

# Wallace Fields Infant School and Nursery



## Equality Policy

Wallace Fields Infant School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

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# **WALLACE FIELDS INFANT SCHOOL & NURSERY**

## **SINGLE EQUALITY POLICY**

**Wallace Fields Infant School & Nursery is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.**

- **Race**
- **Disability**
- **Sex**
- **Age**
- **Religion or belief**
- **Sexual orientation**
- **Pregnancy and maternity**
- **Gender reassignment**

**(Race, Disability, Gender, Sexual Orientation, Age, Religion/Belief)**

### **1. Introduction**

At Wallace Fields Infant School & Nursery we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, disability, gender, sexual orientation, age, religion, belief or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

This policy aims to promote community cohesion, avoid discrimination and promote equality for pupils, staff and others using our school's facilities. It incorporates within one over-arching policy document our previously distinct race, disability and gender policies and our equal opportunities policy which covered sexual orientation, age, religion and belief. Taking a single equality approach recognises that people often share more than one aspect of their identity in relation to race, disability, gender, age, sexual orientation, religion and belief.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Wallace Fields Infant School & Nursery we believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit here.

### **2. School Context See Appendix 1 for Data about our school population**

Wallace Fields Infant School is situated in a residential area and is an average sized infant school. At September 2019 there were 180 pupils, plus 49 in Nursery. The proportion of pupils from minority ethnic backgrounds is broadly average, as is the proportion for whom English is an additional language. Most pupils come from more affluent backgrounds than usual and we are on the lowest band (1-4%) of children who qualify for Free School Meals, total of 8 children. There are no pupils from Traveller, refugee or asylum seeker families. The proportion of pupils with learning difficulties and disabilities, and of those with statements of special educational need, is below average. Children's attainment on entry is above that expected.

## **What do we mean by Equality and Diversity?**

**Equality** refers to outcomes, making sure that all social groups benefit equally from our activities. **Diversity** recognises that we can only achieve equality by taking into account the different needs of communities. Equality is impossible to achieve without recognising diversity.

### **3. Equality – Aims and Values**

Wallace Fields Infant School & Nursery aims to provide equality and excellence for all in order to promote the highest possible standards. We strive to be an inclusive school, providing equal opportunities for all pupils and staff. We value the diverse backgrounds of our pupils, staff and community and encourage all pupils and staff to reach their potential. We aim to help our pupils in the early stages of learning to become responsible members of the community

This policy is based on our core vision and values of inclusivity and equality of opportunity for all, within our community which includes everyone and celebrates their differences and achievements. We nurture a culture of respect for others, recognising and celebrating the differences between people within our diverse society. The school believes in the equal value of each of its pupils and employees and strives to ensure that all are treated with equal respect and opportunity in all levels of school activity and employment.

#### **Mission Statement**

*WFIS & Nursery strives to place high-quality, engaging teaching and learning at the heart of the school; alongside a caring ethos promoting pupils' individuality and exploration in learning, fostering deeper-level thinking, confidence, resilience and inspiring our pupils to be lifelong learners.*

#### **Our Aims**

Provide a fun, happy, caring and stimulating learning environment in which children and staff feel valued, safe and secure

Ensure motivation, confidence and enthusiasm for life-long learning, through celebrating achievements and differences

Develop an understanding and appreciation of the world in which we live and to take an active part in caring for our environment

Inspire confidence and independence by nurturing a passion and love for learning

Promote sensitivity towards others

Value the partnership between governors, parents and staff to provide the best possible education for all

Understand, respect and value the ever changing world in which we live

Try our very best in all that we do and to achieve very high standards in teaching and learning across the school

Use technology in a thoughtful and respectful way to enhance learning

## **4. The school's approach to promoting equality**

The overall objective of our Equality Policy is to provide a framework for Wallace Fields Infant School & Nursery to pursue its equality duties to eliminate unlawful discrimination and harassment, promote equality of opportunity, and promote good relations and positive attitudes between people of diverse backgrounds in all its activities.

Through the Equality Policy, we seek to ensure that no pupils, staff, parents, guardians or carers or any other person through their contact with the school receives less favourable treatment on any grounds which cannot be shown to be justified. This covers race, ethnic or national origin, language, religion or belief, gender and gender reassignment, sexual orientation, marital status, disability, age, responsibility for children or other dependants, trade union or political activities, social class, where the person lives or spent convictions.

The principles of this policy apply to all members of the extended school community, pupils, staff, governors, parents and community members.

## **5. What is discrimination?**

Discrimination can be direct, indirect, intentional, unintentional or institutional. Discrimination is also unlawful. Individuals have a responsibility, in law, not to discriminate.

- **Direct discrimination** is where an individual or group receives less favourable treatment with some unjustifiable reason, because, for example, of sex, race religion sexual orientation or disability.
- **Indirect discrimination** is applying unjustifiable requirements and conditions that have a disproportionate impact on an individual or particular group.
- **Institutional discrimination** is the collective failure of an organisation to provide an appropriate and professional service to people because of their background or experience. It can be seen in our attitudes, behaviors' and procedures that amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and stereotyping which disadvantage people.

## **6. A cohesive community**

We have a responsibility to promote community cohesion, developing good relations across different cultures, ethnic, religious and non religious and socioeconomic groups. We have incorporated our priorities into our Equality Scheme and Action Plan to make it easier to monitor our progress and performance in meeting our objectives.

Our contribution to community cohesion includes:

- **Teaching, learning and curriculum** – to teach pupils to understand others, to promote common values and to value diversity, to promote awareness of human rights and of the responsibility to uphold and defend them, and to develop the skills of participation and responsible action.
- **Equity and excellence** – to ensure equal opportunities for all to succeed at the highest level possible, removing barriers to access and participation in learning and wider activities and eliminating variations in outcomes for different groups.

- **Engagement and ethos** – to provide a means for children, young people and their families to interact with people from different backgrounds and build positive relations, including links with different schools and communities locally, across the country and internationally.

In order to achieve a cohesive community, Wallace Fields Infant School & Nursery:

- promotes understanding and engagement between communities
- encourages all children and families to feel part of the wider community
- understands and responds to the needs and hopes of all our communities
- tackles discrimination
- increases life opportunities for all
- ensures teaching and the curriculum explores and addresses issues of diversity

## **7. Meeting our Duties**

Under the statutory duties all schools have responsibilities to promote race, disability and gender equality.

### **(i) Race equality**

Wallace Fields Infant School actively promotes good understanding of cultures and beliefs other than those the children experience in their own homes and will not tolerate any behaviour, speech, or curriculum content that is in any way racist or presents a racist attitude. The school understands racism as any kind of race hatred, rivalry or feeling that suggests an inherent superiority of one racial group over another; or any discriminatory treatment based on such a belief.

The general duty to promote race equality means that we must have due regard to:

- Eliminate unlawful racial discrimination
- Promote equality of opportunity
- Promote good relations between people of different racial groups.

### **Scope of the Policy**

Wallace Fields Infant School & Nursery aims to promote race equality and good race relations across all areas of school activity.

- **Curriculum**  
The curriculum will reflect the cultural diversity of the United Kingdom and include direct teaching of a wide range of cultural practices and beliefs.
- **Teaching and learning**  
The cultural and language learning needs of all children will be addressed within the classroom so that every child has equal opportunity to access the National Curriculum and attain their full potential.
- **Progress, attainment and assessment**  
All children will be assessed against National Curriculum standards and their attainment analysed to ensure no cultural bias is evident in outcomes. The Special Educational Needs Policy addresses the issue of pupils with English as an additional language, and makes clear the provision that is made at Wallace Fields Infant School.

- **Admissions**  
No child will be refused admission to Wallace Fields Infant School & Nursery on the grounds of race or culture.
- **Staffing/ Governing Body**  
No person will be refused interview, employment or position on the governing body on the grounds of race or culture. All members of staff will have equality of opportunity for professional development.
- **Partnerships with parents and communities**  
The school actively encourages visits from different cultural groups to teach the pupils about, and encourage their respect for, cultures different to their own. Parents from various cultural and religious backgrounds are invited in to school as speakers or to demonstrate and celebrate different cultural practices.

## Responsibilities

- **The Governing Body** will ensure that the school complies with race relations legislation and that its related procedures and strategies are implemented.
- **The Head teacher** will implement the policy and its related procedures and strategies, ensuring that all staff are aware of their responsibilities and are given appropriate training and support, and he/she will take appropriate action in any case of racial discrimination.
- **The Equal Opportunities Co-ordinator** (Head Teacher) and a named member of the Governing Body (Chair) will have responsibility for co-ordinating racial equality work and dealing with any reported incidents of racism or racial harassment.
- **All staff** will deal with any racist incidents that occur. They will know how to identify and challenge any racial bias or stereotyping and will promote racial equality, good race relations and keep up to date with race equality legislation and research through training and development.

## Dealing with racist incidents

Racist incidents are reported in accordance with the Surrey County Council guidelines. Staff will report the incident to the Equal Opportunities co-ordinator and record the incident, action taken and final outcome in the school's incident book. Statistical information is reported as required to the Governing body and Surrey County Council.

### (ii) Disability equality

The Disability Discrimination Act 2005 states that a person has a disability if they have a physical or mental impairment which has a substantial and long term adverse effect on their ability to carry out normal day to day activities. Our aim is to provide responsive and accessible services for all pupils, staff, parents or carers with disabilities, promoting equality and challenging discrimination. We promote disability equality in terms of recruitment, facilities, accessibility, attitudes, behaviours, access to learning and social life.

The general duty to promote disability equality is owed to all disabled people which means that we must have due regard to:

- Promote equality of opportunity between disabled people and other people

- Eliminate unlawful discrimination
- Eliminate disability related harassment
- Promote positive attitudes towards disabled people
- Encourage participation by disabled people in public life
- Take steps to take account of disabled peoples' disabilities, even where that involves treating disabled people more favourably than other people.

## Scope of the Policy

We strive to champion equality for people with disabilities and aim to lead in the following ways:

- Providing responsive and accessible services for all employees and learners
- Promoting equality of opportunity between disabled people and other people
- Promoting inclusion for disabled people through all School policies
- Placing pupils with significant learning difficulties in appropriate groups
- Providing pupils with significant learning difficulties with specialized staff and learning programs
- Providing pupils with significant learning difficulties with specialized resources
- Adapting and improving the physical environment to facilitate access
- Taking account of people's disabilities, even where that involves treating some people more favourably than others
- Challenging and eliminating all forms of discrimination and disability related harassment
- Encouraging participation by people with disabilities in school life, events and trips.
- Promoting positive attitudes towards people with disabilities

## Responsibilities

- **The Governing Board** will ensure that the school complies with disability equality legislation and that its related procedures and strategies are implemented.
- **The Head teacher** will implement the policy and its related procedures and strategies, ensuring that all staff are aware of their responsibilities and are given appropriate training and support, and he/she will take appropriate action in any case of disability discrimination.
- **The Equal Opportunities Co-ordinator** (Head) and a named member of the Governing Body (Chair) will have responsibility for co-ordinating disability equality work and dealing with any reported incidents of discrimination or harassment.
- **All staff** will be proactive in promoting equality regardless of ability or disability and will deal with any incidents that occur. They will keep up to date with equality legislation and research through training and development.

## Accessibility

There is specific disability legislation in relation to disabled pupils and accessibility which means we must plan strategically over time to:

- Increase access to the curriculum
- Make improvements to the physical environment of the school to increase access;
- Make written information accessible to pupils in a range of different ways

The School will gather and report on a range of information relating to staff and learners with disabilities via the Head Teacher's report to Governors. The information will be evaluated by Curriculum & Statistics Committee. The report will include an analysis by specific disability, where necessary, to determine whether the needs of the learner have been met. The recommendations of the report will feed into the School Improvement Plan as appropriate.

We must ensure that disabled pupils do not receive less favorable treatment and to do this the school has a duty to make reasonable adjustments.

### **(iii) Gender equality**

At Wallace Fields Infant School we take positive steps to address gender inequality but we understand that barriers exist that may prevent pupils and staff from achieving and making the most of the opportunities we make available. To promote gender equality it is vital that the differences between boys' and girls', male and female experiences, attitudes and achievements in schools are understood so that our policies and practices can begin to break down these barriers.

The general duty to promote gender equality means that we must have due regard to:

- Eliminate unlawful discrimination and harassment
- Promote equality of opportunity between men and women, girls and boys

### **Scope of the Policy**

Wallace Fields Infant School aims to promote gender equality across all areas of school activity in the following ways:

- Promote equality of opportunity between men and women, boys and girls to achieve to the best of their ability
- Provide equal opportunity for boys and girls to participate in all curricular and extra-curricular activities, regardless of their gender
- Demonstrate how we value diversity through consistent avoidance of stereo-typing in all areas of school life.
- Provide equality of opportunity for training and development of staff, regardless of gender
- Eliminate unlawful discrimination and harassment
- Result in improved outcomes for girls, boys, male and female staff and parents/carers in all aspects of school life, in the wider community and in employment.

The duty also includes the need to consider actions to address the causes of any gender pay gap. Surrey County Council (the employing body of Wallace Fields Infant School) considers that this has been addressed through the implementation of the Modern Reward Strategy and unified conditions and pay for school teachers.

### **Responsibilities**

- **The Governing Board** will ensure that the school complies with gender equality legislation and that its related procedures and strategies are implemented.
- **The Head teacher** will implement the policy and its related procedures and strategies, ensuring that all staff are aware of their responsibilities and are given appropriate training and support, and he/she will take appropriate action in any case of gender discrimination.

- **The Equal Opportunities Co-ordinator** (Headteacher) and a named member of the Governing Body (Chair) will have responsibility for coordinating gender equality work and dealing with any reported incidents of discrimination or harassment.
- **All staff** will be proactive in promoting equality regardless of gender and will deal with any incidents that occur. They will keep up to date with equality legislation and research through training and development.

## Transgender

Transgendered people are explicitly covered by the gender equality duty. The term transgendered refers to a range of people who do not feel comfortable with their birth gender. The school will respect the confidentiality of those seeking gender reassignment and will provide a supportive environment within its school community.

### (iv) Age, sexual orientation, religion and belief

We must ensure that we do not discriminate on these grounds. This policy includes our priorities and actions to eliminate discrimination and harassment for these equality areas.

## Scope of the Policy

Wallace Fields Infant School & Nursery is committed to equality of opportunity for all and across all aspects of school life, promoting equality in the following ways:

- Promoting an understanding and interest in different environments, faiths, societies, systems and cultures across the world
- Giving all pupils and staff the opportunity to fulfil their potential, whatever their colour, culture, origin, belief, culture, gender or sexual orientation
- Providing opportunities to explore and share the ideas, opinions and interests derived from their own particular cultural experience, for example, participation in religious festivals and celebrations
- Providing the opportunity to challenge discrimination and to discuss and consider behaviour and attitudes towards each other
- Recognising, respecting and acknowledging the languages and dialects of all members of the school community
- Recognising the importance of the religions, cultures and beliefs of all in our school community
- Maintaining high standards and expectations of behaviour regardless of sex or culture

## Responsibilities

- **The Governing Board** will ensure that the school complies with all equality legislation and that its related procedures and strategies are implemented.
- **The Head teacher** will implement the policy and its related procedures and strategies, ensuring that all staff are aware of their responsibilities and are given appropriate training and support, and he/she will take appropriate action in any case of gender discrimination.
- **The Equal Opportunities Co-ordinator** (Headteacher) and a named member of the Governing Body (Chair) will have responsibility for co-ordinating equality of opportunity and dealing with any reported incidents of discrimination or harassment.

- **All staff** will be proactive in promoting equality of opportunity and will deal with any incidents that occur. They will keep up to date with relevant legislation and research through training and development.

## **8. Roles and responsibilities**

All who work in the school have a responsibility for promoting equality and inclusion, and avoiding unfair discrimination. The following states the specific responsibilities of the members of the school community.

### **School governors are responsible for:**

- making sure the school complies with all current equality legislation
- making sure this policy and its procedures are followed

### **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 its procedures are followed
- producing regular information for staff and governors about the policy and how it is working, and providing training for them on the policy, if necessary
- 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 racist incidents and being able to recognize and tackle bias and stereotyping
- promoting equality and good race relations and avoiding discrimination against anyone for reasons of race, ethnic or national origins, language, culture, religion or belief, disability, gender, sexual orientation or social class.
- keeping up to date with the law on discrimination and taking training and learning opportunities

### **Pupils are responsible for:**

- keeping equality and diversity issues on the School Council agenda
- developing school/class rules which challenge discriminatory behavior

### **Parents/Carers are responsible for:**

- keeping equality and diversity issues on the Parent/Teachers Association agenda, for example through...
- ensuring the above is explicit within our Home School Policy

### **Visitors and contractors are responsible for:**

- Knowing and following our equality policy

### **Responsibility for overseeing equality practices in the school lies with the Head Teacher and Chair of Governors.**

Responsibilities include:

- Coordinating 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

## **9. Monitoring, reviewing and assessing impact**

Wallace Fields Infant School & Nursery's Equality Policy is supported by a Single Equality Scheme which is linked to the school improvement plan and includes targets determined by the governing body for promoting equality.

A representative group from our school community (including the member of staff with responsibility for overseeing equality practices and the named governor) will meet annually to monitor and review the policy and the scheme 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. As part of this review all stakeholders' views on the school community, its attitudes and practices shall be surveyed. Any necessary actions will then be agreed, timetabled and implemented.

The Equality Policy underpins all other school policies in order that the general principles of equality apply to all aspects of school life.

### **Policy**

All other policies shall be amended and updated in line with the agreed schedule, to reflect the information contained in the Equality Policy.

We recognise that all School policies and procedures need to be reviewed in light of the Equality Policy to ensure that they are designed with disabled people in mind. Any pattern of inequality found as a result of impact assessment will be used to inform future planning and decision-making.

Community cohesion will be monitored against the 'Community Cohesion Education Standards for Schools' (DCSF, Home Office and Commission for Racial Equality 2004), DCSF guidance and 'Our Shared Future' (Commission on Integration and Cohesion, 2007).

## Appendix A

### KEY LEGISLATION

*(Please note legislation made prior to 1988 is not available online)*

<b>Area</b>	<b>Legislation</b>
Gender (sex)	Sex Discrimination Act 1975, as amended <u>Equality Act 2006</u> <u>Sex Discrimination (Gender Reassignment) Regulations 1999</u>
Race	Race Relations Act 1976, as amended <u>Race Relations (Amendment) Act 2000</u>
Disability	<u>Disability Discrimination Act 1995</u> , as amended <u>Special Educational Needs and Disability Act 2001</u> <u>Part 3 Children and Families ACT 2014</u> <u>Disability Discrimination Act 2005</u>
Sexual orientation	<u>Employment Equality (Sexual Orientation) Regulations 2003</u> , as amended
Religion or belief	<u>Employment Equality (Religion or Belief) Regulations 2003</u> , as amended <u>Equality Act 2006</u>
Age	<u>Employment Equality (Age) Regulations 2006</u>

## Appendix B

### LEGISLATION AND EMPLOYMENT ISSUES FOR SCHOOLS

Taken together, the collective effect of legislation relating to equality is that schools must not discriminate in the employment of staff on grounds of gender, transsexual status (1), race, disability, sexual orientation (2), religion or belief (3) or age (4). With regard to disability, schools must make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled.

This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices such as dress codes and disciplinary procedures.

Notes to clarify above:

1. Including people who have expressed an intention to undergo, are undergoing or have completed a process of gender reassignment.
2. Discrimination on grounds of perceived as well as actual sexual orientation, and/or that of friends or associates of the person discriminated against is also unlawful.
3. There are some limited exceptions for staff in faith schools, guidance regarding which is available in the Governors' Guide to the Law. Briefly at foundation and voluntary controlled schools with a religious character, the governing body may take into account any candidate's suitability and ability to preserve and develop the religious character of the school. At voluntary aided schools with a religious character, the governing body may give preference to any candidate whose religious opinions and worship are in accordance with the tenets of the religious denomination of the school.
4. In some cases, direct or indirect discrimination on grounds of age may be lawful if it can be shown to be objectively justified.

The requirement not to discriminate on grounds of religion or belief came into effect in April 2007. Regulations are also planned which will prohibit discrimination against pupils or potential pupils on grounds of sexual orientation.

## Appendix C

### WHERE TO FIND MORE DETAILED GUIDANCE

#### *General*

- Governors Guide to the Law (chapter 11)
- Teachernet – information and advice on equality issues

#### *Gender*

- Advice on the Gender Equality Duty - Commission for Equality and Human Rights (CEHR)
- A Guide to the Sex Discrimination (Gender Reassignment) Regulations 1999

#### *Race*

- Guidance for schools on the race equality duty - Commission for Equality and Human Rights (CEHR)
- Recording and Reporting Racist Incidents Guidance (CEHR)
- Promoting Race Equality in Education – Effective Practice in London Local Authorities (London Councils)
- Schools' Race Equalities Policies – From Issues to Outcomes (DCSF 2004)
- Framework for a Race Equality Policy for Schools (CEHR)

#### *Disability*

- Promoting Disability Equality in Schools - Commission for Equality and Human Rights (CEHR)

#### *Sexual orientation*

- Advisory, Conciliation and Arbitration Service (ACAS)
- Stand up for Us – Challenging Homophobia in Schools (DCSF + Department of Health)

#### *Religion or belief*

- Advisory, Conciliation and Arbitration Service (ACAS)

#### *Age*

- Advisory, Conciliation and Arbitration Service (ACAS)
- Age Positive

#### *Community Cohesion*

- Guidance on the duty to promote community cohesion (DCSF 2007)
- Community Cohesion Standards for School (Home Office 2004)
- Our Shared Future (Commission on Integration and Cohesion 2007)
- Diversity and Citizenship – Curriculum Review (DfES 2007)
- A lot done, a lot to do' – our vision for an integrated Britain (CEHR 2007)

**Equality, Diversity and Community Cohesion Standards for Surrey Schools – Self Evaluation Tool**  
**A: Family, Community & Partnership**

<b>Standard</b>	<b>Example evidence</b>	<b>Well established</b>	<b>Developing</b>	<b>Not yet in place</b>	<b>Action</b>
The school maintains regular proactive consultation with all parents/carers, pupils and community groups aimed at closing the attainment gap, increasing inclusion and reducing exclusion.	Governors are monitoring the participation of different parental groups, as appropriate in governing body & parent-teacher consultations.				
Service providers comply with the school's equality policies.	Contractors are briefed prior to commencing work with the school; e.g. catering services are briefed on differing dietary requirements from different faith groups.				
The governing body takes active steps to be representative of the local communities.	Governors plan for recruitment from under represented groups. They also have a nominated governor with responsibility for community links.				
All parents/carers and pupils have access to high-quality information, guidance and advice on transition at all stages.	The school offers access to interpreters in child's or parents' first language, and provides translations of key documents in school's main languages other than English.				

Standard	Example evidence	Well established	Developing	Not yet in place	Action
For 14-19, all parents/carers and pupils have access to high-quality information, guidance and advice on provision of education and training.	The school ensures that contact is made with all pupils on roll who are currently, for whatever reason, out of school, e.g. Young Carers, those with additional medical needs.				
Schools work collaboratively to provide relevant resources, education and training opportunities for all their communities (e.g. migrant workers, Gypsies and Travellers, disabled people).	Key skills development, PSHE and Citizenship, partnership with Surrey Children's Services and voluntary agencies.				
The school organizes opportunities for, and participates in, regular inter-cultural exchanges aimed at promoting good community relations.	A mainly white village school has a twinning arrangement with a more culturally diverse city school.				
A member of the School Leadership Team is responsible for home/school and community relations.	The job description includes responsibility for home-school and community relations.				

**Equality, Diversity and Community Cohesion Standards for Surrey Schools – Self Evaluation Tool**

**B: Pupils**

<b>Standard</b>	<b>Example evidence</b>	<b>Well established</b>	<b>Developing</b>	<b>Not yet in place</b>	<b>Action</b>
Governors operate a robust system for monitoring patterns of admissions, exclusions and curriculum participation.	There is a standing item on committee and whole governing body agendas. The Admission Policy is up to date and shows compliance with legislation.				
Target-setting, grouping and resource allocation are used to ensure progression for all pupils, aimed at closing the attainment gap.	High expectations for all pupils and assumptions are challenged when grouping children and young people with EAL, Traveller children, pupils with disability etc. Tracking arrangements are in place for individuals and groups to inform pupils' progress.				
Schemes of work actively contribute to the development of pupils' sense of identity through knowledge and understanding of diversity.	The primary subject leader for R.E. has reviewed the scheme of work to ensure it presents a balanced view of faith communities and opportunities to encounter these diverse communities through visits, e.g. places of worship. Also in Citizenship pupils explore their own sense of personal identity and belonging, within the local, national and global dimensions.				

Standard	Example evidence	Well established	Developing	Not yet in place	Action
Schemes of work explicitly address the causes and consequences of discrimination and help pupils recognise, understand and challenge stereotypes.	Curriculum areas include within their schemes of work opportunities to promote shared values and challenge prejudice, discrimination and stereotyping, e.g. racism, homophobia.				
Planning and teaching are based on high expectations and learning approaches maximise the participation and interest of all pupils.	Monitoring of teaching and learning indicates an appropriate match of teaching to the needs of different groups, e.g. boys, girls, bilingual learners, visually or hearing impaired pupils.				
The school works with its local cluster or network to ensure that all pupils have access to a rich, broad and personalized curriculum.	The Confederation regularly networks to share good practice in curriculum development, inclusive teaching and the effective use of culturally relevant resources, e.g. for Traveller or other minority community pupils.				

**Community Cohesion Standards for Surrey Schools – Self Evaluation Tool**

**C: Staff**

<b>Standard</b>	<b>Example evidence</b>	<b>Well established</b>	<b>Developing</b>	<b>Not yet in place</b>	<b>Action</b>
Governors and SLT have an action plan for recruiting, selecting and retaining people from under-represented minority ethnic and social class groups, or people with disabilities, at all levels in the school.	Audit from personnel committee to identify whether teaching and non-teaching staff fairly represent the demographic profile of the local community and/ or the national population.				
All those involved in recruitment, selection and training have received high-quality equal opportunities employment training.	Advertisement and recruitment packs illustrate that key features of equal opportunities training have been applied.				
All staff have received regular training to deal effectively with racist and homophobic incidents, harassment and bullying.	Racist and homophobic incidents are recorded and responses are monitored for their effectiveness.				
All staff have participated in induction and programmes that include good equal opportunities and antidiscriminatory practice.	The school has clear procedures to ensure inclusive practises and challenge discrimination when it arises; e.g. a quiet space is provided for Muslim pupils during the month of Ramadan.				

Standard	Example evidence	Well established	Developing	Not yet in place	Action
Governors and all staff know their responsibilities under relevant legislation.	Support staff appraisal objectives indicate request for training in this area.				
Governors and SLT have allocated adequate time for regular staff training on how to use target setting, grouping and resource allocation to ensure progression for all pupils, aimed at closing the attainment gap.	School Development Plan identifies committed training time on the achievement of ethnic/language minority and Traveller pupils, and on the achievement of other under-attaining groups.				