



Equality, Diversity and Community Cohesion Policy

Our school aims to provide a stimulating curriculum in a safe and happy environment where every child can achieve personal success whilst supported by relationships based on respect, trust and partnership.

*'The Equality Act 2010 introduces a single equality duty on public bodies which will be extended to include all protected strands - race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment. This combined equality duty came into effect in April 2011 and has three main elements. In carrying out their functions, public bodies will be required to have a **general** duty to:*

- Eliminate conduct that is prohibited by the Act,*
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it,*
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.'*

*Public bodies have a **specific** duty to:*

- Publish information to show they have complied with the general duty*
- Publish evidence of equality analysis*
- Publish details of engagement undertaken with those with an interest in furthering the aims of the general duty and the engagement they undertook in developing their equality objectives*
- Set and publish equality objectives*

This Policy will be reviewed annually by staff and governors to ensure that it is effective in eliminating discrimination, promoting access and participation, equality and good relations between different groups, and that it does not disadvantage particular sections of the community. Any pattern of inequality found as a result of impact assessment will be used to inform future planning and decision making. This Policy is supported by a **Single Equality Scheme and Accessibility Plan** and links to the School Development Plan and other schools policies, all of which support the general principles of equality. The principles of this Policy should apply to all members of the extended school community, pupils, staff, governors, parents and community members. A copy of this Policy is on the School Website and available from the School Office and parents and staff are 'sign-posted' to it.

Visitors and contractors are responsible for knowing and following our Equality Policy. Responsibility for overseeing equality practices in the school lies with the **Headteacher, Mr Andrew Stear and the Chair of Governors, Mrs Morris**

Responsibilities include:

- Co-ordinating and monitoring work on equality issues
- Dealing with and monitoring reports of harassment (including racist and homophobic incidents)
- Monitoring the progress and attainment of potentially vulnerable groups of pupils (e.g. children and young people in care, children from minority ethnic/language or Traveller communities, disabled pupils etc.)



- Monitoring exclusions

School Context

Milford School is a Community School which aims to serve its community by providing education of the highest quality. The atmosphere is calm and pupils and teachers are respectful towards each other. Teachers and other adults have high expectations of all pupils. There is an expectation that in choosing the school, parents, staff and governors will support this ethos. All members of our community are valued as individuals; be they parents, children, members of staff, or governors.

We recognise that issues such as sexism, ageism, racism, gender reassignment or sexual orientation, negative responses to disabilities and personal prejudices would inhibit the realisation of this ethos and therefore we believe none of these have a place in our school. We will therefore endeavour to challenge such issues by raising awareness and positively working towards providing equality of opportunity in all teaching and learning situations and through the general ethos of the school. The school is committed to enriching the linguistic experience of all pupils and to celebrating the diversity of British society so that children and adults are tolerant of others and support the core values fundamental to life in modern Britain.

Our Intentions

To clarify our intentions, we believe at Milford School all children:

- Are entitled to a broad, balanced, relevant and differentiated curriculum
- Have the right to equal chances and equal access to the curriculum and resources
- Should be provided with the learning environment that enables them to fulfil their potential and have the widest possible choice
- Will be regarded as being of equal worth and importance irrespective of creed, culture, ethnicity, gender, social background or ability
- Should not suffer from prejudicial attitudes and discriminatory practices and are not subjected to fear or intimidation
- Should be mindful of cultural respect for others
- Should promote equality by recognising and celebrating differences between people
- Should be prepared for life in a diverse society

All Staff, Volunteers and Governors:

- We recognise that issues such as sexism, ageism, racism, negative responses to disabilities and personal prejudices etc. are detrimental to individuals and the school community and therefore we believe none of these have a place in our school
- We will endeavour to challenge such issues by raising awareness and positively working towards providing equality of opportunity in all working situations, both paid and voluntary, and through the general ethos of the school

All Adults:

- Have the right to equal chances and equal access to appropriate training, professional development and support
- Should be provided with a working environment that enables them to enjoy their work, fulfil their potential and have the widest possible choice



- Will be regarded as being of equal worth and importance, irrespective of creed, culture, ethnicity, age, gender and social background
- Should not suffer from prejudicial attitude and discriminatory practices and are not subjected to fear or intimidation

A Cohesive Community

Part of the school's mission is to promote community cohesion. This means promoting understanding and engagement between our school's community, the wider local community and where possible other communities in Britain and globally. To achieve this we aim to:

- Promote understanding and engagement between communities
- Encourage all children and families to feel part of the wider community
- Understand and respond to the needs and hopes of all our communities
- Tackle discrimination
- Increase life opportunities for all
- Ensure teaching, learning and the curriculum explores and addresses issues of diversity
- Support good citizenship education
- Promote global links

Roles and Responsibilities

School Governors are responsible for:

- Making sure the school complies with current equality legislation
- Making sure this Policy is followed and regularly reviewed
- The Chair of Governors and Headteacher will be responsible for monitoring specific outcomes

The Headteacher is responsible for:

- Making sure the Policy is readily available and that the governors, staff, pupils and their parents/carers know about it
- Making sure, along with governors, this Policy is followed
- Producing regular information for staff and governors about the Policy and how it is working
- Making sure all staff know their responsibilities and receive training and support in carrying these out
- Taking appropriate action in cases of harassment and discrimination

All School Staff are responsible for:

- Modelling good practice, dealing with discriminatory incidents and being able to recognise and tackle bias and stereotyping
- Promoting equality and avoiding discrimination against anyone
- Keeping up to date with the law on discrimination and taking training and learning opportunities
- Working with pupils in developing class rules which challenge discriminatory behaviour or bullying
- Promoting teaching and learning issues relating to diversity



Parents/Carers are responsible for:

Modelling good practice in line with this Policy, promoting equality and avoiding bullying or discrimination against anyone

The General Duties

Duty	Actions Taken
Eliminate conduct that is prohibited by the Equality Act 2010	<ul style="list-style-type: none"> • Ensured the policy for equality is up to date and that all stakeholders have the opportunity to access the policy • Introduced a values system in to the school that is celebrated by all staff and pupils (September 2016) • Updated the staff code of conduct • Consulting with all stakeholders regarding their view on the protected characteristics (Autumn term 2016)
Advance equality of opportunity between people who share a protected characteristic and people who do not share it	<ul style="list-style-type: none"> • Inclusion Manager attended training on the Single Equality Duty • Resources committee have added Single Equality Duty to their responsibilities and will continue to monitor how the school carries out both the general and specific duties
Foster good relationships across all characteristics – between people who share protected characteristics and people who do not share it	<ul style="list-style-type: none"> • Inclusion and Equality are at the heart of our school mission statement and our values system • Children learn about difference and diversity through a robust PSHE curriculum which is explored during assemblies, circle times and other lessons • Pupils are encouraged to celebrate difference and diversity within the school community, local community and wider world

The Specific Duties

1. Publish information to show how we have complied with the general duties:
 - Policies involving protected characteristics reviewed and updated by Head Teacher and Inclusion Manager
 - *Review of SEND policy and Meeting the needs of learners with Medical Needs Policy reviewed and updated by Inclusion Manager*
 - *Review of curriculum to ensure the teaching of diversity – Spring term 2017*
2. Publish evidence of equality analysis:
 - *Survey with all stakeholders completed and results analysed Spring term 2017*
3. Publish details of engagement undertaken with those with an interest in furthering the aims of the General Duty and the engagement they undertook in developing their Equality Objectives:
 - *Survey with all stakeholders completed and results analysed Spring term 2017*
 - Governors meeting and consultation to follow survey
4. Set and publish equality objectives:
 - *The following accessibility plan has been put together*



Milford Accessibility Plan 2016 - 2019

Review date: December 2017 (1st Review)

Success Criteria:

To fulfil the schools aim to provide an inclusive, educational environment for all pupils, parents and staff
To fulfil the statutory duties set out in the Equality Act 2010 and the Single Equality Duty 2012

Objective	Action	Lead Person	Start Date	Impact
Provision of disabled parking space(s)	Parking for blue badge holders (or any family faced with mobility issues) would upon application to the Inclusion Manager be permitted in the staff car park within the designated space Guidelines to be included within the Equality and Community Cohesion Policy	Inclusion Manager	September 2016	
To further improve teaching and learning for all learners through provision at 'Quality First' ensuring all learners have access to learning and opportunity to achieve their full potential	Training for Staff	Inclusion Manager/ SLT	January 2017	
To continue to support parents with disabilities	Any parent requiring support will meet with the Inclusion Manager to establish needs and best means of support Develop website material and newsletter to include dyslexia friendly font/enlarged text	Inclusion Manager/Of fice team	September 2016	
To further improve the diversity of culture and religion covered within the curriculum and celebrated through assemblies and other events	RE and PSHE Co-ordinators to audit the curriculum and ensure a broad range of content Assemblies to include celebration of other cultures/religions	Inclusion Manager/RE Lead/PSHE Lead/Curricu lum Lead	April 2017	
To further improve the range of activities available to children during play and lunch times and ensure that they are accessible by both genders	Staff training from specialist teaching team Timetabling of activities to ensure both genders are provided opportunities e.g. girls football/mixed teams Consultation with pupils via the school council	Inclusion Manager/Sp orts Premium Lead/P.E Coordinator/ Learning Support Assistants	June 2017	

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