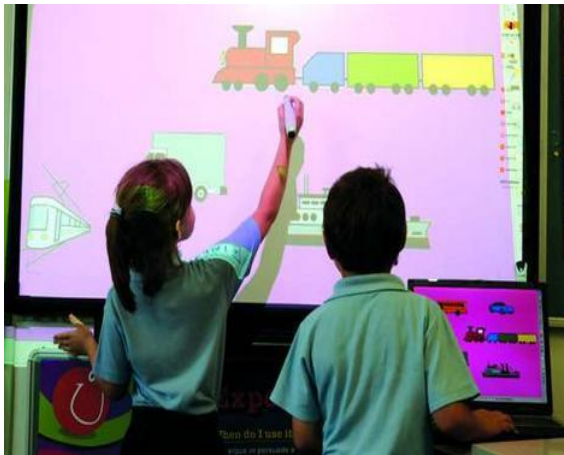


An Integrated Framework for  
**Equality, Diversity, Inclusion and Community Cohesion in  
Christ Church Infants School  
2017 - 2020**



We aim to achieve equality in learning and all aspects of school life by recognising and responding to diverse needs.

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## What are EQUALITY, DIVERSITY, INCLUSION AND COMMUNITY COHESION?

The community we are situated in, and the children and their parents/carers, and those that work at Christ Church Infants School include many different people – this is DIVERSITY.

Everyone has the **same** right to achieve and learn and to participate in the life of the school and be treated fairly, with dignity and respect – this is EQUALITY of opportunity.

Sometimes, in order to provide EQUAL access to learning and achievement and school life, we need to treat people differently so that we can meet their individual needs. This is INCLUSION.

COMMUNITY COHESION is about seeking to build a more tolerant, more understanding, fair and transparent society, in which all members share a common sense of belonging which overcomes their differences.

### Context

Various legislation and government guidance contributes to the context for this framework. This includes:

- The universal right to education – as a Human Right as set out by the United Nations. In the UK (Human Rights Act 1998) this is seen as a right to an **effective** education – helping all children to fulfil their potential.
- Equality Act 2010
- Guidance on ‘institutional racism’ from the Macpherson Report (following on from the inquiry into the murder of Stephen Lawrence.)

The definition of institutional racism is: “the collective failure of an organisation to provide an appropriate and professional service to people because of their culture, colour, or ethnic origin. It can be seen or detected in processes, attitudes and behaviours which amount to discrimination through unwitting prejudice, ignorance, thoughtless and racist stereotyping which disadvantages minority ethnic people.”

## The Vision and Aims of the School

Our school vision:

*“Our Christian Ethos is apparent in all we do, whilst we nurture and care for the whole Christ Church Family. Our children will be inspired, courageous, curious, independent individuals, who are able to experience, explore and question.”*

### **This framework is based on the following values and aims:**

Value ‘Caring’ – We believe that our attitudes and actions must reflect the compassion of Jesus and the love of God for everyone. We believe that God calls us to be generous and kind to others, always treating them as we would like to be treated ourselves. “Love your neighbour as yourself” Luke 10:27

Aim - We want our children, parents, staff and governors to care for each other; to respect and trust each other and to encourage and listen to each other. We want the children to learn how to care for the wider world as responsible, kind and generous individuals.

Value ‘Courageous’ – We believe we need courage to live by our Christian values. “stand firm in the faith; be courageous; be strong. Do everything in love.”  
1 Corinthians 16:13,14

Aim - We want our children to be courageous in learning and living, putting our values into practice with passion and commitment. We want them to have the courage to challenge and change the world around them for the better.

Value ‘Inspired’ - We believe the life and teaching of Jesus inspires us to be the best we can be in every aspect of life. “live a life of love, just as Christ loved us “ Ephesians 5:2

Aim - We want to inspire hope, ignite the imagination and instill a love of learning. We want our children to be inspired to be the very best they can.

## **This framework covers issues of Equality (or Protected Characteristics) in relation to:**

- RACE and CULTURE (including gypsies and travellers; English as an additional language.)
- DISABILITY
- GENDER
- RELIGION and BELIEF (including non-belief)
- SEXUAL ORIENTATION
- AGE
- PREGNANCY & MATERNITY
- MARRIAGE AND CIVIL PARTNERSHIP
- GENDER REASSIGNMENT

## **The issues we will focus on are:**

- **Leadership and Management**
- School ethos
- Staffing – recruitment and professional development
- Curriculum (including sport and health)
- **Teaching and Learning**
- **Standards and Achievement**
- **Behaviour and Safety** (including discipline and exclusions)
- Personal Development and Pastoral Care
- Admissions and Attendance (including school uniform)
- Accessibility
- Discrimination and Harassment (including bullying)
- Partnership with Parents/Carers and the Community

## THE EQUALITY STRANDS

### RACE & CULTURE

This framework aims to promote race equality; to eliminate unlawful racial discrimination and to promote good relations between people of different racial groups.

“Race” includes someone’s colour, culture or ethnic background. It also includes gypsies and travellers and those for whom English is a second language.

### DISABILITY and ACCESSIBILITY

“Disability” includes physical disability, sensory impairment, learning disabilities and conditions that have a substantial or long term adverse effect.

We are committed to making reasonable adjustments to meet the needs of disabled children, parents/carers, those working at the school and visitors. This is accessibility – of the school building, the curriculum, and the wider life of the school.

We follow the social model of disability and work within the Disability Rights Commission definition that states “people with impairments are disabled by physical and social barriers. The ‘problem’ of disability results from social structures and attitudes rather than a person’s impairment or medical condition.”

### GENDER

This framework aims to promote gender equality.

“Gender” (boys/girls; male/female) includes children’s attainment, non-stereotyping and the promotion of values and attitudes that promote gender equality in all aspects of life.

## RELIGION and BELIEF

As a Church of England school we seek to be distinctively Christian but inclusive and welcoming of those who are of every religious faith and none. Christian values underpin our ethos, policies and practice. These are expressed explicitly in Collective Worship and in appropriate ways throughout the curriculum.

It is the Christian belief that every person is created in the image of God and as such deserves respect and the right to practice and express their own religion or belief with integrity and without feeling threatened or discriminated against in any way. We fully endorse this view and seek to celebrate diversity of ethnicity, faith and culture within our community.

## SEXUAL ORIENTATION

“Sexual Orientation” includes parents/carers, those working at the school and visitors who may be in same sex relationships.

## AGE

“Age” includes ensuring that all members of the school and wider community are valued regardless of their age, and that they are listened to, and not treated differently because they are seen as ‘younger’ or ‘older’.

## Marriage and Civil Partnerships

“Marriage and Civil Partnerships” includes parents/carers, those working at the school and visitors who may be married or in a civil partnership.

## GENDER REASSIGNMENT

“Gender Reassignment” applies to anyone who is undergoing, has undergone or is proposing to undergo a process, (or part of a process) of reassigning their sex by changing physiological or other attributes.

## Aims and Outcomes for Equality and Diversity

Aims	Outcomes
<p><b>Leadership and Management</b></p> <p>The School Senior Leadership Team (SLT) and Governing Body are committed to ensuring that they promote equality, value and respect diversity and oppose all forms of oppressive behaviour, prejudice and discrimination.</p>	<ul style="list-style-type: none"> <li>• Relevant information is available in an accessible format and barriers to accessibility are identified and action taken to remove them.</li> <li>• Behaviour and language is respectful and recognises individual differences, preferences and needs.</li> <li>• The School SLT and the Governing Body will set a positive example to others.</li> <li>• Discriminatory incidents will be properly investigated and dealt with through the relevant policy.</li> <li>• Equalities training will be available to all staff/governors as required.</li> <li>• This framework and its outcomes are reviewed periodically to ensure continued relevance.</li> </ul>
<p><b>School Ethos</b></p> <p>The School ethos supports diversity and actively promotes good personal and community relations.</p>	<ul style="list-style-type: none"> <li>• Stakeholders are consulted.</li> <li>• Feedback from consultation is communicated to inform practice.</li> </ul>
<p><b>Staffing – recruitment and professional development</b></p> <p>Recruitment and selection procedures are fair, equal and in line with statutory and LA guidance.</p> <p>All staff will continue in their professional development.</p>	<ul style="list-style-type: none"> <li>• Recruitment and selection takes place in line with policy.</li> <li>• New staff are informed of this policy framework and their understanding developed as part of their induction.</li> <li>• The skills of all staff are recognised and valued.</li> </ul>

## Aims

## Outcomes

### Curriculum

The content of the curriculum reflects and values diversity.

Curriculum planning takes account of diversity and the needs of all children and is differentiated appropriately to ensure inclusion of all.

Extra curricular activities and special events will cater for the interests and capabilities of all children.

- The curriculum will take into account the differing needs of boy/girls; children from black or minority ethnic groups; disabled children; children with special educational needs; children who are **exceeding expectations**; children learning English as a second language; children in public care; and those children who are at risk of disaffection and exclusion.
- Special events and celebrations of different faiths and cultures will be recognised within school.
- Learning about Health will take into account the different needs of boys/girls, people from different ethnic backgrounds, and disabled people.
- Physical Activity – will take into account the need to be inclusive of all children in the school, regardless of their ability or disability.
- All children will have access to the mainstream curriculum.

### Teaching and Learning

Provide learning opportunities that promote equality principles.

- Teachers will ensure that the classrooms (and all learning environments) are inclusive and that children feel their contributions are valued.
- Teaching is responsive to the children's different learning styles and takes into account their cultural backgrounds and linguistic needs.
- Child grouping in the classroom is planned and varied. Allocations to teaching groups are kept under review and are analysed by ethnicity, gender and disability/special needs.

## Aims

## Outcomes

<b>Standards and Achievement</b>	
<p>All children will have the opportunity to achieve their highest standards.</p> <p>Achievement will be monitored and analysed to identify and take remedial action if any patterns of underachievement are identified.</p>	<ul style="list-style-type: none"><li>• The Early Years Foundation Stage profile is used appropriately for all children.</li><li>• Assessment methods are free from bias and are valid, a range of methods and strategies are used to assess children's progress.</li><li>• Periodic monitoring of achievement by the equality strands will be undertaken.</li><li>• Any necessary action needed to address patterns of underachievement will be taken.</li><li>• Self assessment provides all children with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress.</li><li>• Information from assessment is used to inform future learning.</li><li>• All forms of achievement will be recognised and valued.</li></ul>
<p><b>Behaviour and Safety (including discipline and exclusions)</b></p> <p>High standards of behaviour are expected from everyone in school.</p> <p>Any form of bullying, harassment or discrimination will not be tolerated.</p>	<ul style="list-style-type: none"><li>• The policy on managing behaviour is fair and applied equally to all, and takes into account how differences in cultural background and disability or special needs might affect behaviour.</li><li>• A consistent system for rewards and discipline will be followed by all.</li><li>• Children, Staff and parents/carers are aware of the procedures to deal with harassment and/or bullying.</li><li>• All harassment and/or bullying incidents will be investigated, appropriately dealt with and monitored to identify any patterns.</li><li>• Any exclusions will be monitored to ensure that there are no disparities between different groups of children.</li></ul>

## Aims

## Outcomes

Aims	Outcomes
<p><b>Personal Development and Pastoral Care</b></p> <p>Pastoral support will take account of the different needs and experiences of all children.</p>	<ul style="list-style-type: none"><li>• Appropriate support will be provided to take into account the needs of children with different religious or cultural backgrounds, refugee and asylum seeker children, children learning English as a second language, the needs of gypsy/traveller children, children in public care, children with a disability or special educational need.</li><li>• Victims of harassment and/or bullying will be supported using external agencies where appropriate.</li><li>• Perpetrators of harassment and/or bullying will be dealt with in line with school policy and provided with support to consider and modify behaviour.</li></ul>
<p><b>Admissions and Attendance</b></p> <p>No child will be denied admission to the school on the grounds of their race, gender, disability, religion/belief, or academic ability. (In relation to disabled children an assessment will be undertaken in partnership with the parents/carers to ensure that the school is best placed to meet the needs of the child – taking into account what reasonable adjustments can be made and what auxiliary aids and services are available.)</p> <p>High standards of attendance will be expected of all children</p> <p>The ‘optional’ uniform policy will be flexible in order to meet any cultural or religious needs.</p>	<ul style="list-style-type: none"><li>• Attendance is monitored by gender, ethnicity, disability, special educational needs, and action taken to reduce any disparities identified.</li><li>• The school and all families will be made aware of their rights and responsibilities in relation to pupil attendance and absence will be sensitively followed up.</li><li>• Equalities information (including diet) will be collected on admission, stored appropriately and confidentially and used for monitoring purposes only.</li><li>• Provision will be made for leave of absence for religious observance (staff and children).</li><li>• The school will seek to make provision for religious observance (staff and children).</li></ul>

## Aims

## Outcomes

<p><b>Accessibility</b></p> <p>The school will work towards ensuring that its facilities are accessible for all.</p> <p>Reasonable adjustments will be made to ensure that all children, staff, parents/carers and visitors to the school can participate in the life of the school.</p>	<ul style="list-style-type: none"><li>• School premises will be monitored to ensure that they are accessible for use by all, and that a programme of work will be prioritised in order to improve accessibility.</li><li>• Children with a disability or special educational need will be supported to enable them to participate fully in the life of the school.</li></ul>
<p><b>Discrimination and Harassment</b></p> <p>The school will actively seek to eliminate all forms of discrimination and harassment towards children, staff, parents/carers or the wider community.</p>	<ul style="list-style-type: none"><li>• Any incident of harassment will be recorded and reported to either the police or the local authority as appropriate.</li><li>• Inappropriate behaviour, language or stereotyping will be challenged</li></ul>
<p><b>Partnership with Parents/Carers and the Community</b></p> <p>The school will work in partnership with parents/carers and the wider community in order to promote good community relations that value the contributions of all members of our society.</p> <p>Parents/carers are encouraged to participate at all levels in the full life of our school.</p>	<ul style="list-style-type: none"><li>• Progress reports to parents/carers will be accessible to ensure they have the opportunity to participate in a dialogue with the school.</li><li>• Positive attitudes to diversity will be developed in order to promote inclusive community relations.</li><li>• Information to parents/carers and the community will be made available in different languages or formats on request.</li><li>• Meetings for parents/carers will be accessible and reasonable adjustments will be made to ensure the participation of all.</li><li>• Informal events will be designed to allow for community participation and may positively include minority or marginalised groups.</li></ul>

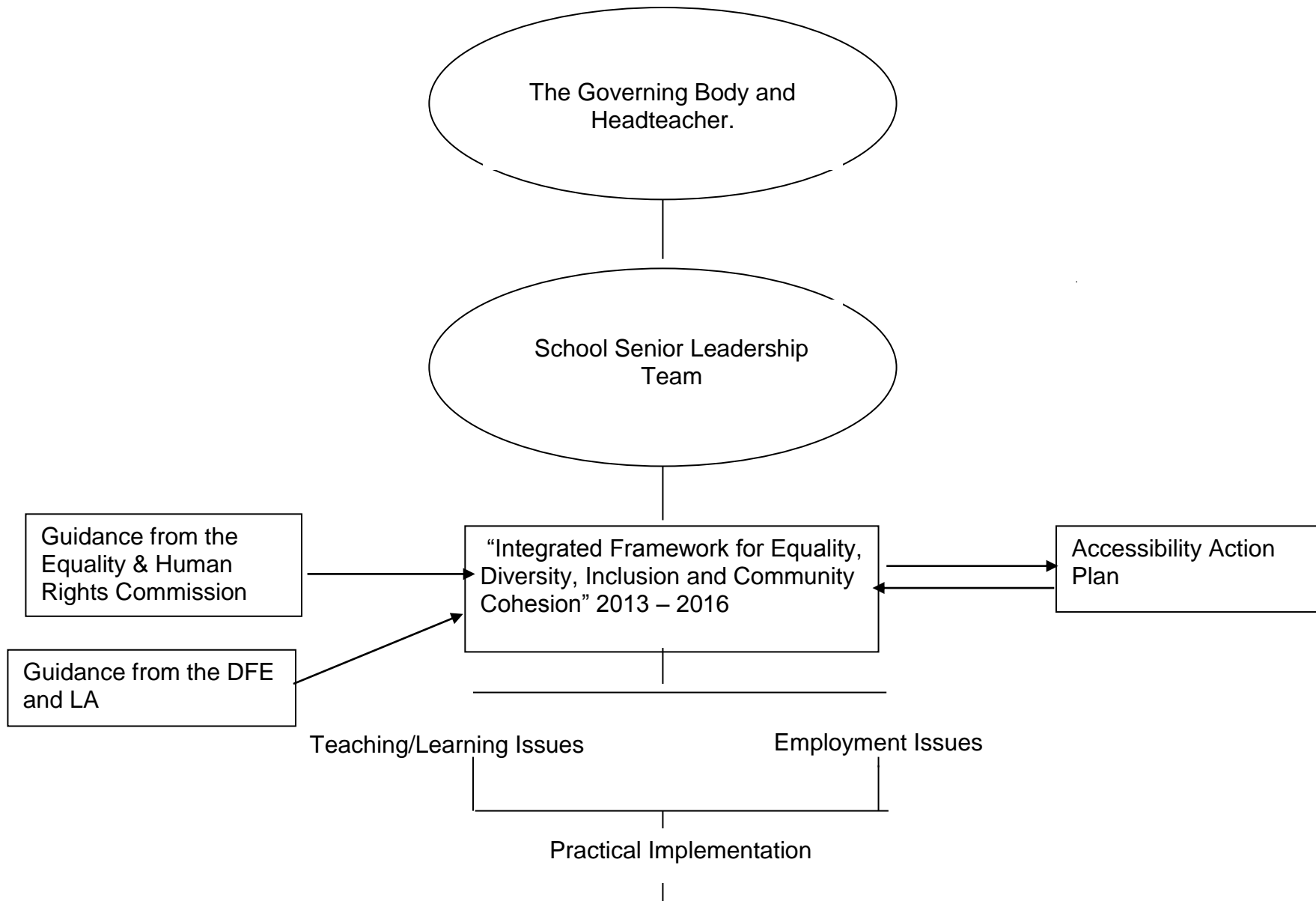
## Equalities in Action

How do we ensure we work towards our strategic aims, and monitor the outcomes?

COMMUNICATION AND FEEDBACK

The Governing Body	→	Sets the framework and monitors whether the outcomes are being achieved (and evidenced) on an annual basis.
The School Senior Leadership Team	→	Oversees the School's equalities activity and collates the evidence against the outcomes.
Integrated Equalities Framework, Accessibility Action Plans and Equalities Objectives	→	Reviewed on a 3 year cycle and prioritised by the School Senior Leadership Team and the Governing body.
School Development Plan	→	Developed on a yearly basis to inform the school's priorities for the coming year.
Staff Performance Management reviews and Training Plans	→	Should occur on a yearly basis and will prioritise necessary development in line with the School Development Plan.
Team (and other planning) Meetings	→	Occur on an agreed frequency but are important communication methods
Parent Feedback (Parent Council, questionnaires, Ofsted parentview)	→	Occurs throughout the year at termly Parent Council meetings, following induction to reception and at the end of the year. Verbal/written feedback as it occurs and parentview feedback when alerted to responses.
Pupil Voice: School council, pupil conferencing	→	Termly school council meetings. Termly Headteacher monitoring through learning walks and/or classroom observation and regular dedicated pupil conferencing.

# Map of 'Equalities in Action'



## Other related Policies

The school have a number of related policies that can be obtained on request and these are:

Accessibility Action Plan  
Managing Medical Needs  
Special Educational Needs  
Gifted and Talented Children  
Dealing with Conflict  
Child Protection (Safer Recruitment)  
Positive Behaviour Management

## Monitoring and Review

There are many ways in which the various policies and action plans are monitored and reviewed. This framework will be reviewed on an annual basis at the beginning of the school year and progress on the intended outcomes will be evidenced towards the end of the school year and evaluated.

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