

# CROSSHALL JUNIOR SCHOOL

## EQUALITY & COMMUNITY COHESION POLICY



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# EQUALITY AND COMMUNITY COHESION POLICY

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## THE LEGISLATIVE FRAMEWORK

### **Spiritual, Moral, Social and Cultural (SMSC) Development and Fundamental British Values**

Section 78 of the Education Act 2002 requires maintained schools to promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society.

Since 2014, schools have been required to promote Fundamental British Values as part of SMSC development.

Fundamental British Values are defined as:

- democracy;
- the rule of law;
- individual liberty;
- mutual respect and tolerance of those with different faiths and beliefs. The Department for Education (DfE) has produced guidance for maintained and independent schools:
- Department for Education (2014), *Promoting fundamental British values as part of SMSC in schools: Departmental advice for maintained schools*.  
[www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/380595/SMSC\\_Guidance\\_Maintained\\_Schools.pdf](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf)
- Department for Education (2014), *Improving the spiritual, moral, social and cultural (SMSC) development of pupils: supplementary information – Departmental advice for independent schools, academies and free schools*.  
[www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/380396/Improving\\_the\\_spiritual\\_\\_moral\\_\\_social\\_and\\_cultural\\_\\_SMSC\\_\\_development\\_of\\_pupils\\_supplementary\\_information.pdf](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380396/Improving_the_spiritual__moral__social_and_cultural__SMSC__development_of_pupils_supplementary_information.pdf)

### **The Prevent Duty**

Section 26 of the Counter Terrorism and Security Act 2015 has imposed a duty on schools to demonstrate 'due regard to the need to prevent people from being drawn into terrorism.'

This duty is known as the Prevent Duty.

The Home Office and DfE have both produced guidance for schools as to what this due regard should look like.

1. HM Government (2015), *Prevent Duty Guidance: for England and Wales*.  
[www.gov.uk/government/publications/prevent-duty-guidance](http://www.gov.uk/government/publications/prevent-duty-guidance)
2. Department for Education (2015), *The Prevent duty. Departmental advice for schools and childcare providers*.  
[www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/439598/prevent-duty-departmentaladvice-v6.pdf](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmentaladvice-v6.pdf)

The guidance states that work with young people should take place under the existing duties to promote SMSC development and community cohesion, as well as be embedded in the curriculum.

## Community Cohesion

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty on the governing bodies of maintained schools to promote community cohesion.

Community cohesion is defined as work that ensures that:

*'all pupils understand and appreciate others from different backgrounds with a sense of shared values,  
fulfilling their potential and feeling part of a community, at a local, national and international level.'*

**Ofsted** no longer makes a specific inspection judgement on community cohesion, but it remains a statutory duty for schools and is stated as one of the avenues through which schools can meet their Prevent duty in the Home Office statutory guidance.

## Universal Values

The Department of Children, Schools and Families (DCSF) non-statutory guidance on community cohesion is still available:

DCSF (2007), Guidance on the duty to promote community cohesion.  
<http://webarchive.nationalarchives.gov.uk/20130401151715/http://www.education.gov.uk/publications/eOrderingDownload/DCSF-00598-2007.pdf>

## The Public Sector Equality Duty

Section 149 of the Equality Act 2010 states that all public bodies, including schools, are required to have due regard to the need to:

- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Act;
- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

## United Nations

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.

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## Guiding principles

1. In fulfilling the legal obligations referred to above and summarised in Appendix A, we are guided by seven principles.

### **Principle One: All learners are of equal value**

We see all learners and potential learners as of equal value:

- whether or not they are disabled

- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whichever their gender.

### **Principle Two: We recognise and respect diversity**

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate, but are differentiated, as appropriate, to 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, women and men are recognised.

### **Principle Three: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging**

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, women and men, and an absence of sexual harassment

### **Principle Four: Staff recruitment, retention and development**

Policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, sexual orientation, age, national origin or national status
- whichever their gender.

### **Principle Five: We aim to reduce and remove inequalities and barriers that already exist**

In addition to avoiding or minimising possible negative impacts, 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.

### **Principle Six: We consult widely**

People affected by a policy or activity should be consulted and involved in the design of new policies, and in the review of existing ones. We involve:

- disabled people as well as non-disabled
- people from a range of ethnic, cultural and religious backgrounds
- both women and men, and girls and boys.

### **Principle Seven: 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:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- both women and men, girls and boys.

### **Action Plans**

2. We recognise that the actions resulting from a policy are what make a difference.
3. Each year we draw up an action plan within the framework of the overall school improvement plan, setting out the specific actions and projects we shall undertake to implement the principles above.
4. Our current action plan is set out in Appendix B.

### **The curriculum**

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

### **Ethos and Organisation**

6. We ensure that the principles listed above apply also to the full range of our policies and practices, including those that are concerned with:
- learners' progress, attainment and assessment
  - learners' 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.
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### **Addressing Prejudice and Prejudice-Related Bullying**

7. The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties:
- prejudices 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, refugees and people seeking asylum
  - prejudices reflecting sexism and homophobia.
8. There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with.
9. We take seriously our obligation to report regularly to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they were dealt with.

### **Roles and Responsibilities**

10. The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and strategies are implemented.
11. The School Improvement Committee has a watching brief regarding the implementation of this policy.
12. The Head Teacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

13. A senior member of staff has day-to-day responsibility for co-ordinating implementation of the policy.
14. All staff are expected to:
  - promote an inclusive and collaborative ethos in their classroom
  - deal with any prejudice-related incidents that may occur
  - identify and challenge bias and stereotyping in the curriculum
  - support pupils in their class for whom English is an additional language
  - keep up-to-date with equalities legislation relevant to their work.

### **Information and Resources**

15. We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and parents.
16. 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.

<http://www.teachernet.gov.uk/wholeschool/Communitycohesion/communitycohesionresourcepack/>

### **Religious Observance**

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

### **Staff Development and Training**

18. 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.

### **Breaches of the Policy**

19. 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 Head Teacher and governing body.

### **Monitoring and Evaluation**

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

21. In particular we collect, analyse and use data 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.
22. To review good practice we make use of a range of auditing schedules.
23. The Equality Act 2010 requires schools to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other evidence.
24. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages.
25. We will regularly review the progress we are making to meet our equality objectives.

### **Equality Objectives 2017 – 2021: Creating Learning without Limits**

Our equality objectives are:

- ④ To promote spiritual, moral, social and cultural development through all appropriate curricular and extra-curricular opportunities . We aim to meet this objective with particular reference to issues of equality and diversity.
- ④ To reduce prejudice and increase understanding of equality through direct teaching across the curriculum
- ④ To move beyond deterministic notions of fixed ability and to model teaching and learning behaviours that avoid labelling
- ④ To narrow the gap between boys' and girls' attainment in writing and maths
- ④ To narrow the gap between pupil premium children and the cohort in maths and English
- ④ To promote cultural development and understanding through a rich range of experience, both in and beyond the school
- ④ To eradicate prejudice related bullying in relation to the protected characteristics listed in the Equality Act 2010
- ④ To tackle prejudice and promote understanding in relation to people with disabilities

## **APPENDICES**

Appendix A: Summary of legislative requirements

Appendix B: Current action plan – part of the School Improvement Plan

Appendix C: Summary of relevant data about the composition of the school and about achievement data broken down by disability, ethnicity and gender

Appendix D: Useful documents, websites and contacts



## Appendix A: Summary of legislative requirements

This document has been produced taking account current and relevant legislation:

- Equal Pay Act 1970
- Sex Discrimination Act 1975
- Race Relations Act 1976 as amended in 2000
- Disability Discrimination Act 1995 as amended in 2005, Disability Equality Duty (2005)
- Human Rights Act 2000
- Sex Discrimination (Gender Reassignment) Regulations 1999
- Race Relations (Amendment) Act 2000
- Curriculum 2000, which incorporates a statement on inclusion, 'Providing effective learning opportunities for all children'
- Special Educational Needs and Disability Act 2001
- Code of Practice for Schools 2002
- The Employment Equality Act 2003
- Curriculum 2000, which incorporates a statement on inclusion, 'Providing effective learning opportunities for all children'
- The Children Act 2004
- Equality Act 2006
- Education and Inspections Act 2006 (Duty to promote community cohesion)
- Schools Admission Code of Practice 2007
- Single Equality Scheme (SES) for 2009-10

Alongside the legislative framework, there is a range of community cohesion guidance including:

- Commission on Integration and Cohesion, *Our shared future* (June 2007)
- Communities and Local Government, *Community Cohesion Education Standards for Schools* (2004)
- Local Government Association, *Community Cohesion – an action guide*, LGA guidance for local authorities (2004)
- Communities and Local Government, *Community Cohesion: Seven Steps – A Practitioners Toolkit*, Home Office and ODPM (2005)
- Communities and Local Government, *Building a Picture of Community Cohesion* (2003)
- Communities and Local Government, *Strong and Prosperous Communities – the Local Government White Paper* (2006)

## Appendix B: Current Action Plan

Major Strategy Themes	Nature of Direction / Activity	Key Outcomes 2016-17	Cost	Person with Oversight
Equality and Community Cohesion	Maximise Parental Engagement Community Cohesion	<ul style="list-style-type: none"> <li>a. Future Me: parents and community engage with the programme of careers advice and children's accreditation</li> <li>b. The revised format for Parents' Consultations aids partnerships and understanding: children and parents contributing more to the sessions: parents and children more aware of strengths and weakness; parents clearer about targets and how to support their children; parents and children more accountable; improved organisation and time keeping – all creating positive impression of the school</li> <li>c. #AskCJS session begin – improved communication between school and parents regarding new projects</li> <li>d. Crosshall Junior Close Up introduced – weekly magazine</li> <li>e. Crosshall Junior Connects refreshed – monthly magazine</li> <li>f. Letters Friday – refined communication</li> <li>g. Rotary Awards remain</li> <li>h. Eighth Christmas Carol Service</li> <li>i. Activities in each year group continue to involve parents/carers and grandparents</li> <li>j. Father and Mother's Day lunches continue</li> <li>k. Asset mapping - teachers to make use of the community's skills</li> <li>l. Parents/Carers' views sought at least each term and acted upon as appropriate</li> </ul>	<p style="text-align: center;">H time AH time TL time Admin time School Comms</p>	<p style="text-align: center;">PIC Leaders Head Teacher Assistant Headteachers</p>

		<p>m. PIC Groups – parent groups led by middle leaders reviewed</p> <p>n. Majority of parents/carers involved in school events – 100% of parents attend parent consultations</p> <p>o. Mother and Father’s Day lunches to continue</p> <p>p. 95% of parents use School Comms</p> <p>q. Mid-Year Reports, Annual Reports, and Year Three Baseline report refreshed</p> <p>r. Website – up-to-date</p> <p>s. Twitter and Facebook utilised by the majority of parents</p> <p>t. Twitter used to keep parents up-to-date with residential trips</p> <p>u. Open Day – over one-hundred families attend</p>		
	Improved provision for identified children with behavioural difficulties	<p>a. New behaviour programme introduced – staff CPD, parent communication, governors consulted – all children understand</p> <p>b. Play Therapist continues afternoon sessions</p> <p>c. Learning Mentor begins work in January 2017 – improved support for individuals and families</p> <p>d. Room for Learning Mentor’s work built and furnished</p> <p>e. Sensory circuits used for individuals with programme on IAP</p> <p>f. Lunchtimes have improved provision – dressing-up box, less football</p> <p>g. Soft Starts Trial is successful – calmer beginning to the day</p> <p>h. Play houses researched</p> <p>i. Restorative Approach to behavioural issues used by staff ensures improved provision and strategies</p>	<p>TA time – out of allocated budget</p> <p>H &amp; AH time</p> <p>Learning Mentor – 2 x 3.5 hours per week</p> <p>Play Therapist – 1 x 2 hours per week</p>	<p>SENDCO</p> <p>Head</p> <p>Teacher</p> <p>Assistant</p> <p>Headteachers</p>

	UN Rights Respecting School Award	<ul style="list-style-type: none"> <li>a. Revised programme of assemblies relates to whole school themes</li> <li>b. MP and magistrates attend Q&amp;A sessions</li> <li>c. Award researched and application submitted</li> </ul>	<p>Year Six teacher x 0.5 day Assistant Headteacher Cost of Award</p>	Head Teacher
	Equality	<ul style="list-style-type: none"> <li>a. Children more aware of significant individuals who have fought for equality across the world</li> <li>b. SEND children supported through IAPs &amp; EHCPs</li> <li>c. Equality Act observed when recruiting and retaining staff</li> </ul>	<p>SENDCo Head Teacher Bursar</p>	Head Teacher
	Individual Liberty	<ul style="list-style-type: none"> <li>a. Effective e-safety curriculum taught</li> <li>b. Human rights explored through assemblies and the curriculum</li> <li>c. Revised programme of clubs delivered with more children included (PP children's subs paid)</li> <li>d. Four residential trips improve children's self-knowledge and confidence in their own abilities</li> <li>e. Oracy curriculum develops children's skills to express their opinions and respond appropriately to others – further staff CPD</li> </ul>	<p>IT Leader time English Leader time Admin time</p>	Head Teacher
	Tolerance of Beliefs and Mutual Respect	<ul style="list-style-type: none"> <li>a. Anti-bullying display effectively used for reference by children and staff</li> <li>b. New display case housing RE resources placed in the Library for children and staff</li> <li>c. Celebration events promoted</li> <li>d. Improved record keeping through the new Behaviour Policy enables tracking of events &amp; parents contacted</li> <li>e. Time given to talk about acceptable and unacceptable behaviour</li> <li>f. Staff challenge stereotypes as arise</li> </ul>	<p>Assistant Headteachers' time RE Leader time All staff time</p>	Head Teacher

## **Appendix C: Summary of relevant data about the composition of the school and about achievement data broken down by disability, ethnicity and gender**

Crosshall Junior School, Academy Trust, is much bigger than most junior schools and is open plan in layout. It is situated in the residential ward of Eaton Ford, St Neots. Whilst serving the immediate area, the school also attracts families from outside the locale. Some children travel from Eaton Socon, Eynesbury, Staughton, Wyboston, Paxton, St Neots and Papworth. 40% of children come from outside the immediate catchment area.

The majority of children come from white backgrounds although the school is becoming more diverse in its social, economic and cultural mix. The school was originally built as a two-form entry junior school and has now grown to four forms of entry.

The learners at Crosshall Junior are central to the culture of continual improvement.

As a school, we pride ourselves on the welcoming, calm, physically attractive and safe environment. Leadership at all levels has had a significant impact on the development of the school's rich, inclusive, innovative learning environment.

The development of distributed leadership in all departments of the school has been central to developing the culture of rigorous and visionary school improvement.

The views of children, parents, staff, governors and members of the wider school community are sought and, wherever possible, acted upon.

## **Appendix D: Useful documents, websites and contacts**

Universal Values 2016

Responding holistically to the requirement to promote Fundamental British Values  
+ Further Activities and Ideas

Equaliteach & NASUWT

[www.equaliteach.co.uk](http://www.equaliteach.co.uk)

Our Shared Future

(Commission on Cohesion and Integration, 2007)

<http://image.guardian.co.uk/sys->

[files/Education/documents/2007/06/14/oursharedfuture.pdf](http://image.guardian.co.uk/sys-files/Education/documents/2007/06/14/oursharedfuture.pdf)

Disability Equality

Implementing the Disability Discrimination Act in schools  
and early years settings (ref. 0160-2006DOC-EN)

DfES Publications, PO Box 5050, Sherwood Park,  
Annesley, Nottingham NG15 0DJ

Promoting disability equality in schools

(DfES 2006, PPSLS/D35/1206/13)

Gender Equality

For detailed guidance on developing, gender equality objectives  
and a gender equality scheme, see:

The Gender Equality Duty and schools:

Guidance for public authorities in England (ISBN 978 1 84206 025 4)

Arndale House, Arndale Centre, Manchester M4 3EQ

[www.eoc.org.uk](http://www.eoc.org.uk)

For further information relating to the Gender Equality Duty,  
including a model gender equality scheme for employment,  
see [www.epm.co.uk](http://www.epm.co.uk)

Race Equality

Code of Practice on the duty to promote race equality (statutory)

The duty to promote race equality: a guide for schools (non-statutory)

The Commission for Racial Equality (CRE) documents above are  
available from the Equality and Human Rights Commission's website:

[www.equalityhumanrights.com](http://www.equalityhumanrights.com)

The Specialist Schools network, led by the Specialist Schools and Academies Trust,  
with advice and information available at:

<https://www.ssatuk.co.uk/>

The Global Gateway to educational partnerships between schools and colleges  
across the world:

<https://schoolsonline.britishcouncil.org/Global-Gateway>

Resources available through the Training and Development Agency for Schools (TDA) website at <https://www.tda.uk/> including:  
Extended Schools Core Offer - Community Access and Extended Schools

Cambridgeshire Race Equality and Diversity Service (CREDS)  
Cambridge Professional Development Centre (CPDC)  
Foster Road  
Trumpington  
Cambridge  
CB2 9NL  
Telephone: 01223 703 882