TOLWORTH SCHOOL
Happy children, successful learners

Tolworth School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Single Equality and Cohesion Scheme

Governors' Committee / Responsible Member of Staff	Caroline Brooker (Clerk to the Governors) / Children, Families and Community Committee
Status	Statutory
Review Cycle	Every 4 years
Date written	May 2018
Date of last review	June 2022
Date of next review	June 2026

Tolworth School

Single Equality and Cohesion Scheme

1. **Mission Statement**
2. **Introduction**
3. **Aims**
4. **Implementation**
5. **Mainstreaming equality into policy and practice**
6. **Consultation and involvement**
7. **Roles and Responsibilities**
8. **Tackling discrimination**
9. **Monitoring and evaluating**
10. **Publishing**

1. Mission Statement

We aim to engage our pupils, their families, our staff, governors and the wider community as partners in learning. Together, we raise pupils' aspirations and provide them with the skills to:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well being

Our inclusive ethos enables every child to flourish academically, personally and as one of our community. We provide a supportive, stimulating and positive learning environment within an atmosphere of shared trust, honesty, caring and respect. Our high expectations for behaviour are consistently respected and fulfilled.

We believe that the cultural, religious and social diversity represented by all members of our community enriches and enhances our educational provision and is at the heart of all we do. Our whole community learns to respect the rights of others and their right to learn undisturbed. Alongside this we promote the need to develop personal responsibility.

It is our belief that every child is entitled to a rich, broad and exciting curriculum, extending beyond the school day, which sets high expectations, develops independent and academic potential and promotes emotional, physical and social well being. Personal, Social, Citizenship and Health Education (PSCHE) is integral to our practice.

Our children reach their potential through personalised provision and high quality teaching, supported by positive relationships and excellent partnerships with parents, carers and our local community.

We are committed to ensuring equality of opportunity for all pupils, staff, parents, carers and those using our facilities or receiving services from our school, irrespective of race, gender and sexual identity, disability, faith/religion, age or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to our school feel proud of their identity and able to participate fully in school life. We encourage positive attitudes and interactions, mutual respect and a shared sense of belonging. We will tackle discrimination through the positive promotion of equality, creating an

environment which champions respect for all. We believe that diversity is a strength, which should be respected and celebrated by all those who learn in, teach in and visit our school.

2. Introduction

The Equality Act 2010 provides a single, consolidated source of discrimination law. It introduced a single Public Sector Equality Duty which came into effect in April 2011. Schools cannot unlawfully discriminate because of race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment.

We understand that we can only promote equality effectively through eliminating discrimination and harassment. Through our Single Equality Scheme we seek to ensure that all members of our school community and all other people through their contact with our school are treated equally.

3. Aims

Through this scheme we aim to:

- Promote equality and eliminate unlawful discrimination for pupils, staff, parents, carers and others using school facilities or receiving services.
- Make it clear that equality and diversity are embedded in all of our school's policies and practice.
- Promote community cohesion.

By community cohesion, we mean working towards a society in which:

- There is a common vision and sense of belonging by all communities.
- The diversity of people's backgrounds and circumstances is appreciated and valued.
- Similar life opportunities are available to all.
- Strong and positive relationships exist and continue to be developed in the workplace, in our school and in the wider community.

We are committed to promoting community cohesion across:

- Our school community – the pupils it serves, their families and school staff.
- The geographical community within which our school is located – the people who live or work in that area and other schools in our development cluster.
- The UK community - all schools are by definition part of this community.
- The global community – formed by EU and international links.

We want all of our pupils to:

- Experience a broad and balanced curriculum.
- Develop lively enquiring minds and a love of learning.
- Be independent learners.
- Develop skills for participation and challenge assumptions.
- Have high self esteem.
- Be self-disciplined and courteous.
- Be successful and have their achievements celebrated.
- Feel safe.
- Value and care for others and their environment.
- Develop respect for religious and moral values and tolerance towards ways of life which differ from their own.

- Understand the world in which they live, human rights and the interdependence of individuals, groups and nations.
- Become responsible citizens and positive contributors to the international community.

We want all of our staff to:
- Contribute to high standards of teaching and learning.
- Develop professionally.
- Feel valued and supported.
- Be successful.
- Have job satisfaction.
- Enjoy a healthy work-life balance.

We want all of our parents and carers to:
- Feel welcome in school.
- Work in partnership with teachers and staff.
- Be well informed through two-way communication and 'transparency'.

We want all of our governors to:
- Work as friends and partners of our school.
- Know our school and staff well.
- Offer constructive advice.
- Promote our school in the wider community.

We want our wider community to:
- Feel welcome in school.
- Develop good relations with our school.
- Broaden our horizons.

4. Implementation

Our Single Equality and Cohesion Scheme will be implemented through three key areas of our practice:
- 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.

Teaching, learning and curriculum

We will ensure a high standard of teaching and learning that promotes common values and builds pupils' understanding of the diversity that surrounds them, recognising similarities and appreciating different cultures, faiths, ethnicities and socio-economic backgrounds. Opportunities for discussing issues of identity and diversity will be integrated across the curriculum.

We will maintain a learning environment in which all pupils:
- Feel safe, valued and respected and develop a strong, positive sense of belonging.
- Enjoy the right to full, active participation in school life, knowing that their views and ideas are taken very seriously and where their voice is heard.

We will ensure that all pupils enjoy opportunities to:

- Learn about the Rights of the Child and the responsibilities that these rights imply.
- Develop pride in their own identity and learn about and develop respect for the identities of other learners, of groups in the local community, of groups in the wider UK and in the wider world.
- Have frequent opportunities to collaborate with others, sharing experiences, ideas and perspectives.
- Develop a strong understanding and appreciation of what all human beings hold in common as well as respect for differences.
- Develop skills of critical thinking, including the ability to recognise and challenge myths and stereotypes about people and places and to appreciate how people may see things from different viewpoints.
- Develop the ability to empathise with the feelings and experiences of others, including those from different backgrounds from themselves.
- Develop skills of mediation and conflict-resolution.
- Develop understanding of community and diversity through first hand cultural experiences that reflect and celebrate the diversity within UK society.
- Develop a positive vision of a diverse, just and equitable society.
- Develop the skills of democratic decision-making.
- Learn about their own community, UK society including communities which contrast with their own and global society, including the challenges faced by these communities.
- Learn about the major world faith traditions as well as non-religious moral world views, including the commonalities across faiths and world views as well as the diversity within individual faith traditions.
- Learn about how inward and outward migration has shaped UK society and how movement of people has been an enduring feature of human history.

Equity and excellence

Our school has a commitment to securing high standards of attainment for all pupils ensuring that pupils are treated with respect and supported to achieve their full potential.

We will ensure that all pupils develop their abilities and talents to the full and enjoy equality of opportunity to participate fully in the life of our school through:

- Ensuring that we have full and accurate knowledge of the backgrounds of our children and their families, using this knowledge to inform our provision.
- Regularly monitoring and evaluating the academic, personal and social development of each child and of all the diverse groups that are represented in our school, taking effective steps where necessary to address underperformance and any differences in outcomes across groups.
- Using assemblies, classroom time and meetings of staff and governors to maintain a high profile of our commitment to equality of opportunity and social inclusion.
- Monitoring incidents of prejudice, bullying and harassment and addressing these.
- Ensuring that all stakeholders are aware of our commitment to equity for all, of our procedures for promoting these principles and for dealing with infringements.
- Ensuring that all stakeholders have confidence in our arrangements for tackling all forms of bigotry, racial and other prejudice, discrimination, bullying and harassment.
- Regularly monitoring patterns of discipline, including exclusions, by pupil group and taking any action necessary to ensure equity and inclusion.
- Promoting the value of linguistic diversity and celebrating the diverse language skills of our school community, including heritage languages.
- Taking steps to enable pupils to encounter a range of positive role models including those that do not conform to stereotypes of age, gender, ethnicity, disability and social class.

Engagement and ethos

Our school is fully committed to promoting cohesion within our local community, the wider UK community and global community.

We will:

- Ensure our core values and vision of inclusion and equality are regularly communicated to the whole school community and the wider local community.
- Ensure that as a school we have full and accurate knowledge of the backgrounds of our children and their families and of the main socio-economic features of our local community and its relationship with wider UK society, using this knowledge to inform our provision.
- work together with community representatives, for example through mentoring schemes or bringing community representatives into school to work with the pupils, ensuring that pupil voice is heard and able to effect change.
- Ensure that all pupils have opportunities to engage with members of their local community, from contrasting parts of the UK and from countries around the world, reflecting the diversity of these communities.
- Maintain strong links and multi-agency working between our school and other local agencies, such as the youth support service, the police and social care and health professionals.
- Ensure that our school is aware of changing patterns of migration into and from our local community and takes steps to engage with and support groups that are new to our community.
- Take rigorous steps to ensure that all parents and carers regard our school as open, welcoming and accessible and explore all possible ways of engaging all parents and carers and involving them in the life of the school e.g. coffee mornings, curriculum evenings, parent and child courses and family liaison work.
- Ensure provision of extended services, in particular bringing people together from different backgrounds, through parenting and family support e.g. adult and family learning, ICT and English for Speakers of Other languages (ESOL) classes and community use of facilities for activities that take place out of school hours.

The aims of this scheme will be achieved strategically by aligning an Equality and Cohesion action plan with school priorities identified in our School Improvement Plan. Equalities targets and actions are embedded in existing school policies and practice, including procedures for regular monitoring and review.

Our school is committed to being a model employer and this scheme therefore outlines how the duties relating to recruitment and employment practices will be met. We will develop appropriate support and training and make it available for all staff, including governors, to develop their practice in equalities and diversity work.

5. Mainstreaming equality into policy and practice

As well as the specific actions set out in this scheme, our school operates equality of opportunity in its day to day practice in the following ways.

Admissions and Exclusions

Our admission arrangements are fair and transparent and do not discriminate on race, gender, disability or socio-economic factors. Exclusions will always be guided by our school's Positive Behaviour & Anti-Bullying Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

Employer Duties and Equal Opportunities for Staff

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce. All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free from discrimination. We ensure that, wherever possible, the staffing of our school reflects the diversity of our community.

6. Consultation and involvement

It is a requirement that the development of this scheme and the actions within it have been informed by the input of staff, pupils, parents, carers and disabled service users. We have achieved this by using the following to shape our scheme:

- Feedback from the annual parent/carer questionnaire, parents' evening, parent-school forum meetings, feedback slips.
- Drop in sessions and informal meetings.
- Feedback from service users.
- Input from staff surveys or through staff meetings/INSET.
- Feedback from the school council, PSCHE lessons, whole school surveys on children's attitudes to self and school (PASS).
- Issues raised in annual reviews or reviews of progress on Individual Education Plans/Personalised Provision Maps, mentoring and support.
- Feedback at Governing Body meetings.
- School Improvement planning meetings.

7. Roles and Responsibilities

The role of the Governing Body:

The Governing Body has set out its commitment to equal opportunities in this scheme and it will continue to do all it can to ensure that our school is fully inclusive to pupils and stakeholders and responsive to their needs based on race, gender and disability.

The Governing Body will:

- Seek to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender, disability or other factors.
- Take all reasonable steps to ensure that our school environment gives access to people with disabilities and also strive to make school communications as inclusive as possible for parents, carers and pupils.
- Welcome all applications to join our school, regardless of socio-economic background, race, gender or disability.
- Ensure that no child is discriminated against whilst in our school on account of their race, sex or disability or other factors.

The role of the Headteacher

The Headteacher will:

- Implement the school's Single Equality and Cohesion Scheme, supported by the Governing Body.
- Ensure that all staff are aware of the Single Equality and Cohesion Scheme and that teachers apply these guidelines fairly in all situations.

- Ensure that all appointments panels give due regard to this scheme, so that no-one is discriminated against when it comes to employment or training opportunities.
- Promote the principle of equal opportunity when developing the curriculum, and promote respect for other people and equal opportunities to participate in all aspects of school life.
- Treat all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

The role of all staff: teaching and non-teaching

All staff will:

- Ensure that all pupils are treated fairly, equally and with respect and will maintain awareness of the school's Single Equality and Cohesion Scheme.
- Strive to provide material that gives positive images based on race, gender and disability and challenges stereotypical images.
- Challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the Headteacher.
- Support the work of other staff and encourage them to intervene in a positive way against any discriminatory incidents.

8. Tackling discrimination

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within our school environment. All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping and to support the full range of diverse needs according to a pupil's individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher/Headteacher where necessary. All incidents are reported to the Headteacher and racist incidents are reported to the Governing Body and Local Authority on a termly basis.

What is a discriminatory incident?

Harassment on grounds of race, gender, disability, sexual orientation or other factors, such as socio-economic status, can take many forms. A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as 'any incident which is perceived to be racist by the victim or any other person'.

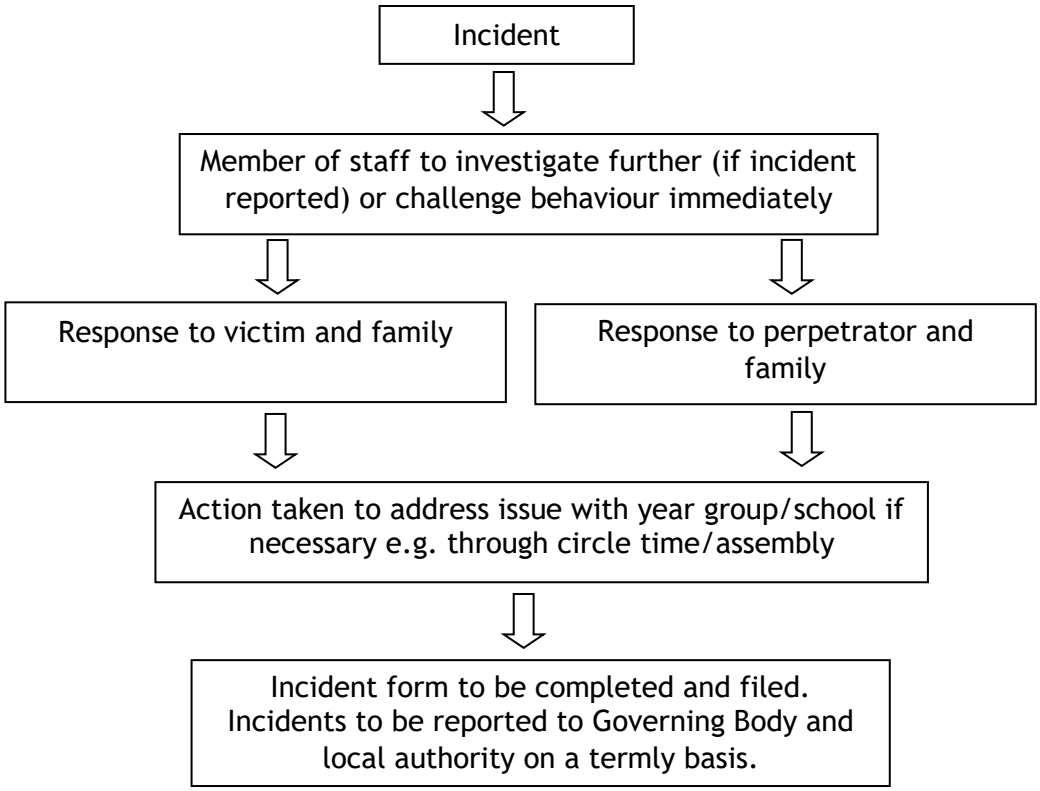
Types of discriminatory incident

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation, gender or socio-economic status.
- Use of derogatory names, insults and jokes.
- Racist, sexist, homophobic or discriminatory graffiti.
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia.
- Bringing discriminatory material into school.
- Verbal abuse and threats.
- Incitement of others to discriminate or bully due to victim's race, disability, gender, sexual orientation or socio-economic status.
- Discriminatory comments in the course of discussion.
- Attempts to recruit others to discriminatory organisations and groups.
- Ridicule of an individual for difference e.g. food, music, religion, dress etc.

- Refusal to co-operate with other people on grounds of race, gender, disability, sexual orientation or socio-economic status.
- Exclusion from groups and games.
- Unwanted looks or comments.

Responding to and reporting incidents

It should be clear to pupils and staff how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school. A suggested procedure for responding and reporting is outlined below:



9. Monitoring and evaluating

A range of information, including quantitative and qualitative data, will be used to monitor and evaluate the implementation of the action plan and the impact on all groups. This will include:

- Pupil attainment and achievement.
- Access to the curriculum and subject areas.
- Exclusions from school.
- Exclusions from areas of the curriculum, including school trips and extra-curricular activities.
- Behaviour, rewards and consequences.
- Analysis of racist incident report forms.
- Feedback from consultations with parents, carers, pupils, governors and the Local Authority.
- Parent/carer engagement in learning.
- Parent/carer attendance at parents' evenings.
- Staff recruitment, retention and career development.
- Applicants for employment, training and promotion.
- Staff satisfaction.

- Flexible working arrangements.
- Sexual and sexist harassment.
- Grievance and disciplinary procedures.
- Pay Policy and staff structure.
- Extended services.
- Equality Impact Assessments.
- OfSTED reports on our school's educational provision and standards.

Data will be used to inform the next action plan, ensuring that the commitment to equalities and cohesion goes from policy to practice. Progress through the scheme will be monitored by the Senior Leadership Team and Governing Body alongside the School Improvement Plan.

10. Publishing

Schools are required to publish information to demonstrate how they are complying with the Public Sector Equality Duty (PSED) and to prepare and publish equality objectives. Any published information must be updated at least annually and objectives must be published at least once every four years.

Published information does not necessarily have to be statistical data and can include policies and minutes of Governing Body meetings.

The Single Equality and Cohesion Scheme and other relevant school policies will be published on the school websites, with hard copies available on request.

Annual information on compliance with the PSED will be published on the school websites.

The school will seek to raise awareness through the school newsletter, in assemblies and staff meetings.

We will make all communications available in additional formats as requested, including, but not restricted to, large print and languages other than English.

This policy was approved by the Governing Body's Children, Families and Community Committee on 10th May 2018 and reviewed on 30th June 2022.