

EQUALITY POLICY

June 2018

The school's current equality objectives can be found in the school development plan, a copy of which is available on request.

Equality Policy

The primary aim of Cheadle Heath Primary School is to enable all pupils to take part as fully as possible in every part of school life by developing each child's self-confidence, recognising their strengths and encouraging them to achieve their full potential. We strive to provide the best possible education for the children of Cheadle Heath, preparing them for life in modern British Society through promoting British values.

1 Legal Framework

- We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity.
- We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
- We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.
- This single policy replaces separate policies the school has on race, disability and gender to eliminate discrimination, advance equality of opportunity and foster good relations. It reflects the legal duties set out in the Equality Act 2010 and non-statutory guidance set out by the government in December 2011 and March 2012.

2 Guiding Principles

In fulfilling the legal obligations cited above, we are guided by the following key principles:

1: All learners are of equal value

We see all learners and potential learners, and their parents and carers, as of equal value:

- Whether or not they are disabled
- Whatever their ethnicity, culture, national origin, or national status
- Whatever their gender and gender identity
- Whatever their religious or non-religious affiliation or faith background
- Whatever their sexual identity

2: We recognise and respect difference

Treating people equally (see 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- Disability, so that reasonable adjustments are made
- Ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- Gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- Religion, belief, or faith background
- Sexual identity

3: We foster positive attitudes and relationships, and a shared sense of cohesion and wellbeing.

We intend that our policies, procedures, and activities should promote:

- Positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people.
- Positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents.
- Mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

4: We observe good quality practice in staff recruitment, retention and development.

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- Whatever their age
- Whether or not they are disabled
- Whatever their ethnicity, culture, religious affiliation, national origin or national status
- Whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

5: We aim to reduce and remove inequalities and barriers that already exist.

In addition to avoiding or minimizing possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- Disabled and non-disabled people
- People of different ethnic, cultural, and religious backgrounds
- Girls and boys, women and men

6: We consult and involve widely.

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. We consult and involve all stakeholders including LGBTQ, disabled as well as non-disabled and people from a range of ethnic, cultural and religious backgrounds.

7: Society as a whole should benefit.

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of all stakeholders including LGBTQ, disabled as well as non-disabled and people from a range of ethnic, cultural and religious backgrounds.

8: We base our policies and practices on sound evidence.

We maintain and publish quantitative information which shows our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010, and on the basis of which we decide on specific and measurable objectives.

9: Measurable objectives

We formulate and publish specific and measurable objectives, based on the consultations we have conducted (see 6) and the evidence that we have collected and published (see 8)

The objectives which we identify take into account national and local priorities and issues, as appropriate.

Our equality objectives are integrated into the school improvement plan.

We keep our equality objectives under review and report annually on progress towards achieving them.

3 The curriculum

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the principles set out above.

4 Ethos and organisation

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

- Pupil's progress, attainment and achievement
- Pupil's personal development, welfare and well-being
- Teaching styles and strategies
- Admissions and attendance
- Staff recruitment, retention and professional development
- Care, guidance, and support
- Behaviour, discipline and exclusions
- Working in partnership with parents, carers and guardians
- Working with the wider community

5 Addressing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to above:

- Prejudice around disability and special educational needs
- Prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example antisemitism and Islamophobia, and those that are directed against Travellers, migrants, refugees, and people seeking asylum.
- Prejudices reflecting sexism and homophobia

We keep a record of prejudice-related incidents, and provide a termly report to the local authority about the numbers, types and seriousness of prejudice-related incidents in our school.

6 Roles and responsibilities

i The Governing Board

The governing board is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.

Ensure that the policy and its procedures are implemented by the Headteacher.

Equality issues will be monitored by the nominated Safeguarding Governor and ensure there is due regard to the school's general equality duty when making decisions

The governing board is responsible for ensuring that all the school policies promote equality.

The governing board is responsible for monitoring the achievement of equality objectives

Give due regard to the Public Sector Equality Duty when making decisions.

ii The Headteacher

Implement the policy and its related procedures.

Make all staff aware of their responsibilities and provide training as appropriate to enable them to effectively deliver this policy.

Take appropriate action in any case of actual or potential discrimination.

Ensure that all staff understand their duties regarding recruitment and providing reasonable adjustments to staff.

Ensure that all staff and pupils are aware of the process for reporting and following up bullying and prejudice-related incidents.

iii SENDCO

Enact this policy, its commitments and procedures, and their responsibilities associated with this policy.

Ensure quality provision for all SEN pupils based on need.

iv Staff

All staff are expected to:

- Promote an inclusive and collaborative ethos in their classroom and be role models for equal opportunities through their words and actions.
- Deal fairly and professionally with any prejudice-related incidents that may occur
- Plan and deliver curricula and lessons that reflect the principles in paragraph 4 above
- Support pupils in their class for whom English is an additional language
- Keep up-to-date with equalities legislation relevant to their work.
- recognise that they have a role and responsibility in their day to day work to promote equality, inclusion and good community relations;
- highlight any training or development they require to carry out their responsibilities and attend any related training be able to recognise and challenge prejudice, bias, discrimination, stereotyping and any inappropriate language or behaviour.

v Pupils

Pupils must be encouraged to recognise that they have a role and responsibility to themselves and others so they understand and are able to:-promote equality, inclusion and good community relations;

- challenge inappropriate language and behaviour;
- tackle bias and stereotyping;
- work to promote anti bullying strategies;
- respond appropriately to incidents of discrimination and harassment and understand the action needed to report these
- regard people of all faiths, races and cultures with respect and tolerance;
- support the school's approach and commitment to equality and comply with the provisions of the Act and this policy.
- Refrain from engaging in discriminatory behaviour or any other behaviour that contravenes this policy.

vi Visitors (including parents, carers and contractors) are expected to –

- support the school's approach and commitment to equality and to comply with the provisions this policy;
- refrain from engaging in any behaviour which is unlawful under the Act whilst on school premises.

7 Information and resources

The school will take all reasonable steps to ensure that the whole school community knows about the school's commitment to equality and is aware of the school's equality objectives. This will be done via school communications including the school newsletter, assemblies, staff meetings, school council meetings and via the school's website.

We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and their parents and carers.

All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity, and community cohesion in appropriate detail.

Although this policy is the key document for information about the school's approach and commitment to equality, further equality information is included on the school's website. There are references to the school's equality duties and obligations in the School Improvement Plan, the School's Self-Evaluation Review and other school policies including, but not limited to, the school's Behaviour / Anti-Bullying Policies, Admissions, SEND and Flexible Working Requests.

8 Religious observance

We respect the religious belief of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

9 Staff development and training

We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

10 Breaches of the policy

Equality is a matter which is high on the school's strategic agenda. The school is committed to ensuring all reasonable steps are taken to stop individuals from taking any form of discriminatory action or from engaging in any form of discriminatory or other unlawful behaviour as detailed in the Act.

Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the Headteacher and governing board.

11 Monitoring and review

We collect, study, and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments where appropriate.

In particular, we collect, analyse, and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; and gender.

Guidance on the Equality Act 2010

An overview

The guidance in this policy is provided by the school as a reasonable step to prevent individuals from engaging in any form of behaviour or conduct which is deemed unlawful under the Act. The guidance is also intended to create an awareness and understanding of the school's obligations and duties under the Act, including any exemptions and exclusions which may apply.

The Act provides a single, consolidated source of discrimination law, replacing all the previous UK anti-discrimination laws and it extends protection from discrimination in some areas. The Act defines types of **unlawful behaviour** in relation to persons with **protected characteristics**. The Act applies to all schools and academies including maintained and non-maintained special schools.

The Act applies to schools as employers and also to the way schools treat their pupils and potential pupils, and in limited circumstances, former pupils. As employers, schools must not discriminate against potential employees in respect of whether to offer a job or the terms on which a job is offered. Schools must also not discriminate against existing employees in respect of benefits, facilities and services offered including training opportunities, promotion or dismissal.

In relation to pupils, schools must not discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, in the way education is provided, in the way pupils are provided with access to any benefit, facility or service and by excluding a pupil or subjecting them to any other detriment.

The school's "Responsible Body" must ensure compliance with the Act. The Responsible Body is the Governing Board (and the Local Authority in maintained schools) and the proprietor in independent schools, academies or non-maintained special schools. Any person acting on behalf of the Responsible Body, including school employees is liable for their own discriminatory actions. The Responsible Body is also liable unless it can show that it has taken all reasonable steps to stop an individual from doing the discriminatory action or from doing anything of that kind. Members of staff should understand therefore that they can be held liable for acts of bullying, harassment and unlawful discrimination in the course of their employment against fellow employees, pupils or members of the public.

(b) Types of unlawful behaviour and protected characteristics

Types of unlawful behaviour under the Act are: -

- direct discrimination,
- indirect discrimination,
- harassment,
- victimisation.

The protected characteristics under the Act are:-

Age	A person of a particular age (e.g. 32 year old) or a range of ages (e.g. 18 - 30 year olds). Age discrimination does not apply to the provision of education, but it does apply to work.
Disability	A person has a disability if s/he has, or has had, a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. It includes discrimination arising from something connected with their disability such as use of aids or medical conditions. HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.
Gender reassignment	A person (usually with 'gender dysphoria') who is proposing to undergo, is undergoing or has undergone gender reassignment (the process of changing physiological or other attributes of sex, therefore changing from male to female, or female to male). 'Trans' is an umbrella term to describe people with this 'Gender Identity' 'Intersex' or 'Third Sex' is not covered by the Act but the school will treat Intersex children with the same degree of equality as children with gender dysphoria. Children as young as five may begin to show signs of gender dysphoria and therefore it is relevant in any school environment.
Marriage and civil partnership	Marriage and civil partnership discrimination does not apply to the provision of education, but it does apply to work.
Pregnancy and maternity	Maternity refers to the period of 26 weeks after the birth (including still births), which reflects the period of a woman's Ordinary Maternity Leave entitlement in the employment context. In

	employment, it also covers (where eligible) the period up to the end of her Additional Maternity Leave.
Race	A person's colour, nationality, ethnic or national origin. It includes Travellers and Gypsies as well as White British people.
Religion and belief	Religious and philosophical beliefs including lack of belief. Generally, a belief should affect your life choices or the way you live for it to be included in the definition. Religion and belief discrimination does not prevent a school from carrying out collective worship or other curriculum-based activities, but pupils may withdraw from acts of collective worship.
Sex	A man or a woman.
Sexual orientation	A person's sexual orientation towards the same sex (lesbian or gay), the opposite sex (heterosexual) or to both sexes (bisexual). Although children may not identify as gay or lesbian when very young, promotion of sexual orientation equality is as relevant in a primary school environment as it is in a secondary school. For example, a child may have an older sibling or parent who is gay. Children may experience friends 'questioning' or 'coming out' when they are in secondary school or college. Schools with a particular religious ethos cannot discriminate against lesbian, gay or bisexual pupils.

It is also unlawful to discriminate because of the sex, race, disability, religion or belief, sexual orientation or gender reassignment of another person with whom the pupil is associated. So, for example, a school must not discriminate by refusing to admit a pupil because his parents are gay men or lesbians. It would be race discrimination to treat a white pupil less favourably because she has a black boyfriend.

'Prohibited Conduct' (acts that are unlawful):

All the protected characteristics are covered by the employment provisions of the Act but the protected characteristics of **age, marriage and civil partnership do not apply to pupils**. It is not a breach of equality law therefore for schools to admit and organise pupils in age groups and to treat pupils in a way that is appropriate to their age.

- **Direct discrimination** occurs when one person treats another less favourably, because of a protected characteristic, than they treat, or would treat other people.
- **Indirect discrimination** occurs when a "provision criterion or practice" (PCP) is applied generally but has the effect of putting people with a protected characteristic at a disadvantage when compared to people without that characteristic. It is a defence to a claim of indirect discrimination if it can be shown that the PCP is a "proportionate means of achieving a legitimate aim and that it could not reasonably be achieved in a different way which did not discriminate. In the context of schools, examples of legitimate aims might be: - maintaining academic or other standards or ensuring the health, welfare and safety of pupils.

Discrimination can include **associative discrimination** (when a person is treated less favourably because of their association with someone who has a protected characteristic) and **perception discrimination** (when a person is treated less favourably because it is believed they have a protected characteristic even if that is a mistaken belief).

- **Harassment** has a specific legal definition in the Act based on the definition from the European Convention on Human Rights. It is "unwanted conduct, related to a relevant protected characteristic, which has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person". This covers unpleasant and bullying behaviour, and potentially extends also to actions which, whether intentionally or unintentionally, cause offence to a person because of a protected characteristic.
- **Victimisation** occurs when a person is treated badly or treated less favourably than they otherwise would have been because they have done "a protected act" or because the school believes that a person has

done or is going to do a protected act. A protected act might involve, for example; making an allegation of discrimination or bringing a case under the Act, or supporting another person's complaint by giving evidence or information or doing anything else under or in connection with the Act.

- **Discrimination arising from disability** - Treating someone unfavourably because of something connected with their disability (such as periods of absence from work or medical conditions) **and failure to make reasonable adjustments**.
- **Gender re-assignment discrimination** - Not allowing reasonable absence from work for the purpose of gender-reassignment in line with normal provision such as sick leave).
- **Pregnancy/maternity related discrimination** - Unfavourable treatment because of pregnancy or maternity. It includes unfavourable treatment of a woman or girl because she is breastfeeding.
- **Discrimination by association or perception** - For example, discriminating against someone because they "look gay", or because they have a gay brother; discriminating against someone because they care for a disabled relative.
- Schools are allowed to treat disabled pupils more favourably than non-disabled pupils, and in some cases are required to do so, by making reasonable adjustments to put them on a more level footing with pupils without disabilities.

(c) Additional provisions relating to disability

With regard to disability, there are two further types of unlawful behaviour, these are:-

- Discrimination arising from a disability,
- A failure to comply with the duty to make reasonable adjustments.

Discrimination arising from a disability is when a disabled person is discriminated against because of something that is a consequence of their disability. This is unlawful unless the discrimination can be justified.

The **duty to make reasonable adjustments** now extends to **a duty to provide auxiliary services and aids**. The duty to make reasonable adjustments means that where something a school does places a disabled pupil or member of staff at a disadvantage compared to other pupils or members of staff, the school must take reasonable steps to try and avoid that disadvantage. Auxiliary aids or services are things or persons which help. Whether a school should provide an auxiliary or service is a question of reasonableness in all the circumstances of the case.

(d) Positive action and positive discrimination

New provisions in the Act allow schools to take positive action in relation to pupils and members of staff with certain protected characteristics who may be disadvantaged for social or economic reasons to do with past or present discrimination. Any such action must be a proportionate way of achieving a legitimate aim.

Positive action is **not** the same as positive discrimination. Positive discrimination is always unlawful except in the case of disability.

(e) Exceptions and exclusions

There are some exceptions in the Act which apply to all schools and some which apply specifically to schools with a religious character (faith schools) and to single sex schools.

The daily act of collective worship is an exemption which applies to all schools in relation to the Act's religion or belief provisions. Schools are permitted to have acts of worship or other forms of collective religious observance and will not be acting unlawfully if an equivalent act of worship is not provided for other faiths. Schools are permitted to celebrate religious festivals.

The content of the school curriculum is excluded from the Act but the way, in which schools provide education, i.e. the delivery of the curriculum is not. Schools must ensure that the curriculum is not delivered in a discriminatory way and that it is delivered in accordance with the public sector equality duty. Schools should provide a broad and balanced curriculum for all pupils and should ensure that all pupils have equal access to all areas of the curriculum. When a school's Curriculum Policy is reviewed, due regard must be given to equality considerations.

The Act does not deal specifically with school uniform or other aspects of appearance such as hair, jewellery and make up. The school's Governing Body determines uniform policy and the rules relating to appearance but must have due regard to equality law and to obligations under the Human Rights Act 1998 when making decisions in this regard. Governing Bodies should be sensitive to the needs of different groups and should act reasonably in endeavoring to accommodate those needs without compromising other school policies and requirements including requirements relating to health, safety and discipline.

(f) The Public Sector Equality Duty and supporting specific duties

The Act also introduced a single **Public Sector Equality Duty** (sometimes also referred to as the '**general duty**'). The general duty applies to public bodies, including all schools and academies. The general duty is supplemented by separate **specific equality duties** which require schools to publish information to show how they are complying with their general duty and to prepare and publish equality objectives.

The general duty applies to all protected characteristics and requires schools, when carrying out their functions, to have **due regard** to the need to:-

- eliminate discrimination, harassment and victimisation and any other conduct prohibited by the Act;
- advance equality of opportunity between those who share a relevant protected characteristic and those who do not share it;
- foster good relations across all characteristics.

Having due regard means that the Governing Board and the school's leadership team must ensure that whenever significant decisions are being made or policies developed, thought will be given to equality considerations. Equality will not just be an afterthought and will never be just a matter of ticking boxes. Decisions and actions will be made with an open mind and an assessment will always be made as to whether a particular decision or action may have implications for people with particular protected characteristics.

The Equality Act 2010 (Specific Duties) Regulations 2011 introduced new **specific equality duties** to help public authorities meet their obligations under the general duty. These specific duties apply to all schools. In order to comply with their specific duties, schools are required to:-

- publish information to demonstrate how they are complying with their general duty;
- prepare and publish equality objectives.

Schools are required to update published information at least annually and to publish objectives at least once every four years. The school's current equality objectives can be found in Appendix C.

Appendix B

How the school is complying with its general duty

1. What the school is doing to eliminate discrimination, harassment and victimisation and any other conduct prohibited by the Equality Act 2010.

- Conduct prohibited by the Equality Act 2010 is detailed in this policy which is available to all members of the school community through a variety of sources;
- The school's Equality Policy and equality issues in school are monitored by a nominated member of the school's Governing Body and by the Headteacher;
- The school provides training to staff and governors about their responsibilities under the Act and about equality issues;
- The school will make reasonable adjustments to the school environment and make activities as accessible and welcoming as possible for pupils, staff and visitors to the school
- By planning ahead, the school will ensure where reasonably possible that all pupils are able to take part in all the activities in school including extra curricular activities and any residential visits. The school will monitor uptake to ensure no one is disadvantaged on the grounds of a protected characteristic;
- The school takes seriously the need to consider equality implications whenever policies and procedures are developed, adapted and reviewed and whenever significant decisions are made about the day to day life of the school. This will ensure that policies, procedures and decisions do not even inadvertently, disadvantage groups of pupils with protected characteristics. A record will be made of any equality considerations and will be published on the school website as appropriate;
- Equality considerations are taken into account in all school policies;
- Bullying and prejudice related incidents are carefully monitored and dealt with effectively;
- The school will ensure that all appointment panels give due regard to equality issues so that no one is discriminated against when it comes to recruitment, promotion or training opportunities. The school will ensure that job applicants are not asked health related questions in accordance with the Act and the school's Equality Policy unless they related to an intrinsic function of the work they do. The school will ensure that reasonable adjustments are made to the interview/recruitment process as necessary;
- The school will consider any possible indirectly discriminatory effect of its practices when considering requests for contractual variations. Requests will only be refused if there are good business reasons unrelated to any protected characteristics in accordance with the school's Flexible Working Requests Policy and Procedure;
- The school is committed to ensuring pupils understand that they belong to a society and a world that is diverse and multi-cultural. The school will regularly consider and review the way in which its teaching and the curriculum helps promote an awareness of the rights of individuals and helps pupils understand and value difference and diversity and to challenge prejudice and stereo-typing. The school will actively promote equality, diversity and fundamental British values through the curriculum and by creating an environment which demands respect for all.

2. What the school is doing to advance equality of opportunity between those who share a relevant protected characteristic and those who do not share it.

- The school knows the needs of its population very well and collects and analyses data in order to inform planning and identify targets to achieve improvements;
- The school has procedures, working in partnership with parents and carers, to identify children who have a disability through admissions meetings;
- The school collects data and monitors the progress and achievement of groups of learners by the relevant and appropriate protected characteristics and taking into account the groups of learners identified in the 2015 Ofsted Common Inspection Framework. This information will help the school ensure that pupils are achieving their potential, the school is being inclusive in practice and that trends are identified which will help to inform the setting of the school's equality objectives;
- The school uses attainment data which shows how pupils with different characteristics are performing in helping to identify whether there are any areas of inequality which need to be addressed, RAISE on line will be used as this contains much detailed analysis by relevant characteristics;
- The school will take action to close any gaps in progress or achievement for example, for those making slow progress in acquiring age appropriate literacy and number skills;
- The school will collect, analyse and use data in relation to attendance and exclusions of different groups;

- The school will collect and analyse information about staff recruitment, retention, training opportunities and promotion to ensure that all staff have equality of opportunity;
- The school will ensure that it engages and consults with those people who are affected by a policy or activity in the design of new policies and in the review of existing ones;
- The school will encourage pupils with particular characteristics to participate fully in school activities for example by encouraging both boys and girls and pupils from different ethnic backgrounds to be involved in the full range of school clubs and societies;
- The school has disabled access, disabled parking bays, a disabled toilet;
- The school is fully aware of the dietary requirements of ethnic groups within school and makes for all of our pupils taking into account equality issues;
- The school will avoid language that runs the risk of placing a ceiling on any child's achievement or that seeks to define their potential as learners, such as "less able". The school will use a range of teaching strategies that ensures it meets the needs of all children;
- The school will provide support to children at risk of underachieving; the school is alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality;
- The school will take positive action which is proportionate to address the disadvantage faced by particular groups of children and staff members with particular protected characteristics, such as targeted support.

3. What the school is doing to foster good relations across all protected characteristics.

- The school will prepare children for life in a diverse society and ensure that there are activities across the curriculum that promote the spiritual, moral, social and cultural development of children;
- The school teaches about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHE and across the curriculum;
- The school will use materials and resources that reflect the diversity of the school population and local community in terms of race, gender, sexual identity and disability, avoiding stereotyping;
- The school promotes a whole-school ethos and values which challenge prejudice-based discriminatory language, attitudes and behaviour;
- The school provides opportunities for children to appreciate their own culture and celebrate the diversity of other cultures;
- The school includes the contribution of different cultures to world history that promote positive images of people;
- The school provides opportunities for pupils to listen to a range of opinions and empathise with different experiences;
- The school promotes positive messages about equality and diversity through displays, school assemblies, visitors and whole school events;
- The school will review relevant feedback from the annual parents questionnaires and from parents' evening, parent-school forums, from issues raised in Annual Reviews or reviews of progress on Individual Education Plans/Personalised Provision Maps, mentoring and support;
- The school will secure and analyse responses from staff surveys, staff meetings and training events review feedback and responses from the children and groups of children, from the school council, PSHE lessons, and whole school surveys on children's attitudes to self and school.

Appendix C

Definitions

- **Equality**
This is more clearly defined as equality of opportunity and outcome, rather than equality of treatment. This means treating people fairly and according to their needs as some people may need to be treated differently in order to achieve an equal outcome.
- **Inclusive**
Making sure everyone can participate, whatever their background or circumstances.
- **Diversity**
Recognising that we are all different. Diversity is an outcome of equality and inclusion.
- **Cohesion**
People from different backgrounds getting on well together (good community relations). There is a shared vision and sense of purpose or belonging. Diversity is valued. Relationships are strong, supportive and sustainable. Cohesion is an outcome of equality and inclusion.
- **Community**
From the school's perspective, the term "community" has a number of meanings:
 - The school community – the students we serve, their families and the school's staff.
 - The community within which the school is located – in its geographical community, and the people who live and/or work in that area.
 - The community of Britain – all schools by definition are part of it.
 - The global community – formed by European and international links.
- **Gender Dysphoria**
Gender dysphoria is a recognised condition in which a person feels that there is a mismatch between their biological sex and their gender identity.
- **Biological Sex**
Biological sex is assigned at birth, depending on the appearance of the infant. Gender identity is the gender that a person "identifies" with, or feels themselves to be.