

Equality and Diversity Report: Summer 2021

Following the Equality Act 2010, all previous legislation was streamlined into a single Equality Duty.

Cheddington Combined School views all children, staff and parents and Governors as valued members of the school community, and aims always to ensure equality of opportunity between people who share a protected characteristic and people who do not. Our pupil intake is predominantly from one ethnicity, with less than 2% who do not have English as their first language. At the present time approximately 7% of the children are on the SEN register.

The following report outlines the progress of Cheddington Combined School against the 3 key areas identified

1. Eliminating discrimination and other conduct that is prohibited by the Act:

- Equality and Diversity Policy adopted by Governors Spring 2021
- Behaviour Policy revised and agreed by Governors Summer 2020 (due for review summer 2023)
- The anti-bullying policy was revised and agreed by Governors in Summer 2020 (due for review summer 2023). This is reviewed annually by the pupils
- We have a Friendship Bench to support pupils on the playground
- Our pupils exhibit outstanding standards of behaviour and tolerance towards others
 - *Pupil Survey 2019 showed 98% felt safe at school*
- The Healthy/Eco Committee is responsible for monitoring the school's equality duty.

2. Advancing equality of opportunity for all:

- We reflect equality of opportunity by being clear that our policies apply to all children: e.g. within the following policies
 - Equality and Diversity Policy
 - SEN policy
 - Admissions Policy (County)
 - Teaching and Learning Policy
 - Behaviour Policy
 - Anti-Bullying Policy
 - (As policies are reviewed and updated they are checked to ensure that there is no discrimination due to age, disability, gender, marital/civil partnership status, pregnancy/maternity status, ethnicity, religion/belief, sexual orientation, gender reassignment.)
- Racial incidents are extremely rare. If they occur they are recorded and reported to Governors termly. The very few racist concerns to date have been the result of pupils using racist language without understanding the significance of their remarks. In all cases a discussion is held with pupils to educate and explain why such language is inappropriate.
- Homophobic or transphobic incidents, and incidents involving sexual reference are extremely rare. If they occur they are recorded and reported to Governors termly. The very few concerns to date have been the result of pupils using language without understanding its significance. In all cases a discussion is held with pupils to educate and explain why such language is inappropriate. Parents would be notified if there was any repetition.
- Staff recruitment procedures include an equality phrase: '*Cheddington School operates an equal opportunities policy.*' Appointments are made on merit.
- Consideration of the needs of pupils with SEND is made to enable access and inclusion to extra-curricular activities, trips, visits and the wider curriculum.

- Assessment data is analysed according to different groups e.g SEN, gender and ethnicity and reported to governors. There is no evidence that any characteristic group is significantly different from the cohort.

3. Fostering good relations across all groups:

- Curriculum Enrichment weekly sessions and special weeks – a range of activities are organised to give a variety of experiences to all year groups e.g Good to be US; STEAM and Sports Week.
 - Visits and visitors to raise spiritual, moral, social and cultural awareness.
 - SMSC across the curriculum is identified in planning.
 - Weekly assemblies focused on spiritual, moral, social and cultural themes.
 - Annual anti bullying week.
 - Overseas links – the school has worked with the Gambian School Project.
 - Each year group has a country of study throughout the year.
 - PHSE curriculum covers issues including bullying, belonging, self and others.
 - RE curriculum raises awareness of different faiths and beliefs.
 - Views of all members of the school are taken into consideration
 - Pupil voice is strong through regular school-, eco- and sports- council meetings.
 - Regular charity events take place each year, initiated by pupils; as well as participating in events for Children in Need and Comic/Sport Relief.
 - Annual questionnaires to gain views of all stakeholders.
 - Each class has dedicated age-appropriate books which promote understanding and respect for those who share a protected characteristic as well as those who do not.

Operation:

The school is conscious of the needs of all groups when planning the content of the curriculum and any additional learning opportunities. The school considers it very important to ensure that the children are respectful to all.

All assessment outcome data is analysed to ensure every child's needs can be supported through Additional Learning Programmes as required.

The school has two qualified Emotional Support Assistants to ensure that the well-being needs of the children can be supported.

Impact:

The continuing impact of these initiatives is that equality and diversity is embedded in our ethos and values as well as the lived experience of the school. As such we continue to have a respectful and inclusive community.

Kathryn Tamlyn
Head Teacher
 Summer 2021