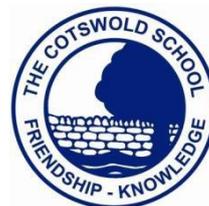


THE COTSWOLD SCHOOL POLICY DOCUMENT

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| Policy: | Equality and Diversity |
| Policy Ref: | CSP 46 |
| Version Number: | 3.0 |
| Date: | June 2017 |
| Review Date: | June 2019 |
| Authorised by: | Governing Body |
| Updated by: | Mr T Redding & Ms C Roffe |



Aims and values

The Cotswold School seeks to provide a happy and outward-looking environment, within which all our pupils work hard to realise their full potential academically, personally and socially. We aim to prepare our pupils for their adult lives by helping them develop the skills and attitudes needed for them to become confident, articulate, thoughtful and contributing members of society.

Each individual is valued and respected for who they are irrespective of age, race, sex, ability, status or social background. The School is wholly committed to eliminating unlawful discrimination, promoting equal opportunities and fostering good relations in all areas of school life. We are mindful of our legal responsibilities under the Equality Act (2010), but our commitment is based not upon legal obligation, but on a conviction that valuing the individual, celebrating diversity and unlocking the potential of all learners are the very purpose of education

Guiding principles

- All members of The School are of equal value
- We recognise and respect difference
- We foster positive attitudes and relationships, and a shared sense of cohesion and belonging
- We observe good equalities practice in staff recruitment, retention and development
- We aim to reduce and remove inequalities and barriers that already exist
- We consult and involve widely
- We base our practices on sound evidence
- We formulate and publish specific and measurable objectives, based on consultation and the evidence we have collected.

The curriculum

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the guiding principles set out above.

Ethos and organisation

We ensure our guiding principles apply to the full range of our policies and practices, including those that are concerned with:

- pupils' progress, attainment and achievement
- pupils' 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.

Addressing prejudice and prejudice-related bullying

The School is opposed to all forms of prejudice which stand in the way of fulfilling our legal duties, including:

- 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, migrants, refugees and people seeking asylum
- prejudices reflecting sexism and homophobia.

We will take action to prevent, challenge and eliminate any such behaviour.
(Ref: SMSC Policy and Anti-Bullying Policy)

Roles and responsibilities

The Governing Body is responsible for ensuring that the school complies with legislation, and that this policy and its related objectives and action plans are implemented.

The Principal 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.

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 guiding principles set out above
- support pupils in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work.

Our pupils/students will:

- be expected to act in accordance with the Policy
- be encouraged to actively support the Policy

Information and resources

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.

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.

Monitoring and evaluation

We collect, study and use quantitative and qualitative data relating to this policy. ,In particular we collect, analyse and use data in 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.

This policy is written and administered with due regard to our duty and commitment as a school to consider all aspects of equality and diversity.

(19/06/2017)

ratified by Governors and
signed as such by The Chair of Governors