

# CROSSHALL JUNIOR SCHOOL

## EQUALITY & COMMUNITY COHESION POLICY



PUBLISHED: SUMMER 2021  
REVIEW DATE: SUMMER 2025

# EQUALITY, DIVERSITY AND COMMUNITY COHESION POLICY

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## Legal duties

1. We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.
2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
3. 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.

## Guiding principles

4. In fulfilling the legal obligations referred to above we are guided by nine principles.

### **Principle One: all learners are of equal worth**

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

- whether or not they are disabled;
- whatever their race;
- whatever their sex and gender identity;
- whatever their religious or non-religious affiliation or faith background;
- whatever their sexual orientation.

### **Principle Two: we recognise and respect difference**

Treating people equally does not 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 barriers and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made;
- race;
- sex;
- gender identity;
- religion, belief or faith background;
- sexual orientation.

### **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 discrimination, harassment and victimisation of disabled people;
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, nationality, national origin, religion, belief or faith background, and an absence of racist and religiously motivated bullying and incidents;
- mutual respect and good relations between sexes, and an absence of sexual harassment and harassment, discrimination and victimisation because of sex;
- mutual respect and good relations between pupils, parents and carers regardless of sexual orientation, and an absence of discrimination and victimisation because of sexual orientation;
- positive attitudes towards transgender people and an absence of discrimination, harassment and victimisation because of gender identity.

### **Principle Four: we observe good equalities practice in staff recruitment, retention and development**

We ensure that policies and procedures 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 race;
- whatever their belief or faith background;
- whatever their sex and with full respect for legal rights relating to pregnancy and maternity;
- whatever their gender identity;
- whatever their sexual orientation;
- whatever their status with regards to marriage and civil partnership.

### **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;
- sexes;

- cisgender and transgender people;
- heterosexual, lesbian, gay, romantic and bisexual people;
- older and younger people.

### **Principle Six: we consult 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:

- disabled people as well as non-disabled;
- people from a range of ethnic, cultural and religious and non-religious backgrounds;
- people of different sexes;
- lesbian, gay and bisexual people as well as heterosexual people;
- transgender people as well as cisgender people;
- older and younger people.

### **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 and non-religious backgrounds;
- people of different sexes;
- lesbian, gay and bisexual people as well as heterosexual people;
- transgender people as well as cisgender people;
- older and younger people.

### **Principle Eight: we base our policies and practice on sound evidence**

We collect and publish quantitative and qualitative information, which shows our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010 and use this information to inform our practice.

Evidence related to equality is integrated into our self-evaluation documentation.

### **Principle Nine: we work towards measurable equality objectives**

We create and publish specific and measurable equality objectives, based on the consultations we have conducted and the evidence that we have collected and published.

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

Our equality objectives are devised in consultation with school governors and integrated into the school improvement plan.

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

### **The curriculum**

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

### **Ethos and organisation**

6. We ensure that the principles listed in paragraph four 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 wellbeing;
  - teaching styles and strategies;
  - admissions and attendance;
  - staff recruitment, retention and professional development;
  - care, guidance and support;
  - behaviour, discipline and exclusions;
  - safeguarding;
  - working in partnership with parents, carers and guardians;
  - working with the wider community.

### **Addressing prejudice-related incidents and bullying**

7. The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in paragraphs one to three:
  - prejudices around disability and special educational needs;
  - racism, including prejudice directed against Travellers, refugees and people seeking asylum;
  - prejudices against religious groups and communities, for example antisemitism and Islamophobia;
  - sexism, homophobia, biphobia and transphobia.
8. All suspected prejudice-related incidents should be identified, assessed, recorded and dealt with using the updated pink/red form. All incidents must be reported to the Head or Assistant Head who will make the ultimate decision regarding action and logging. If the event is deemed to be prejudicial, then the LA is informed by the office team.
9. We keep a record of prejudice-related incidents, including the type of incident, seriousness and how the incident was 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 action plans are implemented.

11. A member of the governing body 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. All of SLT and line-managers have 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;
  - plan and deliver curricula and lessons that reflect the principles in paragraph four, above;
  - 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 their parents and carers.
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. (Also see Appendix D)

### **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, language, nationality national origin; religion; and sex.

## **APPENDICES**

Appendix A: Glossary

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:

<b>Glossary</b>	
<b>Antisemitism</b>	Antisemitism is a certain perception of Jews, which may be expressed as hatred toward Jews. Further information <a href="#">here</a> .
<b>Biphobia</b>	Prejudice or negative attitudes, beliefs or views about bisexual people
<b>Cisgender</b>	Someone whose gender identity is the same as the sex they were assigned at birth.
<b>Disability</b>	A physical or mental impairment, which has a substantial and long-term adverse effect on someone's ability to carry out normal day-to-day activities
<b>Discrimination</b>	<p>This can be direct: When someone is treated less favourably than another person or other people because:</p> <ul style="list-style-type: none"> <li>• they have a protected characteristic</li> <li>• someone thinks they have that protected characteristic (discrimination by perception)</li> <li>• they are connected to someone with that protected characteristic (discrimination by association)</li> </ul> <p>Or indirect: There is a policy that applies in the same way for everybody but disadvantages a group of people who share a protected characteristic</p>
<b>Gender identity</b>	Someone's internal sense of their own gender, whether man, woman or some other gender. This may or may not align with their assigned sex.
<b>Gender reassignment</b>	If someone is proposing to undergo, is undergoing or has undergone a process (or part of a process) to change sex and/or gender. This might involve medical intervention, but it can also mean changing names, pronouns, dressing differently and living in their self-identified gender.
<b>Harassment</b>	Harassment is unwanted offensive behaviour directed at someone because they have a protected characteristic, are perceived to have a protected characteristic or are associated with someone with a protected characteristic.
<b>Homophobia</b>	Prejudice or negative attitudes, beliefs or views about lesbian, or gay people
<b>Islamophobia</b>	Islamophobia is rooted in racism and is a type of racism that targets expressions of Muslimness or perceived Muslimness. Further information <a href="#">here</a> .
<b>Prejudice-related incident</b>	Any incident which is perceived to be prejudice-related by the victim or any other person.
<b>Race and ethnicity</b>	Includes skin colour, nationality and ethnic or national origins.
<b>Racism</b>	Prejudice or negative attitudes, beliefs or views about someone based on their skin colour, nationality, ethnic or national origin



<b>Reasonable adjustments</b>	<p>Taking reasonable steps to remove disadvantages faced by disabled people by:</p> <ul style="list-style-type: none"> <li>• changing provisions, criteria or practices</li> <li>• changing or removing a physical feature or providing a reasonable alternative way to avoid that feature</li> <li>• providing auxiliary aids</li> </ul>
<b>Religion or belief</b>	<p>Religion is a formalised system of belief that aims to relate humanity to spirituality. Beliefs included are philosophical beliefs, which are considered to be similar to a religion.</p> <p>We include people who have no religion or a lack of belief.</p>
<b>Sex</b>	Whether someone is male, female or intersex
<b>Sexism</b>	Prejudice or negative attitudes, beliefs or views about someone based on their sex
<b>Sexual orientation</b>	Who someone is emotionally, mentally, and physically attracted to in relation to their sex/gender, this includes heterosexual, lesbian, gay, bisexual, pansexual and asexual
<b>Transgender</b>	An umbrella term to describe people whose gender identity differs from what is typically associated with the sex they were assigned at birth.
<b>Transphobia</b>	Prejudice or negative attitudes, beliefs or views about transgender people including refusal to accept their gender identity
<b>Victimisation</b>	<p>Treating someone badly because they are:</p> <ul style="list-style-type: none"> <li>• making a claim or complaint of discrimination;</li> <li>• helping someone else to make a claim by giving evidence or information;</li> </ul> <p>Or because they intend to do so.</p>

## Appendix B: Equality Review

Nature of Direction / Activity	Key Outcomes September 2019 to May 2021	Cost	Oversight
<p><b>Maximise Parental Engagement Community Cohesion</b></p>	<p>a.Future Me: parents and community engage with the programme of careers advice and children’s accreditation in higher numbers than previous year or continues to run during the COVID pandemic</p> <p>b.Parents’ Consultations format revised to meet the pandemic restrictions, using SchoolCloud. PCLRs continue to aid partnerships and understanding: improved organisation and time keeping – all creating positive impression of the school</p> <p>c.#AskCJS session – improved communication between school and parents regarding new projects</p> <p>d.Crosshall Junior Close Up – weekly magazine</p> <p>e.Crosshall Junior Connects refreshed – monthly magazine</p> <p>f. Letters Friday – refined communication</p> <p>g.Rotary Awards remain</p> <p>h.Twelfth Christmas Carol Service postponed due to pandemic</p> <p>i. Activities in each year group involving parents/carers and grandparents were paused in March 2020 due to restrictions</p> <p>j. Father and Mother’s Day lunches were paused</p> <p>k. Parents/Carers’ views sought at least termly and acted upon as appropriate (Emails, Questionnaire, #AskCJS)</p> <p>l. Majority of parents/carers involved in school events</p> <p>m. 100% of families use ParentMail</p> <p>n. Mid-Year Reports, Annual Reports, and Year Three Baseline report refreshed</p> <p>o.Website – up-to-date</p> <p>p.Twitter and Facebook utilised by the majority of parents. Use of Instagram explored</p> <p>q.Twitter used to keep parents up to date with residential and day trips (Trips were cancelled post March 2020)</p> <p>r. Open Day – postponed</p>	<p>H time AH time HY time Admin time School Comms</p>	<p>PIC Leaders Head Teacher Assistant Headteachers</p>

	<p>s. Open Week – postponed</p> <p>t. Pamphlet outlining communication for families with SEND children revised and refreshed</p>		
<p><b>Improved provision for identified children with behavioural difficulties</b></p>	<p>a. Introduction of Ten Habits (Prof Steve Peters) – ARK promoted (Ambition, Resilience and Kindness)</p> <p>b. Behaviour programme revised v4 – staff CPD, parent communication, governors consulted – all children understand</p> <p>c. CPD for all teachers and teaching assistants – work informed by Prof Steve Peters</p> <p>d. Increased Learning Mentor provision – improved support for individuals and families</p> <p>e. Two Learning and Wellbeing Mentors appointed</p> <p>f. Great Ouse and Hail Weston Rooms used as bases for LWM work</p> <p>g. Eynesbury Room no longer bookable so struggling students may have a base</p> <p>h. Riverside and Priory Park Rooms built to allow Y3 students to have calm spaces to work</p> <p>i. Lunchtimes have improved provision – dressing-up box, less football, additional resources</p> <p>j. Soft Starts – calmer beginning to the day</p> <p>k. Summer House and Log Cabin used to house increased lunchtime programmes – Tinkering Club, Cup Stacking (Paused due to staffing needs)</p> <p>l. Restorative Approach to behavioural issues used by staff ensures improved provision and strategies</p> <p>m. Kindest School in the World status ('World Record')</p> <p>n. Anti-Bullying Council – new membership</p> <p>o. Friendship Bench – whole school event to mark the work of the Anti-Bullying Council</p> <p>p. Peer Mediators – trained and in post</p> <p>q. Anti-Bullying Week celebrated</p> <p>r. Invited to contribute to a book: 'Maximising Emotional Wellbeing and Improve Mental Health'</p>	<p>TA time – out of DS budget</p> <p>H &amp; AH time</p> <p>Learning Mentor – 2 x 22 hours per week</p> <p>Site Officer's time</p>	<p>SENDCo</p> <p>Head Teacher</p> <p>Assistant Headteachers</p>

<p><b>IQM Inclusion Award – Centre of Excellence</b></p>	<p>a. Application submitted and assessment during Summer – received <b>Flagship Status</b> for second time in Autumn 2021 (Only school in East of England)</p>	<p>SENDCo x 2 days Assistant Headteacher HY Head Teacher time Cost of Award</p>	<p>Head Teacher</p>
<p><b>Equality</b></p>	<p>a. Revised programme of assemblies relates to whole school themes b. Magistrate attended Q&amp;A sessions c. Children more aware of significant individuals who have fought for equality across the world d. SEND children supported through IAPs &amp; EHCPs e. Equality Act observed when recruiting and retaining staff f. CPD for staff explored and introduced in 2020 – 21 (EqualiTeach) g. PIC group established to explore diversity and equality at Crosshall h. Reviewed uniform and hair expectations – joined Halo i. Reviewed Library provision – ordered more diverse books</p>	<p>SENDCo Head Teacher Finance Assistant</p>	<p>Head Teacher</p>
<p><b>Individual Liberty</b></p>	<p>a. Effective e-safety curriculum taught and refreshed with the introduction of Interland b. E-safety lessons enhanced due to increased use of IT during pandemic c. Human rights explored through assemblies and the curriculum d. Revised programme of clubs delivered with more children included (FSM children's subs paid) – paused during pandemic e. Four residential trips improve children's self-knowledge and confidence in their own abilities - paused (Parent survey – Summer 2021) f. Oracy curriculum develops children's skills to express their opinions and respond appropriately to others – further staff CPD. Heightened emphasis on use of curriculum vocabulary g. Introduction of BlgAsk – national survey - students offering opinions</p>	<p>IT Leader time English Leader time Admin time</p>	<p>Head Teacher</p>

<p><b>Tolerance of Beliefs and Mutual Respect</b></p>	<ul style="list-style-type: none"> <li>a. Anti-Bullying Week celebrated across all classes</li> <li>b. Anti-bullying display effectively used for reference by children and staff</li> <li>c. New display case housing RE resources placed in the Library for children and staff – not yet established</li> <li>d. Celebration events promoted and continued during pandemic – revised format</li> <li>e. Improved record keeping through the revised Behaviour Policy enables tracking of events &amp; parents contacted. Audits continue</li> <li>f. Time given to talk about acceptable and unacceptable behaviour</li> <li>g. Staff challenge stereotypes as arise – Future Me ...</li> <li>h. Provision revised for transitioning students and staff CPD received</li> <li>i. Introduced Halo Code</li> </ul>	<p>Assistant Headteachers' time RE Leader time All staff time</p>	<p>Head Teacher</p>
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## 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. 52% 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.

Number on roll	459	Number of students with statement or EHCP plan	11	Children with SEND	Y3 – 21 Y4 – 18 Y5 – 18 Y6 – 17 <b>74</b>
Percentage of students from out of catchment	52	Number of Disadvantaged Students	55	Percentage of EAL	5
Number of LAC students	3	Most recent OfSTED grade	2	Sept – July '20 teaching staff turnover	1/21
EAL	42	Number of Languages other than ENG	22		

## Appendix D: Useful documents, websites and contacts

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

In Equilibrium: several resources (Equality and Diversity)

<https://www.in-equilibrium.co.uk/equality-diversity-resources/>

Equality and Human Rights Commission

Disability Discrimination

<https://www.equalityhumanrights.com/en/advice-and-guidance/disability-discrimination#:~:text=The%20Equality%20Act%20also%20protects,time%20off%20for%20medical%20appointments.&text=This%20is%20discrimination%20arising%20from%20the%20little%20boy's%20disability>

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

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

DfE: Equality and Diversity Guidance

<https://www.gov.uk/government/organisations/department-for-education/about/equality-and-diversity>

Halo Collective

<https://halocollective.co.uk/>

Cambridgeshire Race Equality and Diversity

<https://www.cambridgeshire.gov.uk/residents/children-and-families/schools-learning/education-your-rights-and-responsibilities/race-equality-and-diversity>