

Equalities and Cohesion Policy



Whaddon C of E School

2025-2026

“You are the light of the world, let your light shine.”

Written by: Sarah Prior amended-December 2026

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Contents

Contents	1
1. School Vision	1
2. Current Profile of the School	3
3. Legislative Context	4
4. Development of the Policy	5
5. Responsibility for the Policy	5
6. Eliminating discrimination, promoting equality and celebrating diversity	7
7. Monitoring and Reviewing	9
8. Impact Assessments and how this policy relates to other school policies.....	9
Appendix A - The Equality Act 2010	11
Appendix B – Equalities Information	18
Appendix C - References	21
Appendix D - Glossary	22

1. School Vision

This Policy builds on the school's core vision, values and ethos. "Challenging each other, to be our best, through actions, choices and words, so we can all shine."

At Whaddon Church of England School, we each strive to live our Christian vision and values every day, so that we may all shine. Living our vision ensures that our school community's wellbeing is at the heart of everything we do and each decision made. Through personalised and aspirational learning experiences, we nurture curiosity, creativity and emotional resilience, whilst inspiring every child to excel. In our inclusive and happy school, (Ofsted 2023) everyone is supported to fulfil their potential, whilst valuing each other, our community, individual super powers and uniqueness.

What is Equality? Equality is the principle of equal opportunity for all people irrespective of their:

- sex
- ethnicity
- disability
- religious belief/ non-belief
- sexual orientation
- age
- gender reassignment or expression
- marriage or civil partnership and
- pregnancy or maternity status.

These are known as 'protected characteristics' as defined by the Equalities Act 2010.

What is Diversity? Diversity is the acceptance that we are all different but we are all equal. Diversity focuses on valuing and celebrating the strengths in people's differences.

What is Community Cohesion? Community cohesion is to have:

- common vision and civic pride;
- valued and celebrated diversity;
- clear rights and responsibilities;
- equal life chances for all; and
- strong relations between different communities.

We value the individuality of all our pupils. We are committed to giving all our pupils every opportunity to achieve the highest of standards. Within this ethos of achievement, we do not tolerate bullying and harassment of any kind.

We actively tackle discrimination and harassment, in all its forms, whether it is based on disability (ableism), race (including religion or belief/non-belief), sexual orientation, sex, gender reassignment or expression, pregnancy, maternity or breastfeeding status. We promote equal opportunities and good relations between and amongst all.

We aim to ensure that the school promotes the individuality of all our pupils, irrespective of ethnicity, sexual orientation, disability, sex, gender re-assignment or expression, religion, belief/non-belief or background. We are committed to ensuring that positive action is taken where necessary to redress the balance of inequality that may exist. Based on this, our school's admissions policy is non-discriminatory, treating all pupils equally.

Within the context of the school, we aim to positively transform individual and shared, perceptions, experiences, attitudes and relations. We aim to celebrate the diversity of our local community and society and ensure that the education we offer reduces the chances of social divisions and parallel lives by recognising, celebrating and valuing different backgrounds, lifestyles and identities.

We actively plan and promote the questioning of the world views we hold and why we hold them, enabling theory of mind and empathy with those who may hold differing views to our own. This is further upheld by KCSIE 2025 legislation regarding: misinformation, disinformation and conspiracy theories.

We uphold fundamental British values and will endeavour to ensure that all children learn these as part of a broad and diverse curriculum.

Fundamental British values are:

- Democracy
- Individual liberty
- The rule of law
- Mutual respect

Our school values: Wisdom, Compassion and Endurance are built upon the underlying principles of:

- Truth
- Forgiveness
- Grace
- Respect

Our school commitment to preventing radicalisation and extremism (both violent and non-violent) includes engaging with our school community and multi-agency work, to enhance our preventative culture of safeguarding.

Our Child Protection Policy reflects our commitment to ensuring our school is a safe place for all.

We believe that these commitments are as important in the context of a school with limited ethnic diversity as well as in a school with a diverse population, whatever those protected characteristics may be.

Equality Objectives

1. Promotion of cultural understanding and awareness of different religious beliefs held by different groups of the same world faith.
2. Actively close gaps in attainment and achievement between students and all groups of students; especially students eligible for free-school meals, students with special educational needs and disabilities, looked after children and students from minority ethnic groups or those with shared protected characteristics.
3. Raising awareness of key groups: Travellers, Refugee and Asylum Seekers, Black history.
4. Establishing a close partnership with parents and the local community, with sensitivity and openness to the experiences, aspirations and perspectives of those of a minority background.
5. Developing children's understanding of the need to tackle injustice and inequality as a Global citizen

2. Current Profile of the School (Autumn Term 2025)

Whaddon C of E School currently has 43 pupils on roll. Pupil details with regard to protected characteristics are detailed below.

	Boys	Girls	Pupils with additional, medical, social or learning needs	Pupils with physical disabilities	Those who speak another language	Those eligible for PPG funding
Reception	1	1	0	0	0	0
Year 1				0	0	1
Year 2				0	1	0
Year 3				0	0	1
Year 4				0	2	2
Year 5			1	0	0	0
Year 6			2	1	1	1

We work closely with parents whose children are exploring their gender identity and make sure that we focus on the child's choice, putting their needs first. This has led to a review of our uniform policy, ensuring that it does not make assumptions about who wears specific items, whilst still providing clear and simple rules for clothing expectations at School. We have toilet facilities that can be used by boys and girls, thus supporting pupils who do not subscribe to assigned gender.

Half of our children live in the surrounding rural areas and villages of North Buckinghamshire, with some travelling to us from across Milton Keynes. We aim to provide our children with a broad understanding of the world and therefore plan trips which will widen their experiences through the breadth and diversity of British people, cultures and customs.

Due to the age and design of our school site, much of the school is inaccessible to wheel chair users.

Our staff team is made up of 8 women, 1 male member of staff and a non-binary member of staff. Our staff ethnicity is made up of predominantly white British, with 1 member of staff being Black Caribbean and our staff identify themselves as Christian or of no religion.

Our Aims

At Whaddon C of E School, we endeavour to provide a well-ordered, stimulating and safe environment in which learning can flourish and every child has the opportunity to fulfil their potential.

We seek to promote Community Cohesion by:

- Ensuring that all pupils have equality of opportunity to achieve their full potential, regardless of their faith, cultural or ethnic background or social economic background.
- Promote positive attitudes towards life in a multi-cultural, multi-ethnic and multi-faith society and celebrate diversity;
- Raising awareness of the culture of key groups: Travellers, Refugee and Asylum Seekers.
- Establishing a close partnership with parents and the local community, with sensitivity and openness to the experiences, aspirations and perspectives of those of diverse backgrounds.
- Developing children's understanding of the need to tackle injustice and inequality as a global citizen.

Knowledge and Understanding Objectives:

- Social justice and equality: Understanding of inequality and injustice within and between societies. Knowledge of basic human needs and rights, and of responsibilities as Global Citizens.
- Peace and conflict: Understanding of historical and present-day conflicts and conflict mediation and prevention and forgiveness.
- Globalisation and interdependence: Knowledge about the world and its affairs; the links between countries, power relationships and different political systems. An understanding of the complexities of global issues.
- Diversity: Understanding of diversity within societies and how the lives of others can enrich our own. Knowledge of the nature of prejudice towards diversity and how it can be combated.

Skills

- Challenging world view and why we hold it: Ability to assess viewpoints and information in an open minded and critical way and to be able to change one's opinion, challenge one's own assumptions and make ethical judgment as a result.
- Courageous advocacy: Ability to challenge injustice and inequalities. Ability to recognise injustice and inequality in whatever form it is met and to select appropriate action to mitigate it.
- Disagree well: Ability to argue effectively. Ability to find out information and to present an informed persuasive argument.
- Restorative practice: Co-operative and conflict resolution. Ability to share and work with others effectively to analyse conflicts objectively and to find resolutions acceptable to all sides.

Values and Attitude

Our core Christian values lie at the heart of our Equalities Policy. These include:

- The Golden Rule- Treat others as you would like to be treated.
- **Compassion** -Love, Empathy, Sensitivity to the feelings, needs and lives of others in the world. A sense of common humanity, common needs and rights, kindness to others and self. A feeling of one's own value and individuality and forgiveness.

Wisdom -Respect, taking care of things, that belong to us, the school and others. Value and respect for diversity. Appreciation equality and equity. Knowing that you always have a choice and every choice has a consequence (positive and negative). An interest in and concern about global issues with an awareness of where we get our information from and whether these sources are credible and safe.

Endurance – Doing what is right, not what is easy. Belief that people can make a positive difference, but that this may take time. Commitment to social justice and equity and equality. A commitment to fairness and readiness to be a courageous advocate.

3. Legislative Context

As referenced in the Equalities Act 2010, equality is not about benefiting some people at the expense of others - equality benefits everyone. In an effort to ensure that marginalised groups are given equal opportunity this policy is designed to meet the needs of the following groups:

- People with disabilities - we follow the social model of disability, which means that we understand that the barriers to people with disabilities securing equality are due to the physical environment and

people's attitudes. People with disabilities include those with physical and sensory impairment (difficulties), learning disabilities, mental illness, long term illness, all of which are substantial.

- With regard to age, our focus is on older people (over 60) and younger people.
- With regard to race equality, we accept the definition of a racist incident based on recommendation 12 of the Report of the Stephen Lawrence Enquiry: 'A racist incident is any incident which is perceived to be racist by the victim or any other person'.
- With regard to sexual orientation we refer to the LGBTQI+ community i.e. lesbian, gay, bisexual, non-binary and transgender people.
- With regard to religion we actively support the rights of all to practise their belief/non-beliefs equally.

Please see Appendix A for a summary of the Equalities Act 2010.

4. Development of the Policy

This policy is based on the model policy provided by Buckinghamshire Local Authority, and has been personalised to reflect the school's ethos and profile.

One of our Governor Kim Clarke, is responsible for equalities and cohesion throughout the School. She has oversight of and has reviewed the policy, prior to it being shared with the FGB.

The school is of a size where every member of the school community can be actively involved in the review and improvement of this policy.

Once the policy is agreed, it is available in the Policy file for review, both in hard copy and on Governor Hub. It is also published on the school's website.

5. Responsibility for the Policy

The Governing Body is responsible for ensuring that:

- The school complies with all equalities legislation relevant to the school community;
- The school's Equalities and Cohesion objective is maintained, updated regularly and published on the school's website;
- That procedures and strategies related to the Policy are implemented; and
- The named Equality Governor will monitor, on behalf of the governing body, all discriminatory / prejudice-based incidents and ensure that appropriate action is taken in relation to all said incidents.

Positive Action

The Governing Body recognises that the avoidance of discrimination is not sufficient to ensure that equality exists in the school. The Governing Body will therefore consider measures of positive action which may assist in achieving the aims of this policy. This is action designed to encourage or facilitate the employment or training of minority or disadvantaged groups.

The Governing Body will not discriminate in favour of individuals from specific groups (positive discrimination), but it will take positive action which enables members of those groups to compete on an equal basis. Positive action measures may include:

- encouraging applications from specific groups which are under-represented in the school;
- encouraging people with disabilities to apply for posts;

- advertisements which encourage applications from individuals of a particular sexual orientation, or religion or belief, but make it clear that selection will be on merit;
- flexible working – promoting the use of job shares and flexible working where operational factors make this possible along with the careful consideration of such requests on the wider community of the school.
- language/literacy training; supporting training for under-represented groups;
- assistance with applications for candidates with language and communication difficulties;
- exploring the possibility of career breaks for parents to assist with family commitments;
- commitments to interviewing disabled people who meet the basic criteria for the post; and
- encouraging staff to become representatives of trade unions/associations.

Harassment and grievance procedures

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

The Governing Body is committed to the principles of dignity at work for all its staff and volunteers in the school. This includes the right to be treated with respect by all managers and colleagues. The Governing Body will consider any acts of harassment including those on the grounds of age, disability, gender reassignment or expression, marital status and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation, as totally unacceptable and outside the ethos and culture of the school. Any such act by a member of staff against any adult or child will be treated as a disciplinary offence, and action taken accordingly.

The school has procedures to resolve grievances and for the handling of complaints of harassment and bullying at work (Anti-Harassment and Anti-Bullying Policy, Grievance of Employees in Schools Policy). The Governing Body is committed to investigating any such complaint. These procedures will be followed carefully and promptly in response to any such complaint. The first point of contact for any such complaint should be Verity Threlfell, Chair of Governors. In addition, staff have the right to approach their professional association or trade union representative for support.

The Headteacher is responsible for:

- Providing leadership and vision in respect of equality and diversity (along with the Governing body)
- Overseeing the implementation of the Equalities and Cohesion Policy
- Co-ordinating the activities related to equality and diversity
- Ensuring that all who enter the school are aware of, and comply with, the Equalities and Cohesion Policy
- Ensuring that staff are aware of their responsibilities and are given relevant training and support
- Taking appropriate action in response to abuse, harassment or discrimination against anyone based on sex, race, gender reassignment or expression, religion or non-belief, sexual orientation, age, marriage or civil partnership status, or pregnancy / maternity status
- Supporting parents to become involved in their children's education and considering and overcoming barriers to parents' involvement (i.e. work commitments, non-resident parents, and lone parents).

All Staff are responsible for:

- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping;
- Not discriminating on the grounds of race, disability, or other protected characteristics

- Keeping up to date with equalities legislation by attending training events organised by the school or Local Authority.

All Parents/Carers are responsible for:

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

All Pupils are responsible for:

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

6. Eliminating discrimination, promoting equality and celebrating diversity

Learning and Teaching

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect diversity within society in terms of age, race, gender, ability, faith, ethnicity, social condition, cultural background and sexual orientation, without stereotyping;
- Develop learning materials and activities that emphasise the benefits of having diverse communities, neighbourhoods, schools and groups;
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- Promote attitudes and values that will challenge discriminatory behaviour;
- Strengthen individual and collective skills to deal with change across time and space;
- Provide opportunities for pupils to identify shared interests among members of different social groups and categories
- Use a range of sensitive teaching strategies and resources, when teaching about different cultural traditions, customs, rituals and artefacts
- Develop pupils' awareness so that they can detect bias and challenge discrimination
- Ensure that the PSHE curriculum covers issues of equality, diversity, human rights and inclusion
- Seek to involve all parents in supporting their child's education
- Provide educational visits and extra-curricular activities that reflect all pupil representation.

- Take account of the performance of all pupils when planning for future learning and setting challenging targets
- Make best use of all available resources to support the learning of all groups of pupils
- Reduce direct, indirect and institutional discrimination.
- Emphasise interconnectedness and interdependence of society members at local, regional, national and global levels
- Facilitate balance between leadership and teamwork among pupils, staff, teachers and governors; and
- Challenge assumptions and expectations about specific lifestyles or identities of certain persons and groups.

Personal development and pastoral guidance

Pastoral staff consider; disability needs, gender, religious and ethnic differences and the experience and needs of particular groups such as Gypsy Roma and Traveller, refugee and asylum seeker pupils.

- All pupils are encouraged to consider the full range of career opportunities available to them with no discriminatory boundaries placed on them due to their disability, gender or race as well as their sexual orientation or religion/belief or non-belief.
- Remove unlawful distinctions, exclusions, restrictions or preferences that have the purpose or effect of limiting equal access to goods, facilities and services.
- All pupils/staff/parents/carers are given support, as appropriate, when they experience discrimination. We also recognise that the perpetrators of discrimination are themselves sometimes victims of their personal circumstances and therefore, where appropriate, remedial work is done to ensure that the actions do not occur again.
- Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community.

Curriculum

1. Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes towards equality and diversity with careful attention paid to cultural capital of curriculum content and resources used and available.
2. Pupils will have opportunities to explore concepts and issues relating to identity and equality.
3. All steps are taken to ensure that all pupils have access to mainstream curriculum by considering the cultural and lifestyle backgrounds of all pupils, their linguistic needs and their learning styles.
4. Staff and volunteers will:
5. Provide opportunities to recognise similarities whilst appreciating, respecting and valuing differences across and between groups.
6. Challenge perceptions amongst majority groups about special treatment of minority groups. ○ Challenge cultural, geographical or generational boundaries of the “community”.
7. Utilise food, arts, sports and PE as a means to foster participation, engagement, empowerment and consultation.
8. Increase awareness about rights and responsibilities of pupils, their parents and carers as community members, regardless of migratory status and/or nationality.
9. Remove barriers to access, participation, progression, attainment and achievement.
10. Emphasise multiple dimensions of equality (opportunities, access, treatment, participation and outcome).

Staff recruitment and professional development

- We aim to reduce direct, indirect and institutional discrimination with regards to staff recruitment, training and retention.
- Where possible, posts are advertised formally and open to the widest pool of applicants.
- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality good practice throughout the recruitment and selection process.
- Access to opportunities for professional development is monitored on equality grounds.
- Equalities policies and practices are covered in all staff induction.
- Training is offered to staff, teachers, governors and head teachers on community cohesion.

Partnerships with parents/carers and communities

- All parents/carers are encouraged to participate at all levels in the full life of the school.
- We will, as a school, establish and strengthen partnerships with other schools to share good practice, exchange information and foster multi-cultural, multi-geographical and multi-generational activities.
- Members of the local community regularly join in school activities e.g. May fayre, Black history month, GRT month and celebrations: Eid, Diwali, Harvest festival, Easter and Christmas etc.

The school has a role to play in supporting new and settled communities.

The school will:

- Emphasise the equal contribution to society of members from different backgrounds with various lifestyles and identities.
- Promote understanding and recognition of overlapped and interconnected sources of identity for persons and groups.
- Increase awareness amongst pupils, parents, carers and families about social services at county, district, parish and neighbourhood level. o Involve community members in activities that reflect similarities across heterogeneous groups and differences within homogeneous groups.
- Foster positive relationships between and within groups of pupils, workers, staff, parents, carers and families.
- Establish and strengthen effective approaches to monitor, evaluate, manage and prevent conflict.

7. Monitoring and Reviewing

Under the Codes of Practice, all Equalities Policies, and related actions, need to be monitored and reviewed annually and a report on progress should be given to the Governors. We have a rolling programme for reviewing our school policies. When policies are reviewed in future, Governors will endeavour to ensure that due regard is given to the promotion of all aspects of equality within each policy.

We regularly review the impact of our policies on the needs, entitlements and outcomes for pupils, staff and parents from the equality strands referred to in this policy. We pay specific attention to the impact that our policies have on the attainment of pupils from different vulnerable groups.

We make regular assessments of pupils' learning and use this information to track pupils' progress, as they move through the school. As part of this process, we regularly monitor the performance of different groups (if we have them), to ensure that all groups of pupils are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary. Resources will be made available to support groups of pupils where the information suggests that progress is not as strong as expected.

At present, we review the progress of boys and girls separately. Any pupils with an identified additional need, or pupil premium eligible pupils or those with social care involvement, are reviewed separately to ensure that they are making progress and to review this against their individual targets. The governing body receives termly updates on pupil performance information.

School performance information is compared to national data, to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances.

As well as monitoring pupil performance information, we also regularly monitor a range of other information.

This relates to:

- Suspensions;
- Incidents of racism, ableism, sexual harassment and all forms of bullying;
- Parental involvement.

Our monitoring activities enable us to identify any differences in pupil performance. This allows us to take appropriate action to meet the needs of specific groups and to set targets in our strategic plan, in order to make the necessary improvements.

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

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

Equal opportunities

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

Each policy, and any other relevant policies as outlined in the specific duties placed upon us by the relevant legislation, will be evaluated and monitored for its impact on pupils, staff, parents and carers from the different groups that make up our school.

Appendix A - The Equality Act 2010

The Equality Act 2010 replaced all existing equality legislation from 1st October 2010. It streamlines all the various legislation into a single requirement.

The Act prohibits schools from discriminating against, harassing or victimising:

- prospective pupils
- pupils at the school
- in some circumstances, former pupils
- Schools also have obligations as employers, bodies which carry out public functions and service providers.

Who is protected?

Everyone in Britain is protected. This is because the Equality Act protects people against discrimination because of the protected characteristics that we all have. Under the Equality Act, there are nine protected characteristics:

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

When are you protected?

Under the Equality Act you are protected from discrimination:

- when you are in the workplace
- when you use public services like healthcare (for example, visiting your doctor or local hospital) or education (for example, at your school or college)
- when you use businesses and other organisations that provide services and goods (like shops, restaurants, and cinemas)
- when you use transport
- when you join a club or association (for example, your local tennis club)
- when you have contact with public bodies like your local council or government departments

What the law protects against

These are the main forms of prohibited conduct.

Discrimination. This includes:

- Treating a person worse than someone else because of a protected characteristic (known as direct discrimination). Although in the case of pregnancy and maternity direct discrimination, this can occur if they have protected characteristic without needing to compare treatment to someone else. It is not possible to justify direct discrimination, so it will always be unlawful.

- Putting in place a rule or way of doing things that has a worse impact on someone with a protected characteristic than someone without one, when this cannot be objectively justified (known as indirect discrimination). Indirect discrimination will occur if the following four conditions are met:
 - You apply (or would apply) the provision, criterion or practice equally to all relevant pupils, including a particular pupil with a protected characteristic, and
 - The provision, criterion or practice puts or would put pupils sharing a protected characteristic at a particular disadvantage compared to relevant pupils who do not share that characteristic, and
 - The provision, criteria, practice or rule puts or would put the particular pupil at that disadvantage, and
 - You cannot show that the provision, criteria of practice is justified as a ‘proportionate means of achieving a legitimate aim’.
- Treating a disabled person unfavourably because of something connected with their disability when this cannot be justified (known as discrimination arising from disability). Discrimination arising from disability occurs when you treat a disabled pupil unfavourably because of something connected with their disability and cannot justify such treatment. Discrimination arising from disability is different from direct discrimination. Direct discrimination occurs because of the protected characteristic of disability. For discrimination arising from disability, the motive for the treatment does not matter; the question is whether the disabled pupil has been treated unfavourably because of something connected with their disability.

Discrimination arising from disability is also different from indirect discrimination. There is no need to show that other people have been affected alongside the individual disabled pupil or for the disabled pupil to compare themselves with anyone else. Discrimination arising from disability will occur if the following three conditions are met:

- you treat a disabled pupil unfavourably, that is putting them at a disadvantage, even if this was not your intention, and
- this treatment is because of something connected with the disabled pupil’s disability, and
- you cannot justify the treatment by showing that it is ‘a proportionate means of achieving a legitimate aim’.
- Failing to make reasonable adjustments for disabled people.
- The reasonable adjustments duty was first introduced under the Disability Discrimination Act 1995. The reasonable adjustments duty under the Equality Act operates slightly differently and has been extended to cover the provision by a school of auxiliary aids and services; however, this element of the duty will not come into force until a later date yet to be confirmed. The object of the duty is the same: to avoid as far as possible by reasonable means, the disadvantage which a disabled pupil experiences because of their disability.
- In some cases, the support a disabled pupil may receive under the Special Educational Needs framework may mean that they do not suffer a substantial disadvantage and there is no need for additional reasonable adjustments to be made for them. In other cases, disabled pupils may require reasonable adjustments in addition to the special educational provision they are receiving. There may also be disabled pupils who do not have special educational needs but still require reasonable adjustments to be made for them.

Harassment

- Unwanted conduct which has the purpose or effect of violating someone’s dignity or which is hostile, degrading, humiliating or offensive to someone with a protected characteristic or in a way that is sexual in nature.
- Victimisation

- Treating someone unfavourably because they have taken (or might be taking) action under the Equality Act or supporting somebody who is doing so. These are called 'protected acts'.

A 'protected act' is:

- Making a claim or complaint of discrimination (under the Act).
- Helping someone else to make a claim by giving evidence or information.
- Alleging that the school or someone else has breached the Act.
- Doing anything else in connection with the Act.

There is also protection for pupils who are victimised because their parent or sibling has carried out a protected act. As well as these characteristics, the law also protects people from being discriminated against:

- By someone who wrongly perceives them to have one of the protected characteristics.
- Because they are associated with someone who has a protected characteristic. This includes the parent of a disabled child or adult or someone else who is caring for a disabled person.

New positive action provisions

Pupils with protected characteristics may be disadvantaged for social or economic reasons or for reasons to do with past or present discrimination. The Act contains provisions which enable schools to act to tackle the particular disadvantage, different needs or disproportionately low participation of a particular pupil group, provided certain conditions are met.

These are known as the positive action provisions and allow (but do not require) schools to take proportionate action to address the disadvantage faced by particular groups of pupils. Such action could include targeted provision, resources or putting in place additional or bespoke provision to benefit a particular disadvantaged pupil group.

Positive action is intended to be a measure that will allow schools to provide additional benefits to some pupils to address disadvantage and is not the same as positive discrimination. Positive discrimination would be providing preferential treatment for a particular disadvantaged pupil group that exceeded the positive action conditions.

It is never unlawful to treat disabled pupils (or applicants) more favourably than non-disabled pupils (or applicants). That is, a school is permitted to positively discriminate in favour of disabled pupils (applicants).

Why we need to address race equality issues:

Legal Requirements:

- The Equality Act 2010 outlines that all public authorities including schools have a statutory duty to:
- Eliminate racial discrimination;
- Promote equality of opportunity;
- Promote good relations between people of different racial groups.

The specific duties require us to:

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

Why we need to address sex-based issues:

Legal requirements:

- The Equality Act 2010 states that it is unlawful to treat a person less favourably than another is treated in similar circumstances on the grounds of sex:
 - Apply a condition which discriminated against a man or a woman because they are less able to comply with it than a member of the opposite sex is and;
 - Discriminate against somebody because they are married.

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

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

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

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

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

The specific duties:

- Consider the need to include objectives to address the causes of any gender pay gap.
- Gather and use information.
- Consult stakeholders and take account of relevant information.
- Assess the impact of its current and proposed policies and practices.
- Implement the actions set out in its scheme.
- Monitor, evaluate and report.

Discrimination because of pregnancy and maternity

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

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

Gender reassignment

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

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

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

- make their intention known to someone – it does not matter who this is, whether it is someone at school or at home or someone like a doctor:

once they have proposed to undergo gender reassignment they are protected, even if they take no further steps or they decide to stop later on

They do not have to have reached an irrevocable decision that they will undergo gender reassignment, but as soon as there is a manifestation of this intention they are protected

- start or continue to dress, behave or live (full-time or part-time) according to the gender they identify with as a person
- undergo treatment related to gender reassignment, such as surgery or hormone therapy, or
- have received gender recognition under the Gender Recognition Act 2004.

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

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

Why we need to address disability issues:

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

In relation to physical impairment:

- Conditions that affect the body such as arthritis, hearing or sight impairment (unless this is correctable by glasses or contact lenses), diabetes, asthma, epilepsy, conditions such as HIV infection, cancer and multiple sclerosis, as well as loss of limbs or the use of limbs are covered.
- HIV infection, cancer and multiple sclerosis are covered from the point of diagnosis.
- Severe disfigurement (such as scarring) is covered even if it has no physical impact on the person with the disfigurement, provided the long-term requirement is met (see below).
- People who are registered as blind or partially sighted, or who are certified as being blind or partially sighted by a consultant ophthalmologist, are automatically treated as disabled under the Act.
- Mental impairment includes conditions such as dyslexia and autism as well as learning disabilities such as Down's syndrome and mental health conditions such as depression and schizophrenia. The other tests to apply to decide if someone has the protected characteristic of disability are:
- The length the effect of the condition has lasted or will continue: it must be long term. 'Long term' means that an impairment is likely to last for the rest of the person's life, or has lasted at least 12 months or where the total period for which it lasts is likely to be at least 12 months. If the person no longer has the condition but it is likely to recur or if the person no longer has the condition, they will be considered to be a disabled person.
- Whether the effect of the impairment is to make it more difficult and/or time-consuming for a person to carry out an activity compared to someone who does not have the impairment, and this causes more than minor or trivial inconvenience.
- If the activities that are made more difficult are 'normal day-to-day activities' at work or at home.
- Whether the condition has this impact without considering the effect of any medication the person is taking or any aids or assistance or adaptations they have, like a wheelchair, walking stick, assistance dog or special software on their computer. The exception to this is the wearing of glasses or contact lenses where it is the effect while the person is wearing the glasses or contact lenses, which is considered.

The Duty:

- The Equality Act 2010 places a general duty on schools, who need to have due regard for the following when carrying out their functions:
- Promoting equality of opportunity between disabled people and other people
- Eliminating discrimination that is unlawful under the DDA;
- Eliminating harassment of disabled people that is related to their disability
- Promoting positive attitudes towards disabled people
- Encouraging participation in public life by disabled people
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

Why we need to address sexual orientation issues:

Legal requirements:

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

Sexual orientation means an individual's sexual orientation towards:

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

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

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

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

Discrimination is defined as:

- Direct discrimination on the grounds of sexual orientation happens when a person is treated less favourably than another person is, or would be, treated in the same circumstances, and that treatment is because of their sexual orientation, perceived sexual, or that of a person with whom he or she is associated- such as a parent.
- Indirect discrimination on the grounds of sexual orientation happens where a provision, criterion or practice is applied to everyone, but it has the effect of putting a person of a particular sexual orientation at a disadvantage- and it cannot be reasonably justified by reference to considerations other than sexual orientation.

- Victimising someone by treating them less favourably because of anything they have done or intend to do in relation to these regulations such as making a complaint or giving evidence for a complainant, is also unlawful discrimination.

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

- In the terms on which it offers to admit him or her/them as a pupil
- By refusing to accept an application to admit him or her/them as a pupil
- In the way in which a pupil is afforded access to any benefit, facility or service
- By refusing access to any, benefit, facility or service
- By excluding him or her/them
- By subjecting him or her to any other detriment **Why we need to address Religious belief/non-belief issues:**

- Legal requirements:
- The Equality Act 2010 outlines discrimination on grounds of religion, religious belief or similar philosophical belief. They cover direct or indirect discrimination, harassment and victimisation in work and vocational training on grounds of perceived as well as actual religion or belief (i.e. assuming - correctly or incorrectly - that someone has a particular religion or belief). It is illegal to discriminate against any one because of their religion or faith when providing goods or services.
- Exceptions may be made in very limited circumstances if there is a genuine occupational requirement for the worker to be of a particular religion or belief in order to do the job or to comply with the religious or belief ethos of the organisation
- Religion or belief is defined as being any religion, religious belief or similar philosophical belief. This does not include any philosophical or political belief unless it is similar to religious belief. It will be for the Employment Tribunals and other Courts to decide whether particular circumstances are covered by the law

For example: it is unlawful to:

- Decide not to employ someone
- Dismiss them
- Refuse to provide them with training
- Deny them promotion
- Give them adverse terms and conditions because they follow, or do not follow, a particular religion or belief

Why we need to address age issues:

Legal requirements:

- The Equality Act 2010 prevents unjustified age discrimination in employment and vocational training. It protects against discrimination that is directly against anyone:
- That is, to treat them less favourably than others because of their age – unless objectively justified
- Discriminate indirectly against anyone – that is, to apply a criterion, provision or practice which disadvantages people of a particular age unless it can be objectively justified
- Subject someone to harassment. Harassment is unwanted conduct that violates a person's dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment for them having regard to all the circumstances including the perception of the victim

- Victimise someone because they have made or intend to make a complaint or allegation or have given or intend to give evidence in relation to a complaint of discrimination on grounds of age

Why we need to address Community Cohesion issues:

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

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

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

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

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

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

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

Appendix B – Equalities Information

Protected Characteristics	Aims of the General Duty		
	What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?	How do we advance equality of opportunity between people who share a protected characteristic and those who do not?	How do we foster good relationships between people who share a protected characteristic and those who do not?

Race	<p>Racist incidents (which are extremely rare) are treated very seriously and are recorded and reported annually to the governing body and to the Local Authority.</p> <p>All pupils achieve and make good progress, irrespective of race.</p> <p>The ethnic diversity of the school reflects the demographic of the local area.</p> <p>Feedback from parents demonstrates a shared view that the school is inclusive of children from different cultures and backgrounds.</p> <p>Staff recruitment and professional review procedures help ensure equality of opportunity.</p>	<p>The school extends opportunities for children to experience other cultures through the curriculum, assemblies and through extended opportunities, visits and visitors to the school.</p> <p>Opportunities experienced by the children are promoted through the school website and newsletters.</p> <p>The school makes the most of international events to celebrate diversity and promote understanding of different cultures.</p>	<p>Children share experiences of other cultures and are interested in each other's lives.</p>
Disability	<p>Planning for learning and support ensures that all disabled pupils play a full part in all aspects of school life, including: trips, sports days and extra-curricular activities.</p> <p>If parents, carers or family members are registered disabled; care would be taken to ensure that they are supported during visits to Whaddon C of E School. PEEPs will be produced to ensure their safe evacuation of the</p>	<p>All pupils are able to participate fully in school productions, events and sports days.</p> <p>If parents, carers or family members have a disability, we will ensure they are able to access school events together with parents, carers and family members who are able-bodied.</p> <p>Children learn to support others and celebrate their</p>	<p>Expectations of any pupils with disability are high and include appropriate challenge, as for all pupils.</p> <p>Positive relationships are made between all pupils who see each other as equals and the awareness of mutual respect.</p> <p>Able-bodied children would create opportunities for pupils with a disability to be included; opportunities would be created where</p>

	site in the case of an evacuation.		
	All school site has disabled access. Staff recruitment and professional review procedures help ensure equality of opportunity.	involvement within a caring environment.	disabled pupils help others and are supported to take a lead in games and activities. Planned transition programmes would be put in place to support all pupils coming to Whaddon C of E School
Sex	Pupils achieve well and make good progress, irrespective of sex. Staff recruitment and professional review procedures help ensure equality of opportunity.	The school makes every effort to challenge traditional stereotypes relating to sex and equality. Monitoring of pupil data ensures appropriate interventions support achievement for all pupils in all areas of the curriculum, irrespective of sex.	Whaddon C of E School has a broad and rich curriculum, using visits, visitors and worships, PSHE and class discussions that extend children's knowledge and understanding of people's involvement of the world and challenges traditional stereotypes about roles and occupations.
Gender reassignment or expression	Staff recruitment and professional review procedures help ensure equality of opportunity.	Whaddon C of E School has a strong ethos of equality and acceptance.	Whaddon C of E School promotes and lives inclusion for all members of the community.

Pregnancy and maternity	<p>Whaddon C of E School ensures entitlements to Paternity and Maternity Leave are met.</p> <p>Line management support is in place.</p> <p>Whaddon C of E School support spouses wishing to attend medical appointments during pregnancy.</p> <p>Whaddon School supports flexible working, as far as reasonably practicable for teachers returning from maternity leave and for those with children.</p>	<p>Staff support needs during pregnancy are reviewed regularly with their line manager.</p>	<p>A strong team ethos helps foster a supportive and safe environment for all staff.</p>
Age	<p>There is a wide age profile of staff and volunteers at Whaddon C of E School</p> <p>Staff recruitment and professional review procedures help ensure equality of opportunity.</p>	<p>We celebrate the opportunities that are presented through a community with a wide age profile.</p> <p>Children are encouraged to think of the needs of others (eg supporting the elderly in the local area).</p>	<p>Members of the community are invited into school to talk about their experiences of life when (e.g. World War II, members of the local Parish, local history topics and gardening hints and tips).</p>

Religion and belief	<p>Whaddon C of E School is a Voluntary Aided Church of England School.</p> <p>We promote the understanding and tolerance of all religions and do not discriminate on the basis of religious belief. Located within a broadly Christian community, Whaddon C of E School celebrates Christmas and through worship/ assemblies, PSHE and RE, develop the knowledge and understanding of the main celebrations of other religions (e.g. Diwali, Hanukka, Eid).</p> <p>Staff recruitment and professional review procedures help ensure equality of opportunity irrespective of religious belief</p>	<p>Through PSHE and RE schemes of work, children experience and develop an understanding of different religious festivals and beliefs throughout their time at Whaddon C of E School, during the school year/Key Stage.</p> <p>Staff develop use of and draw on a range of visits, their own experience and visitors to ensure that children recognise that where they live is not necessarily representative of a multi-cultural society.</p>	<p>Whaddon C of E School is starting to extend links beyond the local community with the aim of providing opportunities for children of widely differing cultures to learn together</p>
Sexual orientation	<p>Homophobic language is not tolerated.</p> <p>Relationships and Sex Education (RSE) incorporates understanding of sexual orientation for older pupils.</p> <p>Whaddon C of E School demonstrates a commitment to equality of opportunity and treatment to all members of the community</p>	<p>Ensure that all parents are involved in all aspects of school life.</p> <p>Enable children to develop an understanding of different models of family life.</p>	<p>Encourage the involvement of parents in all aspects of school life.</p> <p>Ensure that resources that are used in school promote a range of models of family life.</p>

Appendix C - References

<http://www.equalityhumanrights.com/advice-and-guidance/guidance-for-education-providers-schools/>

The Employment Equality (Sexual Orientation) Regulations 2003

<http://www.opsi.gov.uk/si/si2003/20031661.htm>

Guidance on New Measures to Outlaw Discrimination on Grounds of Sexual Orientation in the Provision of Goods, Facilities and Services

<http://www.communities.gov.uk/documents/communities/doc/485013.doc> The Equality Act (Sexual Orientation) Regulations 2007, Guidance for Schools

<http://www.teachernet.gov.uk/docbank/index.cfm?id=12504>

For detailed guidance on:

- Admissions, teaching and the curriculum <http://www.dfes.gov.uk/sacode/>
<http://www.teachernet.gov.uk/teachingandlearning/subjects/>
- Handling sex and relationship education
<http://www.dfes.gov.uk/sreguidance>
- Impact of Part 2 of the Equality Act 2007 (discrimination on grounds of religion or belief)
<http://www.teachernet.gov.uk/wholeschool/equality/religion>
- Anti-discrimination legislation
<http://www.teachernet.gov.uk/wholeschool/sexualhealthandorientation/homophobia/legislation>
- Tackling homophobic bullying
http://www.teachernet.gov.uk/teachers/issue33/secondary/features/Tacklinghomophobia_Secondary
- Code of Practices for Disability, Gender and Race
<http://www.equalityhumanrights.com>

Appendix D – 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	<p>This can be direct: When someone is treated less favourably than another person or other people because:</p> <ul style="list-style-type: none"> • 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) <p>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.</p>
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	<p>Taking reasonable steps to remove disadvantages faced by disabled people by:</p> <ul style="list-style-type: none"> • 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	<p>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.</p> <p>We include people who have no religion or a lack of belief.</p>
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	<p>Treating someone badly because they are:</p> <ul style="list-style-type: none"> • making a claim or complaint of discrimination • helping someone else to make a claim by giving evidence or information <p>Or because they intend to do so.</p>