

# **Carrington Junior School (Carrington Schools Federation)**

## **MISSION STATEMENT:**

**The Carrington Schools Federation: an ambitious, caring,  
and inclusive community.**

## **VISION:**

**To be a nurturing community that develops respectful,  
resilient, and happy children with the self-belief,  
knowledge, and skills to thrive in the future.**





<b>Policy Title</b>	School Equalities & Cohesion Policy
<b>Statutory</b>	No
<b>Policy Version</b>	4
<b>Policy Author</b>	Mrs E Cameron
<b>Ratified By</b>	FGB
<b>Date Ratified</b>	Summer 2025
<b>Review Period</b>	2 Years
<b>Next Review Period</b>	Summer 2027
<b>Distributed To</b>	All staff, governors, website
<b>To be published on website</b>	Yes
<b>Changes to this policy</b>	Clarified responsibilities by role, glossary added, prose turned into more succinct points for clarity.
This policy has been impact assessed against race, gender and disability and no adverse impact has been identified.	
Any Bucks Council updated version will be automatically adopted by the school.	

## School Equalities & Cohesion Policy

## **Introduction**

Carrington Junior School is committed to fostering an inclusive environment that promotes dignity, respect, equality, and fairness for all members of the school community. We actively work to eliminate discrimination, harassment and victimisation, advance equality of opportunity, and foster good relations across all protected characteristics, as defined by the Equality Act 2010.

This policy outlines how we meet our statutory duties and embed equality into every aspect of school life.

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## **2. Legal Framework**

This policy is underpinned by the following legislation:

- **Equality Act 2010**
- **Human Rights Act 1998**
- **UN Convention on the Rights of the Child**
- **UN Convention on the Rights of Persons with Disabilities**
- **Education and Inspections Act 2006** – promoting community cohesion

We have due regard for the nine protected characteristics:

- Age
  - Disability
  - Gender reassignment
  - Marriage and civil partnership
  - Pregnancy and maternity
  - Race
  - Religion or belief
  - Sex
  - Sexual orientation
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## **3. School Context and Profile (May 2025)**

- **Number of pupils:** 221

- **Pupil gender split:** 111 boys, 110 girls
  - **Staff gender split:** 4 male, 31 female
  - **Number of disabled pupils:** 1
  - **Number of disabled staff:** 0
  - **Ethnic groups represented:**
    - Any other Black, Any other ethnic group, Any other mixed, Any other White
    - Chinese, Indian, Pakistani, Irish Traveller
    - White British, White and Asian, White and Black African, White and Black Caribbean
  - **Religious groups represented:** Anglican, Buddhist, Muslim, Christian, Roman Catholic, Hindu
  - **Free school meals eligibility:** 3%
  - **EHCPs:** 10%
  - **Age profile of staff:** 18-30: 5, 31-45: 15, 45-65: 15
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## 4. Meeting the Public Sector Equality Duty

### 4.1 Eliminating Discrimination, Harassment, and Victimisation

- We do not tolerate discrimination, harassment, or victimisation of any kind.
- All staff receive regular training in recognising and dealing with prejudice-related incidents.
- Incidents are recorded, analysed, and reported to the governing board to identify trends and take action.
- Staff can use the Grievance Policy to report concerns. Parents/carers can refer to the Complaints Policy.

### 4.2 Advancing Equality of Opportunity

We understand that treating everyone equally does not mean treating them the same. People have different needs and may face different barriers to success.

We:

- Collect and analyse data by protected characteristic in:
  - Admissions, attendance, progress, exclusions, rewards, and sanctions
  - Staff recruitment, retention, training, promotion, capability, and complaints
- Take appropriate action to address inequalities
- Review and assess all policies for their impact on equality
- Make reasonable adjustments for disabled pupils and staff
- Ensure the curriculum is accessible and appropriately differentiated
- Respect religious observances and cultural practices
- Support transgender staff and pupils throughout any transition

### 4.3 Fostering Good Relations

We aim to build a school culture that values difference and promotes understanding.

We:

- Integrate diverse identities and histories into the curriculum across all subjects where this is possible
  - Provide opportunities for pupils to learn about and celebrate difference
  - Challenge stereotypes through resources, displays, and teaching
  - Encourage diverse representation among visitors, staff, governors, and the student council
  - Celebrate cultural and identity-focused events and assemblies
  - Promote respectful behaviour and relationships through our **Behaviour and Positive Relationships Policy**
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## **5. Roles and Responsibilities**

### **Governing Body**

- Ensure compliance with equalities legislation
- Monitor implementation of this policy and action plan
- Carry out Equality Impact Assessments
- Use data to inform decisions and ensure adjustments are made

### **Headteacher and Senior Leadership Team**

- Lead on the implementation of this policy
- Promote awareness of equality duties
- Ensure staff are trained and supported
- Take appropriate action against discrimination or prejudice

### **All Staff**

- Uphold the values of the policy
- Attend training and stay informed
- Challenge and report discriminatory behaviour or language
- Promote inclusive teaching practices and environments
- Consider unconscious bias

### **Parents and Carers**

- Support the school's inclusive ethos
- Follow the school's EDI expectations and home-school agreement
- Avoid discriminatory behaviour and model respect

### **Visitors**

- Abide by the school's EDI policy during interactions with pupils, staff, and families

### **Pupils**

- Respect all members of the school community
- Report prejudice-related incidents
- Celebrate diversity and challenge stereotypes

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## 6. Equality Objectives and Action Plan

Our equality objectives are reviewed annually and are based on analysis of:

- Student admissions, attendance, attainment, sanctions, rewards
- Staff recruitment, retention, promotion, complaints
- Prejudice-related incidents
- Feedback from staff, pupils, and families

Objectives are developed in consultation with the governing board and integrated into the School Improvement Plan. These guide targeted actions and training needs identified during performance reviews.

**(See Appendix 2 for current objectives and actions)**

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## 7. Breaches of Policy

Any breach of this policy will be treated as a breach of school policy and will be addressed through the appropriate disciplinary procedures for staff, pupils, or other stakeholders. Responses will be determined by the headteacher, or governors, according to these policies.

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## 8. Glossary of Terms

- **Antisemitism:** Hatred or prejudice toward Jews.
- **Biphobia:** Negative attitudes toward bisexual people.
- **Cisgender:** When a person's gender identity matches their sex assigned at birth.
- **Disability:** A long-term physical or mental impairment significantly affecting daily activities.
- **Discrimination:**
  - *Direct:* Treating someone less favourably because of a protected characteristic.
  - *Indirect:* Applying a policy that disadvantages a group with a protected characteristic.
- **Gender Identity:** A person's internal sense of their gender.
- **Gender Reassignment:** The process of transitioning to live as a different gender.
- **Harassment:** Unwanted conduct related to a protected characteristic that creates a hostile or offensive environment.
- **Homophobia:** Prejudice against lesbian or gay individuals.
- **Islamophobia:** Racism targeting expressions of Muslimness or perceived Muslimness.
- **Prejudice-related Incident:** An incident perceived to be motivated by prejudice.
- **Race and Ethnicity:** Includes skin colour, nationality, and ethnic or national origins.
- **Racism:** Negative attitudes or beliefs based on race or ethnicity.
- **Reasonable Adjustments:** Changes made to support disabled people in accessing services equally.

- **Religion or Belief:** Includes organised religions, philosophical beliefs, and lack of belief.
  - **Sex:** Biological attributes typically labelled male, female, or intersex.
  - **Sexism:** Prejudice based on sex.
  - **Sexual Orientation:** Who a person is emotionally or physically attracted to.
  - **Transgender:** Someone whose gender identity differs from their assigned sex.
  - **Transphobia:** Prejudice against transgender people.
  - **Victimisation:** Treating someone badly for making or supporting a discrimination claim.
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## 9. Review and Approval

**Ratified by Governing Body:** \_\_\_\_\_

**Date of Acceptance:** \_\_\_\_\_

**Next Review Due:** \_\_\_\_\_

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