



Equalities, Diversity and Inclusion Policy

Chalfont St Peter CE Academy

Approved by:	Governing Body	Date: October 2021
Date of last review:	November 2025	
Next review due by:	November 2026	

CHALFONT ST PETER CHURCH OF ENGLAND ACADEMY EQUALITIES, DIVERSITY AND INCLUSION POLICY

1) School Mission and Ethos Statements

Chalfont St Peter Church of England Academy seeks to provide a caring Christian environment in which each child can develop their own spiritual, intellectual and physical potential to the full.

In fulfilling this aim, all those involved in the life of the school are encouraged, in accordance with Church of England principles, to have respect for the rights, opinions and faiths of others and act with integrity to enable the whole school to achieve high standards in education and participate constructively in the life of the Church and Community.

At Chalfont St Peter Church of England Academy, our Christian faith is the foundation of the belief that every child is special and is entitled to a high-quality education which is challenging and fun.

Each child is valued for their individuality and encouraged to develop their full potential, whatever it may be, in a positive, inclusive, caring environment.

To achieve this, all members of our community work closely together to create the learning opportunities which will ensure that our children grow up to be active citizens, with a caring, respectful attitude to the world in which we live.

Chalfont St Peter Church of England Academy is committed to providing an inspirational education, grounded in the Christian faith, for all its pupils. We strive to prepare our children for life in accordance with the principles of Christian faith as expressed through the Church of England and in partnership with our parish church and the Diocese of Oxford.

We aim to deliver excellence in learning by being creative and inclusive, thereby making a positive contribution to the communities to which we belong, preparing the children for a lifetime of engagement.

We encourage an understanding of the meaning and significance of faith and promote Christian values through the experience we offer to all of our pupils.

This Policy builds on the school's core values and ethos and demonstrates the school's aims for promoting equality and diversity, challenging discrimination and celebrating diversity. The Policy applies to all governors, staff, pupils, parents/carers and visitors.

The philosophy of our school talks of valuing the individuality of all our pupils. We are committed to giving all our pupils every opportunity to achieve the highest of standards. Within this ethos of achievement, we do not tolerate bullying and harassment of any kind. We actively tackle discrimination against those with a disability; racial discrimination including discrimination based on religion or belief / non-belief, sexual (orientation) harassment and discrimination, gender reassignment, pregnancy or maternity, breastfeeding discrimination and promotes equal opportunities and good relations between and amongst all. We aim to ensure that the school promotes the individuality of all our pupils, irrespective of ethnicity, sexual orientation, disability, gender, gender reassignment, religion, belief / non-belief or background. We are committed to ensuring that positive action is taken where necessary to redress the balance of inequality that may exist. Based on this our school's admissions policy is equally open to pupils of all groups.

Within the context of the school we aim to positively transform individual and shared circumstances, perceptions, attitudes and relations. We aim to reflect the diversity of our local community and society and ensure that the education we offer reduces the chances of social divisions and parallel lives by recognising, celebrating and valuing different backgrounds, lifestyles and identities.

We uphold fundamental British values and will endeavour to ensure that all children learn these as part of a broad and diverse curriculum. Through our work on preventing radicalisation and extremism (both violent and non-violent) we will engage with our school community to enhance community cohesion. Our Safeguarding Policy reflects our commitment to ensuring our school is a safe place for all.

We believe that these commitments are as important in the context of a school with limited ethnic diversity as well as in a school with a diverse population whatever that diversity may be.

2) Legislation and Guidance

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics, between people who share a protected characteristic and people who do not share it

3) Current Profile of the School

Gender	%	Special Educational or Medical Needs and Disability	%
Male	54%	Pupils with EHCP	3.4%
Female	46%	Pupils with SEN Support	15.3%
Other/not stated			

Ethnicity and Race	Numbers	Ethnicity and Race	Numbers
Any other Asian background	13	Indian	38
Any other White background	8	Pakistani	3
Any other ethnic group	1	Refused	5
Any other mixed background	13	Traveller of Irish Heritage	0
Bangladeshi	2	White- British	198
Black African	2	White and Asian	13
Black Caribbean	3	White and Black African	5
Chinese	2	White and Black Caribbean	12

Religion and Belief	Numbers	Religion and Belief	Numbers
Anglican	7	No Religion stated	96
Buddhist	1	Refused	16
Christian	110	Roman Catholic	5
Church of England	28	Sikh	20
Hindu	21	Sikh/Hindu	1
Jewish	1	Spiritual	1
Muslim	12		

- There are no staff registered as disabled.
- The entrances to the front and rear of the school are accessible by wheelchair and it is possible to gain access to the school hall by using the two chair lifts. The only inaccessible rooms for a wheelchair user are the Staffroom and the Computing suite. Mobile technology is available for use in the classrooms..
- There are two unisex accessible toilets in the school.
- A detailed care plan would be created for pupils with a physical or sensory impairment to ensure the pupil's safety at all times. This is written in consultation with relevant professionals and the parents. A Personal Emergency Evacuation Plan (PEEP) is also produced when required.

2) Legislative Context

Equality is not about benefiting some people at the expense of others, equality benefits everyone. In an effort to ensure that marginalised groups are given equal opportunity this policy will prioritise the following groups.

Disabled persons - We follow the social model of disability which means that we understand that the barriers to disabled persons securing equality are due to the physical environment and people's attitudes. Disabled people include those with physical and sensory impairment (difficulties), learning disabilities, mental illness, long term illness all of which are substantial.

With regard to age our focus is on older persons (over 60) and younger people.

With regard to race equality we accept the definition of a racist incident based on recommendation 12 of the Report of the Stephen Lawrence Enquiry; 'A racist incident is any incident which is perceived to be racist by the victim or any other person'.

With regard to sexual orientation we refer to the LGBT community i.e. lesbians, gay, bisexual and transgender people.

With regard to religion we actively support the rights of all to practice their belief /non beliefs equally.

3) Development of the Policy

The policy has been shared with all stakeholders and there is a whole school commitment to the policy through a shared vision and value system.

4) Responsibility for the Policy

The **GOVERNING BODY** is responsible for ensuring that:

- The school complies with all equalities legislation relevant to the school community
- The school's Equalities and Cohesion objective is maintained, updated regularly and published on the school's website
- That procedures and strategies related to the Policy are implemented
- The named Equality Governor will monitor, on behalf of the governing body, all discriminatory/prejudiced-based incidents and ensure that appropriate action is taken in relation to all said incidents.

Positive Action

The Governing Body recognises that the avoidance of discrimination is not sufficient to ensure that equality exists in the school. The Governing Body will therefore give full consideration to measures of positive action which may assist in achieving the aims of this policy.

The Governing Body will not discriminate in favour of individuals from specific groups (positive discrimination), but it will take positive action which enables members of those groups to achieve on an equal basis.

Positive action measures may include:

- encouraging applications from specific groups which are under-represented in the school
- flexible working – promoting the use of job shares and flexible working where operational factors make this possible

Harassment and grievance procedures

Harassment has the effect of destroying dignity and undermining the confidence of employees. It can take many forms including physical contact, bullying, threatening or ignoring someone. It can be a series of offensive remarks or a single incident. It can be behaviour that staff find offensive even if not directed at them or harassment because of perception or association.

The Governing Body is committed to the principles of dignity at work for all its staff in the school. This includes the right to be treated with respect by all managers and colleagues.

The Governing Body will consider any acts of harassment including those on the grounds of age, disability, gender reassignment, marital status and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation, as totally unacceptable and outside the ethos and culture of the school. Any such act by a member of staff against any adult or child will be treated as a disciplinary offence, and action taken accordingly.

The school has procedures to resolve grievances and for the handling of complaints of harassment and bullying at work. The Governing Body is committed to investigate any such complaint. These procedures will be followed carefully and promptly in response to any such complaint.

The **HEADTEACHER and SENIOR LEADERSHIP TEAM** are responsible for:

- Along with the Governing body, providing leadership and vision in respect of equality and diversity
- Overseeing the implementation of the Equalities and Cohesion Policy
- Coordinating the activities related to equality and diversity
- Ensuring that all who enter the school are aware of, and comply with, the Equalities and Cohesion Policy
- Ensuring that staff are aware of their responsibilities and are given relevant training and support
- Taking appropriate action in response to racist incidents, discrimination against persons with a disability and sexual harassment or discrimination against any persons because of their age, sexuality or religion, gender, belief / non belief
- Supporting parents to become involved in their children's education

- Considering and overcoming barriers to parents' involvement (i.e. work commitments, non-resident parents, and lone parents)

All STAFF are responsible for:

- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping
- Not discriminating on grounds of race, disability, or other equality characteristics
- Keeping up to date with equalities legislation by attending training events organised by the school or Local Authority
- Supporting children and educating them in their awareness of Equality within the school community.

All PARENTS/CARERS are responsible for:

- Being aware of, and complying with, the Equalities, Diversity and Inclusion Policy
- Taking an interest and supporting their child's education
- Positively influencing their children's expectations about education as well as their attitudes and behaviour towards other pupils, staff and senior management including the Governors
- Understanding the ethos of the school and becoming involved in school life (i.e. open days, extended services, parents' councils, informal discussions with staff, parent evenings)

All PUPILS are responsible for:

- Not discriminating on grounds of race sexual orientation, religion, belief or non-belief, gender; or other equality characteristics
- Reporting any racist incident or act of discrimination in which they were directly or indirectly involved either in or out of school
- Understanding, valuing and celebrating diversity
- Challenging stereotypes, and prejudices
- Treating others as equals

5) Eliminating discrimination, promoting equality and celebrating diversity

a) Learning and Teaching

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

To do this, teaching and learning will:

- Ensure equality of access for all pupils and prepare them for life in a diverse society
- Use materials that reflect diversity within society in terms of age, race, gender, ability, faith, ethnicity, social condition, cultural background and sexual orientation, without stereotyping
- Develop learning materials and activities that emphasise benefits of having diverse communities, neighbourhoods, schools and groups
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures
- Promote attitudes and values that will challenge discriminatory behaviour
- Strengthen individual and collective skills to deal with change across time and space
- Provide opportunities for pupils to identify shared interests among members of different social groups and categories
- Use a range of sensitive teaching strategies when teaching about different cultural traditions
- Develop pupils awareness so that they can detect bias and challenge discrimination
- Ensure that the PSHE and Citizenship curriculum cover issues of equalities, diversity, human rights and inclusion
- Promote and celebrate the contribution of different ethnic groups to the subject matter in all subject departments, where appropriate
- Seek to involve all parents in supporting their child's education
- Provide educational visits and extra-curricular activities that reflect all pupil groupings

- Take account of the performance of all pupils when planning for future learning and setting challenging targets
- Make best use of all available resources to support the learning of all groups of pupils
- Increase achievement of all pupils in English, Maths, Science and ICT across all stages
- Reduce direct, indirect and institutional discrimination
- Reduce group segregation, disproportion and under/over representation
- Foster social bonding (intra-group relations) and social bridging (inter-group relations) among pupils, workers, staff, parents, carers and families
- Emphasise interconnectedness and interdependence of society members at local, regional, national and global levels
- Facilitate balance between leadership and teamwork among pupils, staff, teachers and governors
- Challenge negative stereotypes and prejudices about leadership/membership to certain groups in relation to specific persons and groups
- Challenge assumptions and expectations about specific lifestyles or identities of certain persons and groups

b) **Personal development and pastoral guidance**

- Staff takes account of disability needs, gender, religious and ethnic differences and the experience and needs of particular groups.
- All pupils are encouraged to consider the full range of career opportunities available to them with no discriminatory boundaries placed on them due to their disability, gender or race as well as their sexual orientation or religion/ belief or non-belief
- All pupils/staff/parents/carers are given support, as appropriate, when they experience discrimination. We also recognise that the perpetrators of discrimination are themselves sometimes victims of their personal circumstances and therefore where appropriate remedial work is done to ensure that the actions do not occur again
- Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community.
- All pupils develop communication, delegation, motivation and supervision skills, particularly those who come from vulnerable, excluded or deprived backgrounds

c) **Curriculum**

- Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes towards equality and diversity
- Pupils will have opportunities to explore concepts and issues relating to identity and equality
- All steps are taken to ensure that all pupils have access to mainstream curriculum by taking into account the cultural and lifestyle backgrounds of all pupils, their linguistic needs and their learning styles
- Provide reasonable means for children, young people their friends and families to have meaningful and continuous interaction with people from different backgrounds, lifestyles and identities
- Provide opportunities to recognise similarities while appreciating, respecting and valuing differences across and between groups
- Challenge perceptions among majority groups about special treatment of minority groups
- Challenge cultural, geographical or generational boundaries of the “community”
- Utilise food, arts, sports and PE as a means to foster participation, engagement, empowerment and consultation
- Utilise case studies to emphasise successful relations among members of different groups, areas, neighbourhoods, nations and countries.
- Foster social bonding (intra-group relations) and social bridging (inter-group relations) among pupils, workers, staff, parents, carers and families
- Facilitate meaningful and continuous interaction between people from all walks of life
- Increase awareness about rights and responsibilities of pupils, their parents and carers as community members, regardless of migratory status and/or nationality
- Remove barriers to access, participation, progression, attainment and achievement
- Emphasise multiple dimensions of equality (opportunities, access, treatment, participation and outcome)

d) **Staff recruitment and professional development**

- All posts are advertised formally and open to a wide pool of applicants
- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality good practice throughout the recruitment and selection process
- Equalities policies and practices are covered in all staff induction
- Facilitate training for staff, teachers, governors and headteachers on community cohesion
- Reduce direct, indirect and institutional discrimination with regards to staff recruitment, training and retention.
- Workforce at all levels reflects local, regional and national diversity

e) **Partnerships with parents/carers and communities**

- All parents/carers are encouraged to participate at all levels in the full life of the school
- We will, as a school, establish and strengthen partnerships with other schools to share good practice, exchange information and foster multicultural, multi-geographical and multi-generational activities
- Members of the local community regularly join in school activities e.g. PTA events.
- The school has a role to play in supporting new and settled communities
- Emphasise equal contribution to society of members from different backgrounds with various lifestyles and identities
- Increase awareness amongst pupils, parents, carers and families about social services at county, district, parish and neighbourhood level
- Foster positive relationships between and within groups of pupils, workers, staff, parents, carers and families
- Establish and strengthen effective approaches to monitor, evaluate, manage and prevent conflict

7) **Putting Policy into Practice**

This Policy has actions that require annual monitoring (see Appendix A). These identify areas for development with clear targets; it identifies staff with responsibility for meeting the targets and a timeline for achieving targets. When appropriate the actions will sit within the school's Development Plan and good practice endorses this.

8) **Monitoring and Reviewing**

Chalfont St Peter Church of England Academy has an ongoing programme of policy review delegated to committees together with an annual safeguarding report.

We regularly review the impact of our policies on the needs, entitlements and outcomes for pupils, staff and parents from the equality strands referred to in this policy. We pay specific attention to the impact that our policies have on the attainment of pupils from different groups.

We make regular assessments of pupils' learning and use this information to track pupils' progress, as they move through the school. As part of this process, we regularly monitor the performance of different groups, to ensure that all groups of pupils are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary. Resources are available to support groups of pupils where the information suggests that progress is not as good as it should be. The governing body receives regular updates on pupil performance information.

School performance information is compared to national data, to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances.

As well as monitoring pupil performance information, we also regularly monitor a range of other information. This relates to:

- Exclusions;
- Incidents of racism, discrimination, sexual harassment and all forms of bullying;
- Parental involvement.
- Attendance

Our monitoring activities enable us to identify any differences in pupil performance. This allows us to take appropriate action to meet the needs of specific groups and to set targets in our strategic plan, in order to make the necessary improvements.

9) Impact Assessments and how this policy relates to other school policies and procedures

We ensure that the commitments embodied in our mission statement for equality apply to the full range of our policies and practices, especially those concerned with:

- Assessment
- Behaviour
- Teaching and learning
- Admissions and attendance
- The curriculum
- Staff recruitment and retention

Each policy, and any other relevant policies as outlined in the specific duties placed upon us by the relevant legislation, will be evaluated and monitored for its impact on pupils, staff, parents and carers from the different groups that make up our school.

Chalfont St peter Church of England Academy Equalities Objectives 2023- 2027
Review

	OBJECTIVE	ACTION TO BE TAKEN	PERSONNEL	TIMESCALE
1.	To continue to promote cultural development and understanding, and respect for diversity through the school curriculum.	<ul style="list-style-type: none"> To actively plan opportunities to celebrate diversity/equality through the whole curriculum. To actively plan opportunities in class and collective worship to raise awareness of more diverse role models and to promote positive attitudes towards people of different ethnic groups/religion etc 	SLT Teachers Governors Pupils	Review termly following curriculum planning
2	To actively close gaps in attainment and achievement between pupils and all groups of pupils.	<ul style="list-style-type: none"> Tracking of attainment and progress for all groups of pupils.To allow for intervention to be put in place when appropriate. Ongoing and targeted Staff training on supporting all pupils through Quality First Teaching to ensure every child has the best outcome. 	SLT SENDCo Teachers Learning Support Assistants Governors	Review termly through itrack data, Learning walks.
3	To ensure that all pupils are given equal opportunities in school. To develop opportunities for Cultural Capital for all children.	<ul style="list-style-type: none"> To ensure that all children have equal opportunities for representation in all activities in school. Monitor pupils' access to extracurricular opportunities including sports clubs and events, seeking to address any inequalities in pupil access to these.l Through the school newsletter, social media and website promote the cultural capital opportunities available for children in school. Review election processes for pupil groups e.g Wings, Peer Mentors, Sports Leaders, House Captains ensuring all groups of pupils have equitable opportunities to contribute and that groups are representative of our school community. 	SLT SENDCo Teachers Governors Parents Pupils	Review Termly

4	<p>To encourage representation and participation of all members of the school community</p> <p>Recognising that the school has an opportunity to model empowerment of all groups including disabled, ethnic, religious and socially and economically disadvantaged groups</p>	<ul style="list-style-type: none"> • Take a proactive and considered approach to the recruitment of Governors who are representative of the pupil population and/or community. • Seek to recruit the best staff we can for the school whilst also recruiting staff representative of the pupil population and/or community. • Support individuals and community groups to express their views on matters affecting themselves and their community. 	<p>SLT Governors PTA</p>	<p>Review when each new appointment is advertised and recruited for.</p>
5	<p>To encourage higher levels of parent and pupil engagement.</p> <p>To review levels of parental and pupil engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement.</p>	<ul style="list-style-type: none"> • Encourage the widest participation in PTA activities. • Analysis of parent attendance at events and planning for targeted underrepresented groups. • Improve communication with parents with a commitment to sharing information regarding our commitment to equality in school and examples of this in action. 	<p>SLT Teachers Governors PTA</p>	<p>Review Termly</p>