



THE COOPERS' COMPANY & COBORN SCHOOL

EQUALITY, DIVERSITY AND COMMUNITY COHESION POLICY

1. Introduction

The Coopers' Company and Coborn School welcomes, respects and values the wealth of experience its diverse community brings to all staff, students, parents and governors. The school will continuously strive to ensure that everyone is treated with respect and dignity. Each person in the school will be given fair and equal opportunities to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, sexuality or disability.

The school is committed to:

- Promoting equality of opportunity
- Promoting good relations between members of different racial, cultural and religious groups and communities
- Eliminating unlawful discrimination

Geographical location:

The School is located on the boundaries of the London Borough of Havering and Essex.

Composition

Ethnic:

White: 88.61%; Black: 3.59%; Asian: 4.72%; Other E.M.: 2.10%; Other: 0.98%

Religious:

Christian: 91.63%; Muslim: 1.73%; Hindu: 1.13%; Jewish: 0.6%; Sikh: 1.05%; Buddhist: 0.68%; Other: 3.18%.

Gender:

Male: 47.56%; female: 52.44%.

2. The School's aims are for:

- All students to feel secure, valued and respected and to be helped to develop a sense of personal and cultural diversity
- All students to be given the opportunity to achieve their full potential
- All students to respect and view differences in others positively, whether arising from race, gender, ability or disability

- All discrimination to be challenged wherever it manifests itself, through unwitting prejudice, ignorance, thoughtlessness or racist stereotyping
- All incidents of racial harassment to be reported, recorded and responded to
- All school staff, students, parents, governors, visitors and other relevant agencies visiting the building to be aware of this policy

We will ensure that the principles listed above apply to the full range of our policies and practices, including those that are concerned with:

- Curriculum, teaching and assessment
- Admission, attendance, discipline and exclusion
- Students – personal development, attainment and progress
- Attitudes and environment
- Parents, governors and community partnership
- Staffing, recruitment, training and professional development

a. **Equality – aims and values**

At The Coopers Company and Coborn School we aim to provide equality and excellence for all, in order to promote the highest possible standards.

The school's approach to equality to all who are part of its wide community is summarised by the school's motto "Love as Brethren". Our Equality Policy is based on the following core values as expressed in our school's mission statement:

Learning for Life: To produce confident and well rounded individuals who, within a supportive and friendly community, have developed their potential academically, culturally and socially and are empowered to become positive and effective citizens within the 21st century world, with the character to live out the principle of 'Love as Brethren'.

b. **The School's Approach to Promoting Equality**

The overall objective of the school's Equality Policy is to provide a framework for the school 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, the school endeavours 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.

3. A Cohesive Community

The Coopers' Company and Coborn School is situated in Upminster and the great majority of its community, its pupils and parents, are drawn from the immediate area. However, because of its admission policy a significant proportion of its community comes from other catchment

areas including the East End of London, Essex and Thurrock, as well as the rest of Havering. Consequently, the mix of students, and the total community, is wider than many schools within the Borough and includes the less well-off as well as a number of ethnic minorities and different religions. The school aims to support the national Community Cohesion Standards and its four strategic aims:

- To close the attainment and achievement gap.
- To develop common values of citizenship based on dialogue, mutual respect and acceptance of diversity.
- To contribute to building good community relations and challenge all types of discrimination and inequality.
- To remove the barriers to access, participation, progression, attainment and achievement.

The school will contribute to community cohesion under the three following headings:

- *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, we at the Coopers Company and Coborn school will endeavour to:

- promote understanding and engagement between communities;
- encourage all children and families to feel part of the wider community;
- understand and respond to the needs and hopes of all our communities;
- tackle discrimination;
- increase life opportunities for all;
- ensure teaching and the curriculum explores and addresses issues of diversity.

4. Racial Equality

- a. The Race Relations Amendment Act 2000, places a general duty on schools to:
- promote equality of opportunity
 - promote good race relations
 - eliminate unlawful racial discrimination
- between persons of different race, ethnicity and nationality.

To help the school meet this general duty, we will:

- ensure this policy is kept up to date
- assess the impact of these policies on students, staff and parents of different racial groups, particularly the impact on students' attainment levels
- monitor the impact of policies on students, staff and parents and on students' attainment levels.

We will actively promote race equality and oppose racism in all its forms and foster positive attitudes and commitment to an education for equality.

We aim to achieve this by:

- Taking active measures to investigate, report and act on incidents of racial abuse
- Treating all those within the whole school community (e.g. pupils, staff, governors, parents and community) as individuals with their own particular abilities, beliefs, challenges, attitudes, background and experiences
- Creating a school ethos which promotes race equality, develops understanding and challenges myths, stereotypes, misconceptions and prejudices.
- Encouraging everyone within our school community to gain a positive self-image and high self-esteem.
- Having high expectations of everyone involved with the whole school
- Identifying and removing all practices, procedures and customs which are discriminatory and replacing them with practices which are fair to all.
- Promoting mutual respect and valuing each other's similarities and differences and facing equality issues openly.
- Monitoring, evaluating and reviewing all of the above to secure continuous improvement in all that we do
- Working with the Borough in reducing the number of racially motivated incidents.

Introduction to this race equality policy and action plan will be included in induction arrangements for all new staff to the school. School induction procedures will highlight the duties implied by this policy in the same way as child protection, health and safety and behaviour policies form part of the induction process. The school will:

- develop an action plan to assess and monitor the impact of the policy and report outcomes to the governing body on a termly basis; and
- ensure that, where additional funding is available for raising the achievement of minority ethnic pupils, the additional resources are used appropriately and targeted on the basis of identified need for this purpose.

The race equality action plan will be integrated into the Equalities Plan and School Development and Improvement Plan. All stakeholders will be able to consult on the action plan. The governors will monitor this action plan.

b. Key areas in promoting race equality

(i) **Pupils' achievements and progress**

- Pupils' attainment and progress in individual subjects is monitored by ethnic group (and by gender, language and disability).
- The school develops strategies for tackling differences in the attainment and progress of particular ethnic groups.
- When setting targets for individual pupils, teachers will be aware of the ethnic background of each child and will also be aware of current concerns regarding the under achievement of certain groups e.g. African Caribbean, Bangladeshi and Pakistani boys, white working class boys and, in particular, Gypsy and Traveller Pupils.
- The school values the achievements and progress of pupils from all ethnic groups. All pupils have equal access to extra-curricular activities.

- Every pupil is offered the support and guidance they need.
- Staff challenge racism, stereotyping and promote racial equality in education, employment, training and career choice. Steps are taken to ensure that pupils on work experience are not subjected to racism or racial harassment.

(ii) **Curriculum, teaching and learning (including language and cultural needs)**

- This school promotes an inclusive curriculum which reflects the multi-ethnic nature of our society.
- Racial equality and ethnic diversity are promoted and racism and discrimination are challenged in all areas of the curriculum. Curriculum planning takes account of the ethnicity, background and language needs of all pupils.
- Subject and pastoral leaders provide guidance and examples of good practice for colleagues.
- The school monitors and evaluates its effectiveness in providing an appropriate curriculum for all pupils.
- The allocation of pupils to teaching groups and optional subjects is fair and equitable to pupils from all ethnic groups.
- Assessment outcomes are used to: identify the specific needs of minority ethnic pupils, inform policies, planning and the allocation of resources.
- Teaching methods and styles take account of the needs of pupils from different ethnic groups and encourage positive attitudes to ethnic difference, cultural diversity and racial equality.
- The school takes active steps to ensure that resources in all areas of the curriculum are inclusive. It promotes a greater understanding of cultural diversity and racial equality. There is acknowledgement of the importance of challenging racism and racial discrimination in all areas of the curriculum.
- Resources available to meet the specific needs of pupils from minority ethnic groups are used appropriately.
- The school makes full use of the resources available within its local minority ethnic communities.

(iii) **Pupil behaviour, discipline and exclusion**

- The school's procedures for managing, rewarding and disciplining pupils are fair and applied equally to all pupils, irrespective of ethnicity.
- The school identifies and adopts good practice strategies in order to reduce any differences in rates of exclusion between ethnic groups
- The process of excluding a pupil is fair and equitable to all pupils.
- Strategies to reintegrate long-term truants and excluded pupils address the needs of pupils from all ethnic groups.

(iv) **Racism and racial harassment**

- There is a clear policy and established procedures for dealing with incidents of racism and racial harassment which is understood by everyone in the school community.

- The monitoring system used by the school enables the school to report the relevant details to the governing body and to the Borough each term.

(v) **Admissions and transfer procedures**

- The School will take active steps to ensure that the admission process is fair and equitable to pupils from all ethnic groups.
- Steps are taken to ensure that all selection methods are fair and equitable to pupils from all ethnic groups.
- The school monitors pupil attendance by ethnic group and uses the data to develop strategies to address poor attendance. Provision is made for pupils to take time off for religious observance, leave of absence and authorised absence.

(vi) **Staff recruitment and career development**

- Recruitment and selection procedures are consistent with the statutory Race Relations Code of Practice in Employment and other equality legislation.
- Everyone involved in recruitment and selection adheres to this Code.
- People from under represented minority ethnic groups are encouraged to apply for positions at all levels in the school.
- The recruitment and selection process is monitored and reviewed to ensure that discrimination is not taking place and to identify examples of good practice.
- The school monitors the employment and professional development of staff by ethnic group.
- Staff and governors go through regular and systematic training programmes on race equality issues.
- Proactive steps are taken to identify, support and provide opportunities for the professional development of staff from all ethnic groups.
- Individual staff effectiveness in dealing with race equality issues is addressed through various line management mechanisms.
- The school takes active steps to ensure that selection for redundancy avoids racial discrimination.

(vii) **Parents, governors and community partnership**

- Parents are welcome and respected in school.
- People from minority ethnic communities are encouraged to become school governors.
- Governors are encouraged to play an active role in the life of the school in order to fulfil their monitoring duties.
- The school seeks to support all governors in performing their role, for example, through school induction procedures for new governors
- All parents are regularly informed of their child's progress.
- Proactive steps are taken to involve minority ethnic parents in the school.
- The school's premises and facilities are equally available for use by all ethnic groups.
- The school has active links with minority ethnic community groups.
- The school encourages community groups to use its facilities for after school activities and for holiday schemes.

5. Disability Equality:

- a. The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

b. General Duty

Under the Act the General Duty requires all schools to have due regard to the need to:

- promote equality of opportunity between disabled people and other people;
- eliminate discrimination that is unlawful under the DDA;
- eliminate harassment of disabled people that is related to their disability;
- promote positive attitudes towards disabled people;
- encourage participation by disabled people in public life;
- take steps to meet disabled people's needs, even if this requires more favourable treatment.

c. Specific Duty

The Specific Duty is for all schools to produce a Disability Equality Scheme which is required to show how the school is meeting its general duty to promote disability equality across all its areas of responsibility.

This Scheme sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually.

The Scheme covers pupils, staff, parents and users of the school.

d. Vision and Values:

We are proud of the rich diversity of our school community and it is this diversity which is at the heart of our Scheme. Our response to the needs of our disabled pupils is a vital part of personalising learning for all.

e. **Analysis of Need**

The Disability Discrimination Act defines a disabled person as someone who has 'a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.'

Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA '*substantial*' means '*more than minor or trivial*'. '*Long-term*' means has lasted or is likely to last more than 12 months.

The definition can include a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD) diabetes or epilepsy. Impairment does not of itself mean that a person is disabled. It is whether the effect of the impairment on the person's ability to carry out normal day-to-day activities is adverse, substantial and long-term which has to be considered.

Staffs at the school undertake suitable training to deal with disability.

Over recent years the attendance of pupils with disabilities has been at least commensurate with the school average. No pupil with a disability has been excluded in that same period.

The school has had an Accessibility Plan since 2003 and since that date the school has completed extensive work to assist disabled access:

- Installed three disabled toilets.
- Provided a number of disabled ramps and paths.
- Installed 2 external and one internal lift.
- Installed a stair ramp.
- Provided a disabled parking space.
- Install a separate shower for use by the disabled.

School trips are planned on the basis that all pupils are included.

The school works with the out of school hours' providers to ensure activities planned are accessible to all.

Using TRIPs and lesson observations the school tracks and analyses the achievement of all pupils. Through this analysis the following issues have been identified for pupils with disabilities (See also SEF and School Improvement Plan):

- Although Learning Support Assistants are well trained, we need to invest in further training class for teachers in maximising the use of additional adult support.
- Teachers and LSAs need more time to plan together, particularly to identify next steps and more focused target setting for individual pupils. Currently targets are too broad and are not stretching. There is also little evidence of pre-teaching to enable greater inclusion in plenary / whole class sessions.
- Some pupils need to develop more independence.
- A need to review the PE / Staying Healthy Curriculum

The school guarantees an interview to job applicants with a disability, who meet the essential criteria.

The following policies have been reviewed by the Leadership Team to consider their impact on pupils, staff and parents with disabilities and the following actions agreed:

- Behaviour Code and the school rules (DH to involve pupils in a more accessible and visual version of the rules for noticeboards)
- Anti-bullying (DH to rewrite with School Council);
- School trip venues (EVC to arrange additional risk assessment training);
- Homework (HT to review with School Council and investigate parents' area of website for staff to record tasks and deadlines);
- The administration of medicines and health care plans;

f. **Views of those to be consulted during the further development of the Scheme**

The priorities and actions in this Scheme will be informed by:

- A consultation with all pupils.
- The annual parents' survey.
- Consultation with the School Council.
- The annual staff survey.
- Responses received from local community groups who let the facilities.
- Consultation with the school EP and support service colleagues.

g. **Increasing the extent to which disabled pupils can participate in the school curriculum**

The school is committed to incorporating "Quality First Teaching" principles into all lesson planning. In addition, "personalising learning" is an area of focus within the current School Improvement Plan.

Many day to day operational tasks previously done by the SENCo have been delegated to a TA3, freeing up the SENCo to operate in a more strategic way:

- evaluating the effectiveness of interventions and relative effectiveness;
- observing more lessons and sampling lesson planning, looking specifically at target groups of pupils (including those with disabilities) and reviewing assessment for learning;
- monitoring the appropriateness of pupil groupings;
- monitoring the deployment of Teaching Assistants.

Information from this additional monitoring and evaluation will then be used to inform future policy and practice.

The PSHE Co-ordinator will review how well the school is developing awareness of disability through the PSHE Curriculum,

Improving the physical environment of the school to increase the extent to which disabled pupils, staff, parents and others can access education and associated services

Improving the delivery to disabled people of information that is provided for people who are not disabled

Admissions' Form filled in by parents/carers of new pupils will be amended to ask about access needs. Parents of new pupils are made aware that they can request letters, newsletters etc in different formats (e.g. in Braille, in simplified language, on audio-tape or video-tape, using a symbol system). Or alternatively that information can be emailed to home so that parents can enlarge documents to the size they need or use their own software to access information. Annual Parents' Survey to include a question about the newsletter and whether the format could be improved.

In addition various improvements in relation to improving signage are proposed (emergency procedures, internet safety, school rules, health and safety etc).

6. Gender Equality

- a. The Equality Act 2006 amends the Sex Discrimination Act 1975 to place a **statutory duty** on all schools, when carrying out their functions, to have due regard to the need to:

- eliminate unlawful sex discrimination and harassment
- promote equality of opportunity between females and males.

From April 2007, schools had a general duty to promote equality of opportunity between men and women (including boys and girls) and a specific duty to publish a Gender Equality Scheme showing how the school intends to fulfil the general and specific duties.

b. Specific duties

We are working to develop our understanding of the major gender equality issues in our school's functions and services. In order to do this we:

- Collect and analyse school data and other gender equality relevant information, including data about our local area
- Consult all staff, pupils, parents and relevant local communities
- Review all our school policies and practices to assess the ways in which they might impact on gender equality
- Ensure governors, staff, pupils, parents and others in our school are accountable and understand their responsibilities with regard to preventing discrimination and harassment and promoting gender equality
- Assess and address the causes of any gender pay gap
- Publish and implement the Action Plan with our proposed objectives and actions

We will:

- Set out the results of reviews, consultations and impact assessments
- Report on progress annually and set further objectives where necessary
- Review and revise the Policy and Action Plan at least every three years

The School's Gender Equality Action Plan constitutes an essential part of this policy.

c. Responsibilities

All governors, staff, volunteers, pupils and their families need to develop an appropriate understanding of, and act in accordance with, the school's Gender Equality Policy and Action Plan. In addition:

- (i) **The Governors** are responsible for ensuring that the School prepares, publishes, implements, reports on and reviews a Gender Equality Policy and Action Plan (including budget requirements), and in particular the employment implications of meeting the Duty.
- (ii) **The Headteacher works with the SMT** to ensure that –
 - the Policy and Action Plan are implemented
 - staff recruitment, training opportunities and conditions promote gender equality
 - all staff, pupils and their parents are consulted regarding, and are aware of the school's responsibilities to meet, the Gender Equality Duty
 - existing and planned policies are assessed for the ways in which they impact on gender equality
 - curriculum planning, learning and teaching methods, classroom organisation and assessment procedures, behaviour management, school journeys and extended school activities take account of the need to promote gender equality
 - incidents of sexual/gender bullying or harassment are dealt with according to our Behaviour/Anti-Bullying policy
 - visitors to the school, or those who use the premises, are aware of the Gender Equality policy and action plan
- (iii) **All staff** have a responsibility to deal with incidents of sexual harassment or bullying; help eliminate unlawful discrimination; prepare and/or help deliver a curriculum, learning and teaching methods, classroom organisation and assessment procedures, behaviour management, school journeys and extended school activities (including work with parents) that take account of the need to eliminate unlawful discrimination and harassment and promote gender equality.
- (iv) **Pupils and parents** have a proportionate responsibility to understand and act in accordance with the policy, as do **visitors** to the school.

d. **Understanding**

We believe that, even having the Equal pay Act of 1970 and the Sex Discrimination Act of 1975, there is still widespread discrimination and gender inequality in society. We believe that having this gender equality policy and action plan will:

- support us in our decision-making and policy development
- give us a clearer understanding of the needs of staff, pupils and their families
- enable us to provide better quality services which meet varied needs
- help us target our resources more effectively
- help promote increased confidence in our school
- make more effective use of our workforce

We recognise that both sexes can suffer from sexual stereotyping and that sometimes the same policies and practices can impact differently on men and women and boys and girls. We will make appropriate adjustments if this is found to be the case with any of our policies and practices.

We also recognise that girls and boys, and women and men, can experience different forms of discrimination depending on, among other things, their ethnicity, belief, sexual orientation, age or disability and we will take this complexity into consideration.

In these ways we will strive to improve the situation for, and the relationships between, men and women and boys and girls within our school and wider community.

e. **Single Sex Provision** (where relevant)

Where we provide for one sex only, this is to help meet the different needs of boys and girls (men and women), needs often arising out of historical and current stereotyping and unjust gender discrimination, or where there is an issue of physical intimacy or embarrassment to be considered. We do not provide activities, classes, facilities, benefits or services for one sex only if this would amount to less favourable treatment of the other sex, or where it would promote gender stereotyping and gender inequality.

We do not deny one sex the same opportunities as the other and where we provide for one sex only we ensure there are equivalent and proportionate facilities, benefits or services for the other sex. We do not offer different curriculum choices to boys and girls, and where there are curriculum options we ensure that these are not offered in such a way that boys and girls are steered into making choices based on gender stereotypes.

If requests for additional single sex activities, facilities or provision which appear to maintain or promote gender inequalities come from pupils, families or the community, these will be considered and legal advice sought.

f. **Breaches of the Gender Equality Policy**

We understand that eliminating gender discrimination and harassment and promoting gender equality is in part an education function and a matter of cultural change. Where possible, breaches of the policy will be dealt with in a manner appropriate to the level of the breach, and with the intention of bringing about the relevant changes. More serious breaches of this policy will be dealt with in accordance with our school's anti-bullying and harassment procedures, and the disciplinary procedures for staff.

Where safeguarding issues based on sex and gender come to the attention of the school these will be dealt with according to our child protection procedures.

g. **Consultation**

This policy will be developed in consultation with governors, staff, pupils, parents and members of our local community. These consultations will assist in developing the awareness among governors, staff, pupils and parents of the ongoing need to eliminate unlawful sexual discrimination and harassment and to promote gender equality.

h. **Further action**

We will continue to develop awareness of what constitutes unlawful gender discrimination and harassment, and of the need to eliminate this and to promote gender equality.

- to implement the actions set out in its scheme within three years, unless it is unreasonable or impracticable to do so;
- to report against the scheme every year and review the scheme at least every three years.

i. **Gender reassignment**

There are no specific duties or requirements on schools in relation to gender reassignment, beyond the requirement not to discriminate in terms of employment of staff.

7. **Roles and responsibilities**

All who work in the school have a responsibility for promoting equality and inclusion, and avoiding unfair discrimination.

a. **Governors of the Coopers Company and Coborn school are responsible for:**

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

b. **The Headteacher of The Coopers Company in Coborn School is responsible for:**

- making sure the policy is readily available and that the governors, staff, students 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.

c. **All staff at the Coopers Company and Coborn School are responsible for:**

- modelling good practice, dealing with racist incidents and being able to recognise 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.

d. **Heads of Department**

Heads of Department will be responsible for reviewing and monitoring curriculum policies and planning in their own subject areas to ensure that race equality is promoted.

e. **Heads of Year /Teachers**

Teachers will familiarise themselves with this policy and know what their responsibilities are to ensure that the action plan is implemented. They will know the implications of the policy for their planning, teaching and learning strategies as well as for behavioural issues.

f. **Administrative, ancillary, supervisory and support staff**

All staff will familiarise themselves with this policy and know what their responsibilities are in ensuring that it is implemented.

g. **Students at The Coopers Company and Coborn School are responsible for:**

Keeping equality and diversity issues on the School Council agenda, through a shared input with staff on developing policies relating to this area. This may include:

- the anti-bullying policy and specifically racist and homophobic bullying;
- developing school/class rules which challenge discriminatory behaviour.

h. **Parents/Carers at The Coopers Company and Coborn School are responsible for:**

Keeping equality and diversity issues on the Parent/Teachers Association agenda, through a shared input with staff on developing policies relating to this area. This may include:

- the anti-bullying policy and specifically racist and homophobic bullying;
- ensuring the above is explicit within our Home School Policy.

i. **Visitors and contractors to The Coopers Company and Coborn School are responsible for:**

Knowing and following our equality policy.

j. **Responsibility for overseeing equality practices in The Coopers Company and Coborn School lies with a named member of staff and governor**

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.

8. **Monitoring, reviewing and assessing impact**

This policy *incorporates* our school's disability and gender equality schemes and our race equality action plan.

The DES and GES run for 3 years but are reviewed and reported on annually, to the governing body.

The *School Development Plan/School Improvement Plan* ensures the DES and GES form an essential part of the school's action plan on equality. It includes targets determined by the governing body for promoting a cohesive community, inclusion and equality in our school for all. It ensures other school policies address equality issues.

The policy will be regularly monitored and reviewed by staff and governors to ensure that it is effective in tackling discrimination, promoting access and participation, equality and good relations between different groups, and that it does not disadvantage particular sections of the community.

Any pattern of inequality found as a result of impact assessments is used to inform planning and decision-making.

A named member of staff and a named governor responsible for equality will monitor specific outcomes (*see roles and responsibilities and indicate timescale*).

The Headteacher will provide monitoring reports for review by the Governing Body. These will include school population, workforce recruitment, retention and progression, key initiatives, progress against targets and future plans.

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

9. Complaints procedure

If anyone in the school feels that this policy is not being followed then they should raise the matter with the head teacher who will facilitate the appropriate action, which may include an investigation and report on the issue. If there is a formal complaint then the school's complaints procedure will be used.

APPENDIX A
KEY LEGISLATION

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

- Equal Pay Act 1970
- Sex Discrimination Act 1975
- Race relations Act 1976 as amended in 2000
- Disability Discrimination Act 1995 as amended in 2005, Disability Equality Duty (2005)
- Code of Practice 2002
- Human Rights Act 1998
- Sex Discrimination (Gender Reassignment) Regulations 1999
- Special Educational Needs and Disability Act 2001
- The Employment Equality (Religion or Belief) Regulations 2003
- The Employment Equality (Sexual Orientation) Regulations 2003
- Equality Act 2006
- Education and Inspections Act 2006 (Duty to promote community cohesion)
- Equality Act (Sexual Orientation) Regulations 2007
- Curriculum 2000, which incorporates a statement on inclusion, 'Providing effective learning opportunities for all children'.

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 2

Appendix D - Equality, Diversity and Community Cohesion Standards for schools – Self evaluation Tool
A: Family, community & Partnership

Standard	Example Evidence	Well established	Developing	Not yet in place	Action
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 groups, as appropriate in governing body and parent-teacher consultations.				
Service providers comply with the school's equality policies.	Contractors are briefed prior to commencing work with the school; eg. 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 group. 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.				
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.				

A: Family, Community & Partnership – continued

Standard	Example Evidence	Well established	Developing	Not yet in place	Action
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 organises 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.				

Appendix D - Equality, Diversity and Community Cohesion Standards for schools – Self evaluation Tool
B- Pupils

Standards	Example evidence	Well established	Developing	Not yet in place	Action
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.				
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.				

B: Pupils – cont.

Standards	Example evidence	Well established	Developing	Not yet in place	Action
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 personalised 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				

Appendix D - Equality, Diversity and Community Cohesion Standards for schools – Self evaluation Tool

C: Staff

Standards	Example evidence	Well established	Developing	Not yet in place	Action
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 anti-discriminatory 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.				
Governors and all staff know their responsibilities under relevant legislation.	Support staff appraisal objectives indicate request for training in this area.				

C: Staff – cont.

Standards	Example evidence	Well established	Developing	Not yet in place	Action
All staff have participated in induction and programmes that include good equal opportunities and anti-discriminatory practice.	The school has clear procedures to ensure inclusive practices and challenge discrimination when it arises e.g. a quiet space is provided for Muslim pupils during the month of Ramadan.				
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.	SDP/SIP identifies committed training time on the achievement of ethnic/language minority and Traveller pupils, and on the achievement of other under-attaining groups.				

APPENDIX E – Equality Audit: a self evaluation tool for schools

Schools may find this exercise helpful to:

- Develop, implement and review policies, procedures and strategies to promote gender, race and disability equality
- Identify and promote existing good practice
- Demonstrate that they are complying with the relevant equality legislation and with DCSF and OFSTED guidance
- Implement the Equality Act 2006;
- Identify future needs

It addresses all the quality strands that schools are legally obliged to address, and also covers the areas inspected by OFSTED:

- Achievement and Standards – how well do learners achieve?
- The quality of provision – teaching and learning, curriculum and other activities, guidance and support
- Partnership with parents, pupils and the wider community – how well does the school work in partnership with pupils, parents, carers and other stakeholders?
- Leadership and Management – how effective are the leadership and management in raising achievement and supporting all learners?

The audit can be used in a variety of ways for example:

- Focusing on one equality strand at a time
- Focusing on one priority area eg, leadership and management, at a time
- Groups in school may be tasked to undertake different parts of the audit.

The audit can be used to inform school's equality schemes and resulting action plans.

APPENDIX E: Equality Toolkit for Schools.

Achievement and Standards – How well do learners achieve?

Standards	Example evidence	Well established	Developing	Not in place yet	Action
Data about pupils' attainment and progress is analysed by: a) gender b) ethnicity c) SEN d) disability	1) Attainment and progress are analysed in core subjects (primary) and all subjects (secondary) 2) Any identified differential rate of attainment and progress is used to inform school-wide planning and decision-making, including allocation of resources				
The school has developed strategies to address disparities in the attainment and progress of: a) girls and boys b) different ethnic groups, including Gypsies and Travellers c) pupils with SEN d) pupils with disability	1) The SDP, /SIP and other relevant plans incorporate actions and targets to address disparities 2) Schools work in partnership with locality teams and other agencies to personalise learning and provide groups and individuals with appropriate support				

APPENDIX E: Equality Toolkit for Schools

The quality of provision – teaching and learning

Standards	Example evidence	Well established	Developing	Not yet in place	Action
<p>Curriculum planning takes into account the following groups and individuals:</p> <ul style="list-style-type: none"> a) boys and girls b) pupils from different ethnic groups, including Gypsies, Travellers and pupils learning EAL c) pupils with SEN d) pupils with disability 	<ul style="list-style-type: none"> 1) There are positive images of people in non-traditional gender roles 2) There are opportunities to draw upon individual pupils' experiences 				
<p>Teaching methods and styles take account of the needs and experiences of:</p> <ul style="list-style-type: none"> a) boys and girls b) pupils from different ethnic groups, including Gypsies, Travellers and pupils learning EAL c) pupils with SEN d) pupils with disability 	<ul style="list-style-type: none"> 1) Staff receive regular training on strategies for making the curriculum accessible to different groups of pupils 2) Classroom management includes taking action to ensure mutual respect and collaborative working between pupils of different genders, ethnicities and abilities 				

APPENDIX 3: Equality Toolkit for Schools

The quality of provision – curriculum and other activities

Standards	Example evidence	Well established	Developing	Not yet in place	Action
<p>The content of the curriculum reflects and values diversity. It encourages pupils to explore bias and to challenge prejudice and stereotypes on the grounds of:</p> <ul style="list-style-type: none"> a) gender including sexual orientation b) race, ethnicity, religion and culture c) disability 	<ul style="list-style-type: none"> 1) Curriculum planning across all subject areas highlights where diversity issues are explored and discussed 2) School has implemented the recommendations of the Citizenship curriculum review 				
<p>There are resources in all curriculum areas which promote diversity and challenge stereotypes based on:</p> <ul style="list-style-type: none"> a) gender, including sexual orientation b) race, ethnicity, language, religion and culture c) disability 	<ul style="list-style-type: none"> 1) Resources and displays are reviewed regularly to ensure that they reflect the inclusive ethos of the school 2) The skills and experience of both male and female parents, including same-sex parents, from different ethnic groups and with different abilities are used to support the school 				

Quality of Provision – curriculum and other activities – cont.

Standard	Example evidence	Well established	Developing	Not yet in place	Action
<p>Provision offered through the extended schools agenda, extra curricular activities and special events e.g. schools productions, are planned to cater for the interests and capabilities of all pupils taking account of:</p> <p>a) gender b) race and ethnicity (including language, religion and culture) c) SEN d) disability</p>	<p>1) The uptake of extended school provision, extra-curricular activities and engagement in special events is monitored by:</p> <ul style="list-style-type: none"> • gender • ethnicity, including Traveller and EAL status • SEN • disability <p>2) School has researched and taken account of parental preferences from all groups in designing its extended school and extra-curricular provision</p> <p>3) After-school and lunchtime homework/study clubs target underachieving groups</p>				
<p>The school promotes diversification in its curricular and extra-curricular activities.</p>	<p>1) The school organises activities that challenge stereotyping on the grounds of gender, sexual orientation, race, ethnicity, religion, culture and disability</p> <p>2) The school supports activities targeted at particular groups when this can be justified</p>				

APPENDIX 3: Equality Toolkit for Schools

The quality of provision – guidance and support

Standards	Example evidence	Well established	Developing	Not yet in place	Action
All pupils are involved in self assessment and setting short and medium term targets for themselves.	Appropriate in-house or external support is in place to ensue pupils who are new to English are able to contribute to their self-assessment and target setting				
There is a system of sensitive support to victims of reported: a) sexist incidents and sexual harassment b) homophobia and homophobic bullying c) racism and racist bullying d) bullying on the grounds of disability	1) Victims report that they have received appropriate support 2) Parents of victims report satisfaction with outcomes and school's response 3) Peer support for victims of bullying and harassment includes training for volunteers on sexism, racism, homophobia and bullying on the grounds of disability				
There are clear procedures for dealing with perpetrators of: a) sexist incidents and sexual harassment b) homophobia and homophobic bullying c) racism and racist bullying d) bullying on the grounds of disability	1) Strategies for helping perpetrators understand why their behaviour is unacceptable have been developed in consultation with parents 2) There is peer and adult support for perpetrators aimed at challenging and changing their behaviour				

The quality of provision – guidance and support – cont.

Standards	Example evidence	Well established	Developing	Not yet in place	Action
All pupils are offered the support and guidance they need, including support for reintegrating excluded pupils.	<ol style="list-style-type: none"> 1) The school make use of mentoring schemes, providing appropriate gender, ethnic, cultural and linguistic role models wherever possible and desirable 2) The school makes use of positive female and male role models from a range of ethnic, cultural, religious and linguistic group, including lesbian, gay, bisexual and transgendered role models and role models with disabilities 				
<p>The school monitors attendance by:</p> <ol style="list-style-type: none"> a) gender b) ethnicity (including Traveller and EAL status) c) SEN d) disability 	<ol style="list-style-type: none"> 1) Attendance monitoring information is used to identify and address any disparities between girls and boys, pupils from different ethnic and cultural groups, pupils with SEN and pupils with a disability, in partnership with parents, community groups and the local authority 2) Attendance of Traveller pupils is accurately recorded, staff are aware of the difference between absence due to travelling and casual absence and respond appropriately 				

The quality of provision – guidance and support – cont.

Standards	Example evidence	Well established	Developing	Not yet in place	Action
<p>The school's procedures for disciplining pupils and managing behaviour are fair and applied equally to all pupils.</p>	<ol style="list-style-type: none"> 1) The use of rewards and sanctions is monitored by: <ul style="list-style-type: none"> • gender • ethnicity, including Traveller and EAL status • SEN • disability and strategies are in place to address any disparities 2) Gender and cultural differences which affect behaviour and differences of behaviour relating to particular needs or disabilities are referenced in the school's behaviour policy 3) Through training, staff are aware of gender and cultural differences in behaviour and that disability may affect behaviour and they take account of these differences where appropriate in their responses to, the implementation of the school's behaviour policy 4) Information and advice on attendance, discipline and exclusion is made available to parents in accessible formats such as relevant community languages, audio CD, or large print 				

APPENDIX E – Equality Toolkit for Schools

Partnership with parents, pupils, the wider community – how well does the school work in partnership with pupils, parents, carers and other stakeholders? (see also Community Cohesion Standards Audit, Appendix D)

Standard	Example evidence	Well established	Developing	Not yet in place	Action
The governing body actively encourages membership from: a) women and men b) members of different ethnic, linguistic, faith and cultural communities c) LGBT groups or communities d) people with disabilities	The school liaises with the Governing Body Support Unit to monitor applications and expressions of interest by gender, ethnicity and disability				
Governors understand and support the school in its work to promote diversity and challenge and prevent sexism, racism, homophobia, prejudice and discrimination on the grounds of disability and all manner of stereotyping.	1) All governors receive regular training on diversity, including their role in challenging and preventing prejudice, discrimination and stereotyping 2) There is a named governor for equality who is actively involved in developing and monitoring the school's equality schemes 3) All governors are involved in the evaluation of the school's work in this area				
The school has active links with specific community groups.	Governing body meetings regularly include in the agenda issues relating to the local LGBT community group				

APPENDIX E - Equality Toolkit for Schools

Leadership and Management – how effective are the leadership and management in raising achievement and supporting all learners?

Standards	Example evidence	Well established	Developing	Not yet in place	Action
The school has written a Disability and Gender Equality Scheme (either as separate schemes or as a section in another strategic document)	<ol style="list-style-type: none"> 1) The schemes commit the school to working towards disability and gender equality and to combating all forms of prejudice, discrimination, harassment and stereotyping 2) The schemes set out how the school will promote diversity and challenge and prevent prejudice and discrimination on the grounds of gender, sexual orientation and disability 3) The schemes are developed in consultation with all members of the school community 4) The schemes are reviewed on a three year cycle 5) Progress with the scheme action plans is reported upon annually 				
The schemes have been endorsed by the governing body and implemented by the school's management team.	<ol style="list-style-type: none"> 1) The governing body receives regular progress reports 2) All staff are aware of the schemes and take steps to ensure implementation 				

Leadership and Management – how effective are the leadership and management in raising achievement and supporting all learners? – cont.

Standards	Example evidence	Well established	Developing	Not yet in place	Action
<p>Policies and procedures are regularly reviewed and their effectiveness evaluated in terms of their impact on:</p> <ul style="list-style-type: none"> a) gender equality b) race equality c) disability equality 	<ul style="list-style-type: none"> 1) A review has taken place within the last 3 years and the date of the next review is included in all policies 2) Assessment of the impact of policies makes use of gender, ethnicity, SEN and disability data 3) Amendments are made in the light of impact assessments 4) Good practice in the school is celebrated and shared 				
<p>The school identifies appropriate priorities and targets to ensure the inclusion and achievement of pupils from different groups.</p> <ul style="list-style-type: none"> a) boys and girls b) pupils from different within groups including Gypsies, Travellers and pupils with EAL c) pupils with SEN d) pupils with a disability 	<ul style="list-style-type: none"> 1) Priorities and targets are set as part of the SDP/SIP and other action plans (eg Literacy/Numeracy or departmental plans) 2) The SDP/SIP and other action plans are monitored to ensure that equality targets met 3) All staff can articulate what needs to be improved 				
<p>Specific grants are used effectively for their designated purposes</p>	<ul style="list-style-type: none"> 1) All available resources are used and deployed efficiently to achieve targets 2) The use and deployment of resources is monitored and evaluated 				

Leadership and Management – how effective are the leadership and management in raising achievement and supporting all learners? – cont.

Standards	Example evidence	Well established	Developing	Not yet in place	Action
<p>There is a whole school approach to promoting equality and to tackling:</p> <ul style="list-style-type: none"> a) gender inequality, sexism, and stereotyping b) racial inequalities, including those based on language, religion/belief or culture c) racism and stereotyping d) homophobia and stereo typing e) inequalities, stereotyping and harassment on the grounds of disability 	<ul style="list-style-type: none"> 1) School records and reports racist and homophobic incidents 2) School's commitment is articulated in relevant policies, communications with parents, pupils, staff and contractors and in public-facing documents 3) Pupils (e.g. through School Council) participate in formulating the school's approach to equality 				
<p>There are clear procedures in place to respond promptly, firmly and consistently to incidents of:</p> <ul style="list-style-type: none"> a) sexism and sexual harassment b) homophobia and homophobic bullying c) racism and racist bullying d) bullying on the grounds of disability 	<ul style="list-style-type: none"> 1) Staff and pupils show knowledge of, and confidence in, the school's reporting and recording systems 2) Staff and pupils display understanding of and an ability to discuss issues of prejudice, discrimination and stereotyping 3) Procedures are shared with and supported by parents 				
<p>The allocation of pupils to teaching groups and sets is fair and equitable and monitored by:</p> <ul style="list-style-type: none"> a) gender b) ethnicity (including Traveller and EAL status) c) SEN d) disability 	<p>Subject leaders or departments monitor and regularly review pupil progress and grouping is flexible</p>				

Leadership and Management – how effective are the leadership and management in raising achievement and supporting all learners? – cont.

Standard	Example evidence	Well established	Developing	Not yet in place	Action
<p>The criteria used for allocating optional groups at secondary level are fair and equitable to:</p> <ul style="list-style-type: none"> a) girls and boys b) pupils from different ethnic groups including Gypsies, Travellers and pupils with EAL c) pupils with SEN d) pupil with disability 	<ul style="list-style-type: none"> 1) Departments monitor the allocation of pupils to optional subjects 2) Positive action is taken to address any apparent differential in uptake, including provision of additional support for particular groups or individuals in identified subject areas 				
<p>The school analyses exclusions by:</p> <ul style="list-style-type: none"> a) gender b) ethnicity (including Traveller and EAL status) c) SEN d) disability 	<ul style="list-style-type: none"> 1) Disproportionate representation in exclusion figures by: <ul style="list-style-type: none"> • girls or boys • pupils from particular ethnic or cultural groups • pupils with SEN • pupils with disability is identified and strategies put in place to address this. 				

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