



Naphill and Walters Ash School Equality and Cohesion Policy

Approved – Full Governing Body Meeting 27.06.25

Equality and Cohesion Policy

Introduction

At Naphill and Walters Ash School we are committed to ensuring that all of our pupils reach their full potential in education and opportunity and recognise those who have protected characteristics. We are also committed to tackling any inequalities related to race, gender and disability that may impede children's progress or well-being. We welcome and encourage pupils, staff, governors and the wider school community to feel included, represented and have a sense of belonging within Naphill and Walters Ash school.

Where terms of Diversity, Inclusion and Belonging are used – the meaning intended is as follows:

Diversity - refers to the presence of differences within a given setting, including race, gender, age, sexual orientation, and more

Inclusion - is the practice of creating environments in which any individual or group can be and feel welcomed, respected, supported, and valued

Belonging – is the emotional experience of being accepted and valued as part of a group, where individuals feel they can be their authentic selves

We embrace our duties under the Equality Act 2010 and our expected duties with regards to equality are:

- Eliminating discrimination.
- Promoting good, healthy and safe relationships.
- Advancing equality of opportunity for all.

We will not discriminate against, harass or victimise any staff member, pupil, prospective pupil or any members of the school community because of their:

- Sex
- Age
- Race
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity
- Marriage and civil partnership

We strive to create a culture of inclusion, diversity and belonging, so that all those connected to the school feel proud of their identity and are able to participate fully in school life. The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise our standards and ensure inclusive teaching.

We will tackle discrimination by:

- Positive promotion of equality
- Challenging bullying and stereotypes and behaviours not conducive to diversity, inclusion and belonging
- Creating an environment which promotes and encourages respect for all

Diversity is a strength, which is to be respected and celebrated by all those who engage with our school and this is extended to the consideration of the wider community.

All of our pupils have the opportunity to be active and engaged learners, showing excellent behaviour at all times whilst showing respect and tolerance for their peers and the staff that work with them.

We offer the chance to engage in a broad and balanced school curriculum that is supplemented the enrichment of trips and visitors where possible. Work is tailored appropriately to meet pupils' needs and pupils will always be challenged to achieve their very best in every lesson. All pupils have the opportunity to take part in a wide range of extracurricular activities and opportunities, which are published for parental consideration.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being prepared, consideration is given to:

- Whether the timing could impact any religious holidays
- Whether the location and transport are accessibility friendly.
- Whether services offered are of equivalent facilities/opportunities for boys and girls

Ensuring our policy is effective in practice

As well as the specific action plan (Equality Objectives) set out in the Appendix to this policy, the school operates equality of opportunity in its day-to-day practice in the following ways:

Teaching and learning

We aim to provide all our pupils with the opportunity to succeed and to reach the highest level of personal achievement.

To support this objective, we will:

- use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- monitor achievement data by ethnicity, gender and disability and action any gaps;
- take account of the achievement of all pupils when planning for future learning and setting challenging targets – treating pupils equally does not always mean treating them the same
- ensure equality of access for all pupils and prepare them for life in a diverse society;
- use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping;
- promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice and ensure pupils are aware of what constitutes discriminatory behaviour;
- provide opportunities for pupils to recognise their own culture and celebrate the diversity of other cultures;
- seek to involve all parents in supporting their child's education;
- encourage and foster classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

Admissions and Exclusions

Our admissions arrangements are fair and transparent. Please refer to the Buckinghamshire Admissions Policy for further information.

Exclusions will always be based on the school's Behaviour Policy - we will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

Equal Opportunities for Staff

We are committed to the implementation of equal opportunities; therefore, we monitor and actively promote equality in all aspects of staffing and employment. All staff appointments and promotions are made on the basis of merit and ability and in compliance with the school's HR guidelines. We will guarantee that no redundancy is the result of direct or indirect prejudice. All disciplinary procedures are non-prejudicial, whether they result in warnings, dismissal or any other disciplinary action

As an employer, we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce. Equality aspects such as gender, race, disability, sexual orientation, gender reassignment and faith or religion are considered when appointing staff and when allocating Teaching & Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination. Actions to ensure this commitment is met include:

- Monitoring recruitment and retention;
- Monitoring bullying and harassment of staff;
- Continued professional development opportunities for all staff;
- Senior Leadership Team support to ensure equality of opportunity for all.

Equality and the Law

There are a number of statutory duties that must be met by every school in line with legislation from the Race Relations (Amendment) Act (2000), Disability Equality Duty (2005) and Equality Act (2010). The action plan in the Appendix of this policy outlines the actions Naphill and Walters Ash School will take to meet the general duties detailed below.

Race Equality

This section of the plan reflects the general and specific duties of schools as detailed in The Race Relations Act 1976 and as amended by The Race Relations (Amendment) Act 2000.

Under our specific duty we will:

- eliminate unlawful discrimination and harassment on grounds of race
- promote equality across all races by using positive language and behaviours and reporting and addressing any incidents raised promptly and effectively;

Disability

This section should be read in conjunction with the school's Special Educational Needs Policy and the School Access Audit that relates to this policy.

Definition of Disability

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has "a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities". This disability can be physical or mental.

Legal duties

The Disability Discrimination Act (DDA) 2005 placed a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services.

Under our specific duty we will:

- eliminate unlawful discrimination and harassment on grounds of disability
- promote equality across differing abilities using positive language and behaviours and reporting and addressing any incidents raised promptly and effectively
- Taking steps to ensure that reasonable adjustments are made, even if this requires more favourable treatment.

Gender Equality

The Gender Equality Duty 2006 places a general and specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male pupils and between women and men and transgender people. Under our general duty we will actively seek to:

- eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment
- promote equality between men and women using positive language and behaviours and reporting and addressing any incidents raised promptly and effectively

Sexual Orientation

The Equality Act 2006 made provision for regulations to be introduced to extend protection against discrimination on grounds of religion, belief or sexual orientation. The Equality Act (Sexual Orientation) Regulations 2007 came into force on 30th April 2007 and they make discrimination unlawful in the area of goods, facilities and services on grounds of sexual orientation. For schools this means admissions, benefits and services for pupils/staff and treatment of pupils/staff.

Under our general duty we will actively seek to:

- eliminate unlawful discrimination and harassment on grounds of sexual orientation
- promote positive behaviours and language around understanding and appreciating differences in sexual orientation and reporting and addressing any incidents raised promptly and effectively

Community Cohesion.

Community cohesion encompasses the following:

- the school community, which includes pupils, staff, governors, parents/carers and users of the school's facilities and services;
- school communities, which includes partnerships, networks and clusters of schools;
- the local community, which includes the immediate neighbourhood, the town or city and the local authority where the school is located;
- the UK community; and
- the global community.

The above will be considered to shape the Equality Plan using the below opportunities:

- Feedback from the Parent/Carers;
- Discussion at SLT meetings, Staff meetings/INSET;
- Feedback from the school council, pupil questionnaires/interviews, discussions in lessons;
- Issues raised in Annual Reviews or reviews of Support Plans or pupil progress meetings
- Discussion and reporting at the Governing Board Forums

The Role of the Governors

- The Governing Board has set out its commitment to equal opportunities in this policy to ensure that the school is fully inclusive to pupils and staff.
- The Governing Board seeks to ensure that people are not discriminated against when applying for jobs at our school.
- The Governors take all reasonable steps to ensure that the school environment gives access to people with disabilities and also strive to make school communications as inclusive as possible for parents/carers, staff and pupils.
- The Governors welcome all applications to join the school in line with the Buckinghamshire admissions policy.
- The Governing Board ensures that no child is discriminated against whilst in our school.

The Role of the Headteacher

- It is the Headteacher's role to implement the school's Equality Policy and Action Plans and is supported by the Governing Board in doing so.
- It is the Headteacher's role to ensure that all staff are aware of the Equality Policy and Action Plans
- The Headteacher ensures that all appointments panels give due regard to this policy, so that no-one is discriminated against when it comes to employment or training opportunities.
- The Headteacher promotes the principle of equal opportunity when developing the curriculum and promotes respect for other people and equal opportunities to participate in all aspects of school life.
- The Headteacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness. The Role of all Staff
- All staff will ensure that all pupils are treated fairly, equally and with respect and will maintain awareness of the school's Equality Policy and Action Plans.
- All staff will strive to provide material that presents positive images based on race, gender and disability and actively challenges stereotypical images.
- All staff will challenge any incidents of prejudice, racism or homophobia and record any serious incidents, drawing them to the attention of the Headteacher.
- Teachers support the work of support staff and encourage them to intervene in a positive way against any discriminatory incidents.

Tackling Discrimination

Harassment on account of religion, race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment. All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping and to support the full range of diverse needs according to a pupil's individual circumstances. Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher, year group leader and Deputy Headteacher where necessary. Incidents are reported to the Headteacher where appropriate and incidents are reported to the Governing Board on a termly basis.

What is a discriminatory incident?

Harassment on grounds of religion, race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti. Examples of discriminatory incidents which can occur include, but are not limited to;

- Physical assault against a person or group because of their colour, ethnicity, religion, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference, e.g. food, music, religion, dress etc;
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

Responding to and reporting incidents

It should be clear to pupils and staff how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school. Any incident will be recorded via a green slip or on CPOMs. If the incident results in a code being issued staff will consult the Codes and take into account the age of the child/ren and then the appropriate sanction will be applied. In the case of very young children a sanction may not be applied, but in conjunction with parents there will be time spent discussing what was said and explaining why it was not appropriate. With older children where a sanction is applied, there will also be discussion around legal issues if comments/behaviour seen outside of school and the impact it has had on the person it was directed towards.

Response to victim and family.

Action may be taken to address issue with the year group/school if necessary, e.g. through class discussion/assembly. Incidents to be recorded and reported to the Governing Board on a termly basis.

Review of Progress and Impact.

The Equality Plan has been agreed by our Governing Board. We have a rolling programme for reviewing school policies and their impact. In line with legislative requirements, we will review progress against our Equality objectives and Access Audit annually and review the entire policy and accompanying action plans on a four year cycle. We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by religion, ethnicity, gender and disability, to ensure that all groups of pupils are making the best possible progress and take appropriate action to address any gaps.

Publishing the policy and objectives

In order to meet the statutory requirements to publish our Equality Objectives, we will:

- publish our plan on the school website;
- raise awareness of the plan through the school newsletter, assemblies, staff meetings and other communications;
- make copies available in alternative formats where requested.

We will review information that demonstrates how we are complying with our equality duty every year. This information will include progress made against the objectives.

Links with other policies

This document links to the following documents/policies:

- School Access Audit
- Risk assessments
- SEN policy
- Child Protection and Safeguarding
- Behaviour
- Preventing Radicalisation

Should you require further information in relation to the equality act, please refer to the government website here - [Equality Act 2010: guidance - GOV.UK](https://www.gov.uk/guidance/equality-act-2010-guidance)

Monitoring, evaluation and review

We will review this policy and equality objectives every 4 years.

Specific Equality Objectives Action plan

September 2025 - September 2029

Table 1/2

Action	Measurement and Evidence	Action Owner	Timeframe	Success criteria
Ensure all staff identify, respond and report all racist, sexist and homophobic incidents (and any discriminatory behaviour) and deal with them using the school's behaviour policy.	Central recording system (CPOMS) used to record and track any incidents	All staff – will deal with incidents as reported	Immediate action following an incident	<ul style="list-style-type: none"> ➤ Whole school record of incidents and follow-up ➤ No repeat incidents ➤ If serious incident occurs, logs show appropriate steps/policies followed with any sanctions.
Monitor and analyse pupil data and act on any trends that identify any specific group of pupils that may need extra support (religion, ethnicity, gender, disability).	Class gap identified group sheets. Review of actions at least termly.	Subject Leaders Senior Leadership Team (SLT)	Termly and then ongoing until gaps have been closed	<ul style="list-style-type: none"> ➤ All children will achieve their potential - if gaps are not closed, there will be an evidence trail of regularly delivered, reviewed and revised actions taken to close gaps in school ➤ Evidence trail of other support given/offered to pupils and their families to overcome external barriers to learning/progress.
Ensure displays around the school promote diversity in terms of race, disability, religion, culture and gender.	Displays across the school and in classrooms	All staff	Ongoing	<ul style="list-style-type: none"> ➤ Displays around the school and in classrooms promote diversity and are regularly renewed to ensure greater coverage
Plan a programme of assemblies that challenge prejudice, question stereotyping and promote tolerance and understanding of a multicultural society.	Assembly Programme and records delivered each term. Discussions with pupils	SLT	Ongoing	<ul style="list-style-type: none"> ➤ Assembly themes timetable ➤ Pupils will be able to discuss the assembly themes

Table 2/2

Action	Measurement and Evidence	Action Owner	Timeframe	Success criteria
In the programme of assemblies, ensure role models representing different backgrounds are celebrated and promoted (e.g. through black history).	Assembly Programme and Records of assemblies delivered each term. Discussions with pupils.	SLT	Ongoing	<ul style="list-style-type: none"> ➤ Pupils will be able to discuss some of the role models from different backgrounds ➤ Completed assembly record log ➤ Displays around the school. ➤ Guest speakers
Celebrate cultural events throughout the year to develop children's understanding of different faiths and communities (assemblies, RE lessons).	Monitoring of RE/PSHE plan. Monitoring of children's work to ensure developing children's greater understanding. (PSHE Lead)	SLT	Ongoing	<ul style="list-style-type: none"> ➤ School to follow Bucks agreed syllabus ➤ Visitors and Visits ➤ PSHE SOW ➤ Work in books ➤ Displays ➤ Pupils will be able to discuss their understanding of different faiths and communities ➤ Assembly timetables
Ensure all pupils are given the opportunity to make a positive contribution to school through young leaders, prefects, school council etc and it is representative of the school community.	Discussion with children. School diary of events. Fair and open selection process for these roles, all children eligible given the opportunity to stand. Teachers with responsibility for these various pupil groups.	SLT	At the beginning of every school year/term when roles are open for applicants. Ongoing as roles develop.	<ul style="list-style-type: none"> ➤ Allocation of roles will show representation of all from across the school ➤ Pupils will be able to talk about the positive selection process and the difference their representatives make ➤ Pupil representatives will be able to talk about their work and their achievements/changes considered/made as a result