



Equalities and Cohesion Policy

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1. Introduction

The Local Governing Body (LGB) of Princes Risborough School is committed to the principle of equality of opportunity for all in employment and in the provision of teaching and learning. We take pride in our increasingly diverse community and all the cultural richness that it brings with it.

This statement outlines our commitment to equality and diversity. It sets out our intention to create an environment in which everyone in our school community can take full part in the social and cultural life of the school. It also sets out our commitment to promote equality and diversity among our students, their families and our staff.

2. Legislative Context

Statutory requirements applying:

- Equality Act 2010 [replaces all previous anti-discrimination acts]
- Public sector equality duty came into force on 5th April 2011

This policy has been developed in response to the Equality Act 2010 and replaces previous policies relating to race, gender and disability equality. It has been designed to help the school meet the duty to:

- (a) Eliminate unlawful discrimination, harassment, victimisation and other prohibited conduct;
- (b) Advance equality of opportunity between those who have a protected characteristic and those who do not;
- (c) Foster good relations between those who share a protected characteristic and those who do not.

3. Statement of Intent

We respect and value the diversity which exists in our wider community. We are committed to challenging attitudes that promote discrimination surrounding issues relating to race, disability, religion or belief, sexual orientation, gender, age, gender reassignment, non-binary identification and pregnancy or maternity. We will endeavour to ensure respect for all and equip all students for life in a culturally diverse society.

Our commitment to tackling discrimination and promoting equality of opportunity and good relations across all aspects of school life will be demonstrated through:

- Creating an ethos in which all students and staff feel valued and secure;
- Creating an ethos where diversity and difference are celebrated;
- Eliminating discrimination and other conduct that is prohibited by the Act;
- Encouraging, supporting and helping all students and staff who share protected characteristics to reach their potential;
- Fostering good relations across all characteristics, - between people who share a protected characteristic and people who do not.

4. Protected Characteristics

The Equality Act defines nine protected characteristics, of which the following are potentially applicable to the school community (students, parents, staff and governors) are:

- Age (as an employer but not applicable to students)
- Disability
- Gender reassignment
- Race
- Pregnancy and maternity
- Religion or belief
- Sexual orientation
- Marriage and civil partnership (as an employer but not applicable to students)
- Sex, and sexual orientation

There are three Core responsibilities for Governors, Leadership and members of staff in relation to the promotion of equality and cohesion at Princes Risborough School:

4.1 How we advance opportunity.

4.2 How we foster good relations.

4.3 How we are performing in relation to the equalities duty

4.1 How We Advance Opportunity

- We monitor student achievement by race, gender, age, ethnicity, ability, social background, FSM and disability and any trends or patterns in the data that may require additional action to narrow the gap are addressed.
- The talents of disabled students are recognised and represented in all programmes, and representation on the programmes fully reflects the school population in terms of race and gender.
- There is an inclusive approach to ensuring all students are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council, House assemblies etc.
- We will collect and analyse evidence and data on students' attendance and participation by race, gender and disability and use this to inform strategies to raise achievement.
- We will support disabled students in the period of transition between primary and secondary school to ease the stress of moving and increase familiarity with new surroundings.

4.2 How We Foster Good Relations

- We provide opportunities for students, families and the wider school community to interact through various events to build positive relationships and, especially through our cross-curricular days, to learn about and from all cultures.
- All staff are aware of the school's Public Sector Equality Duty.
- Extended school activities and Enrichments take into account student needs and students attending them reflect the diversity of the school population in terms of race, gender, disability and socio-economic status.
- Staff, students, parents and carers will continue to be involved in the future development of the Public Sector Equality Duty through input and feedback from surveys, staff meetings, Student Voice, Diversity Group, parents' evenings etc.
- Encourage all parents to participate in the life of the school.
- Maintain good channels of communication ensuring parents' views are captured to improve practice.

4.3 How We are Performing in Relation to the Equalities Duty

- We keep accurate records when possible or appropriate, of the protected characteristics of our students and employees.
- We analyse our data to ensure that we act upon any concerns in relation to the protected groups and regularly report this information to Governors.
- We record and report any incidents of bullying which include racist, religious hatred, homophobic or transphobic bullying and have a clear procedure for dealing with these.

- The Leadership Team is committed to identifying underperformance, closing gaps, setting challenging targets for all and this is reflected in the school's ethos and values.
- We take seriously and pay due regard to equality issues when decision making and in any subsequent changes what we may make.
- We provide training to all staff in relation to dealing with bullying and harassment incidents and have an Anti-bullying policy which reflects our practice.
- We have a SEND Policy which outlines the provision we make for pupils who may need support for learning or pastoral needs.
- We have clear admissions procedures and policies in place which conform to the expectations laid out by the Admissions Code.
- We actively promote equality and champion diversity through our curriculum, tutor programme, assemblies and cross-curricular days.
- We ensure that all appointments, promotion and training opportunities are conducted with due regard to equality.
- We promote positive images which reflect the diversity of the school and community in terms of race, gender and disability, for example in assemblies, books, publications and learning materials and in classroom or corridor displays.
- We help our students to understand others and value diversity.
- We promote shared values, awareness of human rights and how to apply and defend them.
- We develop skills of participation and responsible action through assemblies, Form Time, PSHE and Citizenship as well as cross-curricular days.

5. Policy Review

Quality assurance, review and recommendations for any revision of this policy will occur through the regular cycle of meetings of the Senior Leadership Team and be reported on to Governors through the link governor with responsibility for equality, diversity and inclusion.

6. Pregnancy and Maternity

We do not discriminate against people on the grounds of pregnancy and maternity/paternity in the recruitment and employment of staff. As a community we seek to support pregnancy and maternity/paternity equality with the whole school community.

7. Religion and Belief

As members of a multi-cultural, multi-faith society we value and respect all religions and beliefs and recognise that people of religion and belief may experience discrimination and harassment.

8. Sexual Orientation

We do not collect data on the sexual orientation of our students. However, as a school we are aware that there may be a number of equality issues for lesbian, gay, bisexual, non-binary and transgender students.

9. Information on Other Groups of Students

Ofsted inspections look at how schools help “all students to make progress, including those whose needs, dispositions, aptitudes or circumstances require additional support”.

10. How We have Due Regard for Equality

The information provided in this document demonstrates that we give careful consideration to equality issues in everything that we do. Our aim is to eliminate discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010.

The following information is a summary of how we are aware of this particular requirement and how we respond to it. Please contact us or visit our website, if you require further information and would like to see copies of any of our School policies.

- As a school, we are aware of the requirement of the Equality Act 2010 and understand that it is unlawful to discriminate, treat some people less fairly or put them at a disadvantage.
- We try to keep an accurate record, when possible and appropriate, of the protected characteristics of our students and employees.
- We have a Staff Code of Conduct which addresses issues about being respectful and professional in behaviour to all staff and students.
- We have a School Behaviour for Learning Policy that ensures that all students are both rewarded and sanctioned appropriately, and is viewed fairly and positively by the staff and students alike.
- We have an Anti-Bullying Policy and deal promptly and effectively with all incidents and complaints of bullying and harassment.
- We have a curriculum provision that is highly positive, offering memorable experiences and rich opportunities that contribute very well to students’ spiritual, moral, social and cultural development.
- Our Equal Opportunity Policy covers the school’s employees (permanent, temporary, casual, part-time and those on fixed term contracts), job applicants and individuals such as agency staff and consultants, and volunteers who are not employees, but who work at the school. We observe and implement the principles of equal opportunities and non-discrimination in our employment practices.
- Our Admission Policy adheres to the guidelines as set by the Admissions Code and is strictly followed.
- Our Complaints and Resolutions Procedure sets out how we deal with any complaints relating to the school and can be accessed online or obtained at the main reception.

- We have a Special Education Needs and Disability Policy that outlines the provision the school makes for students with special education needs. The policy was devised in light of the revised Code of Practice 2014.
- The school has an E-Safety Policy that takes all E-safety issues very seriously. Through assemblies and lessons, students and staff are made aware of suitable internet conduct.
- Through our Personal, Social, Health and Economic (PSHE) curriculum, we work hard to eliminate discrimination, harassment and victimisation through its broad range of areas of study within its curriculum.
- We have a comprehensive curriculum that addresses Spiritual, Moral, Social and Cultural development (SMSC) through the teaching of PSHE and the tutor time programme. Students are encouraged to think about their responsibilities to the world in which they live. Students are encouraged to broaden their understanding of the beliefs, cultures and faiths of others.
- We have a vibrant and well-represented student voice that ensures that students have a direct voice to discuss matters that relate to their concerns and overall well-being in school and immediate environment. The Student Council is strong and articulate, contributing to whole school decision making with students.
- In line with the 2010 Equality Act we recognise the desirability of linguistic diversity in school but would encourage all staff-student interactions to be in English unless there is a sound educational reason for this not to be the case, for example in a MFL lesson. We would expect such interactions to be within an established framework and line managers to be aware.

Under the **Equality Act 2010**, we are required to have due regard to the need to advance equality of opportunity and foster good relations. This includes steps we are taking to tackle disadvantages and meet the needs of particular individuals and groups of students.

11. How We Advance Equality of Opportunity for Disabled Students:

- We support disabled learners by meeting their individual needs, e.g. we provide 1:1 withdrawal lessons with specialist learning support staff. Additionally, Individual Programmes of Study are devised to address students' learning needs and to enable access to mainstream curriculum, e.g. through adapted resources, multisensory learning programmes for students with specific learning difficulties, etc.
- We take steps (reasonable adjustments) to ensure that disabled students are not put at a disadvantage compared to other students, through our team of committed LSAs and we support students in class in order to promote access to the curriculum.
- External specialist teachers (e.g. for ASD, visual impairment or hearing impairment) provide INSET for teaching staff to ensure that teachers are supported in providing effective provision and teaching materials for students with SEND issues as part of the graduated approach outlined in the SEND 2014 Reform to support SEND students in lessons.
- Textbooks and teacher hand-outs are adapted (re-typed and enlarged, or brailled) for students with visual impairment. Specialised laptops and software are also provided.

- Students with SEND issues, and their parents, are encouraged to contribute to their statutory annual review documentation. Students have the opportunity to identify strategies/resources/staff which help them get on better and identify areas where they still require support. These comments are added to the Person Centred Learning Plan (PCLP) which is then distributed to all of the student's subject teachers to aid in their planning and teaching.

12. Ethnicity and Race (including EAL learners)

In recent years, the changing nature of the intake is reflected in an increasing percentage of EAL students in some year groups.

13. Our EAL Challenges

Our EAL challenges are as follows:

- Ensuring high achievement and expectations for EAL students who are relatively new to English and accelerating language learning by a variety of provisions.
- Ensuring the well-being and enjoyment of EAL students attending our school.
- We work hard to involve parents and families, e.g., consultation and support evenings for parents or particular student groups are arranged.
- We encourage all students to become involved in student forums and promote diversity on the student council body.

14. How We Advance Equality of Opportunity for EAL students:

- We monitor the attainment and progress of all our students by race and ethnicity through the data analysis of regular gradecards and internal assessments, e.g. exam analysis also includes breakdown according to race and ethnicity.
- We set targets to improve the attainment and progression rates of all students. We monitor APs carefully to ensure that EAL students are making the expected progress and put interventions in place when this is not the case.

15. How We Foster Good Relations and Promote Community Cohesion:

The School's Development Plan reflects our desire to be an inclusive community where differences in culture, social background, faith and gender are valued and celebrated. All school policies, procedures and practices are rooted in these values.

- Students form strong relationships across the ethnic groups. Student groupings – formal and informal – show students working well across different social and ethnic backgrounds.
- All ethnic groups achieve well. Without any group appearing disadvantaged indicates that discrimination is not an inhibiting factor.
- Very low levels of Racial Incidents are reported but all are taken seriously and dealt with effectively.
- The School Equality, Diversity and Inclusion Lead, working in association with the Senior Leadership Team, explores and addresses issues of community cohesion.
- The PSHE & tutor time programme covers areas of personal integrity, human rights, mutual understanding and respect for all faiths.

16.1 Staff and Governors will:

- Actively promote equality of opportunity in all areas of school life.
- Ensure that members of the school community know their rights, and respect the rights of others. Aim to ensure that prejudice or discrimination in all its forms is actively rejected.
- Raise awareness of equality issues for all members of the school community, and through our links with the local community.
- Establish strategies to ensure equal access to the curriculum and enable each individual to fulfil their potential regardless of ability, gender, race, disability, religion or sexual orientation.

16. Practice and Policy

Equality and diversity principles based on the above aims will be embedded in our daily practices, policies and the processes of decision-making, including:

- Admissions, induction and attendance;
- Students' progress and achievement;
- Students' personal development and wellbeing, particularly in relation to safeguarding;
- Parental involvement;
- Working with the wider community;
- Behaviour management;
- Staff recruitment and professional development;
- Curriculum access and participation and
- Teaching styles and strategies.

17. Policy Commitments

17.1 Curriculum

We aim to provide all our students with the opportunity to succeed. To achieve this we will ensure that:

- Curriculum planning reflects a commitment to equality.
- The curriculum prepares students for life in a diverse society and uses opportunities to reflect the background and experience of students and their families in the school.
- There will be opportunities in the curriculum to explore concepts and issues related to identity and equality.
- Attitudes and values that celebrate and respect diversity and challenge discriminatory behaviour and language are promoted wherever possible.
- Images and materials used in the delivery of the curriculum positively reflect a range of cultures, identities and lifestyles.

17.2 Progress and Achievement

There are consistently high expectations of all students regardless of age, gender, ethnicity, ability, social background and sexual orientation. To secure the best possible outcomes:

- Staff will be expected to provide positive role models in their approach to all issues relating to equality of opportunity.
- The particular needs of individuals and groups within the school will be identified, and targeted interventions used to narrow gaps in achievement.
- A range of teaching methods will be used throughout the school to ensure that effective learning takes place at all stages for all students.
- All students are actively encouraged to engage fully in their own learning.

17.3 School Ethos and Culture

- We aim to achieve an ethos of inclusion, openness and tolerance which welcomes everyone to the school community and encourages mutual respect.
- Reasonable adjustments will be made to ensure access for students, staff and visitors (including parents) with disabilities (this not only includes physical access, but takes account wider access to school information and activities).
- Students' views are actively encouraged and respected and students are given an effective voice through the School Council and arrange of other leadership opportunities.
- Positive role models are used throughout the school to ensure that different groups of students feel welcomed and included.
- Fundamental British Values explored in Form Time and through posters around the school encourage a culture of inclusion and one of challenging hatred and discrimination.
- Effective Holocaust education through Assemblies, PSHE, History and curriculum reference to Fundamental British Values encourages a culture of inclusion and an awareness of the potential results of a failure to address discrimination and hatred.

17.4 Staff Recruitment and Professional Development

- All posts are advertised formally and open to the widest pool of applicants.
- Those involved in recruitment and selection are appropriately trained and aware of the need to avoid discrimination and ensure equality of opportunity.
- Equalities policy and practice is covered in all staff inductions.
- Employment policy and procedures are reviewed regularly to check conformity with legislation and the impact of policies are kept under regular review.

17.5 Countering and Challenging Harassment and Bullying

The school:

- Counters and challenges all types of discriminatory behaviour and this stance is made clear to staff, students, parents and governors.
- Has a clear, agreed procedure for dealing with prejudice-related bullying incidents and has a nominated member of staff responsible for recording and monitoring incidents.
- Reports to Governors and the Local Authority on an annual basis the number of prejudice-related incidents recorded in the school.

17.6 Partnerships with Parents and the Wider Community

- The school aims to work in partnership with parents. We will:

- Encourage all parents to participate in the life of the school.
- Maintain good channels of communication, ensuring parents' views are captured to inform practice.

18. Roles and responsibilities

The **Head of School and Leadership Team** will:

- Oversee the effective implementation of the policy.
- Ensure staff have access to training which helps to implement the policy.
- Report to the LGB annually on the effectiveness of this policy.
- Keep up to date with any development affecting the policy or actions arising from it.

The **Governing Body** will:

- Ensure that the objectives arising from the policy are part of the School Development Plan.
- Support the Head of School and the Leadership Team in implementing the policy.
- Evaluate and review the policy every three years and the equality objectives annually.

Students will be:

- Involved in the further development of the policy and objectives.
- Encouraged to actively support the policy and expected to act in accordance with it.

Parents will be:

- Encouraged to actively support the policy.
- Informed of any incident related to this policy which could directly affect their child.

School staff will be:

- Made fully aware of the Equality Policy and the Equality Objectives and how they relate to them.
- Involved in the further development of the policy and objectives.
- Encouraged to actively support the policy and expected to act in accordance with it.
- Encouraged to make known any queries or training requirements.

19. Equality Objectives 2022-26

Equality Objectives are required to be set every four years. The objectives and how we plan to fulfil them will be reviewed annually in a separate document entitled "Equalities Objectives".

20. Monitoring and Evaluation

The implementation of this policy and objective will be monitored and evaluated by the LGB. The policy will be reviewed every three years and the objectives will be reviewed annually.

22. Version Control

Date	Circulation	Amendments to previous version