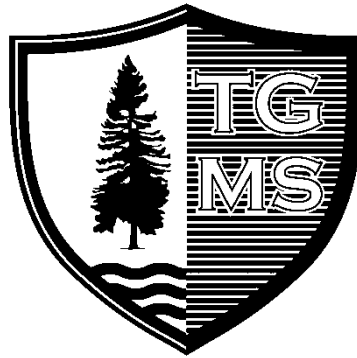




## BUCKINGHAMSHIRE COUNCIL

### Equality and Cohesion Policy and Objectives Tylers Green Middle School



This policy was adopted on: Spring 2025

The policy is to be reviewed by: Spring 2028

## 1. Introduction

The governors and school staff are committed to removing barriers which could impede learning, development or participation within our school. It is intended to eliminate discrimination, advance equality of opportunity and foster good relations. It reflects the legal duties set out in the Equality Act 2010 and non-statutory guidance set out by the government in May 2014.

This policy on Equality and Cohesion reflects the school's legal obligation and duty to devise Equality Schemes for Disability, Race and Gender. This policy is written in the context of

- *The National Curriculum 2000*
- *The Race Relations (Amendment) Act 2000*
- *The Children Act 2004*
- *Gender Equality Duty Code of Practice 2007*
- *Schools Admissions Code 2009*
- *The Equality Act 2010*
- *Keeping Children Safe in Education 2024*

At Tylers Green Middle School (TGMS), we are committed to eliminating discrimination and giving all our pupils every opportunity to achieve the highest standards. Within this ethos of achievement, we do not tolerate bullying and harassment of any kind. We actively tackle discrimination against those with a disability (ableism), racial discrimination including discrimination based on religion or belief / non-belief, sexual (orientation) harassment and discrimination, gender re-assignment, pregnancy or maternity, breastfeeding discrimination and promote equal opportunities and good relations between and amongst all.

We aim to ensure that the school promotes the individuality of all our pupils, irrespective of ethnicity, sexual orientation, disability, gender, gender reassignment, religion, belief / non-belief or background. We are committed to ensuring that positive action is taken where necessary to redress the balance of inequality that may exist.

Based on this, our school's admissions policy is equally open to pupils of all groups. Within the context of the school, we aim to positively transform individual and shared circumstances, perceptions, attitudes and relations. We aim to reflect the diversity of our local community and society and ensure that the education we offer reduces the chances of social divisions and parallel lives by recognising, celebrating and valuing different backgrounds, lifestyles and identities.

As outlined in our British Values and Assemblies Policy and PSHE and RSHE Policy, we uphold fundamental British Values and will endeavour to ensure that all children learn these as part of a broad and diverse curriculum (see below). Through our work on preventing radicalisation and extremism (both violent and non-violent) we will engage with our school community to enhance community cohesion.

Our Child Protection Policy and Online Safety Policy reflects our commitment to ensuring our school is a safe place for all. We believe that these commitments are as important in the context of a school with limited ethnic diversity as well as in a school with a diverse population whatever that diversity may be.

## 2. Our School

Tylers Green Middle School is a mixed, Junior (Key Stage 2) maintained school of 256 pupils. We have two forms of entry and most of our pupils join the school from our feeder school, Tylers Green First School. The school enjoys close working relationships with parents and families.

Please see attached a link to the latest information about our pupil population:

<https://www.compare-school-performance.service.gov.uk/school/110303/tylers-green-middle-school>

## 3. Aims and Values

TGMS aims to provide an environment in which everyone flourishes, achieves and feels valued. We aim to stimulate and motivate our pupils and give everyone an education that realises their full potential and prepares them for a life in modern Britain.

The values of TGMS are focused around our vision – ***“Be yourself, be anything. We are the future”***

- **Respect:** be respectful of each other, be respectful of the environment
- **Try:** be ready to rise to the challenge, be ready to learn from mistakes
- **Share:** be willing to share our knowledge, be willing to work together
- **Proud:** be proud of who we are, be proud of what we achieve
- **Enjoy:** be creative and have fun, be kind to those around us

At TGMS, we aim to promote equal access to the full range of opportunities that the school provides for all regardless of ability, gender, culture, background or beliefs. We aim to counter stereotyping as portrayed through the media and social media channels on the grounds of gender, creed, ability, race

or background.

The Equality Act specifically excludes the curriculum from the equality duty. However, the delivery of the curriculum is not excluded. TGMS is able to include a full range of issues, ideas and materials in its syllabus, and to expose pupils to thoughts and ideas of all kinds, however challenging or controversial, without fear of legal challenge based on a protected characteristic.

However, the school will ensure that how issues are taught does not subject individual pupils to discrimination. An example of such discrimination would be: Girls are not allowed to do design technology or boys are discouraged from doing food technology. This is not intrinsic to the curriculum itself but to how education is made available to pupils.

Following national curriculum guidance will also ensure that the age of pupils is not used in a discriminatory way and that all learning activities and opportunities are age-appropriate. The use of reasonable adjustments may result in children being presented with differentiated activities and opportunities and these will be to support the education of the individual and should not be viewed as discriminatory.

#### **4. General Policy**

Equality and cohesion influence and guide all areas of TGMS life.

##### **Teaching and Learning**

- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect diversity within society in terms of age, race, gender, ability, faith, ethnicity, social condition, cultural background and sexual orientation, without stereotyping;
- Develop learning materials and activities that emphasise the benefits of having diverse communities, neighbourhoods, schools and groups;
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- Promote attitudes and values that will challenge discriminatory behaviour;
- Strengthen individual and collective skills to deal with change across time and space;
- Provide opportunities for pupils to identify shared interests among members of different social groups and categories;
- Use a range of sensitive teaching strategies when teaching about different cultural traditions;
- Develop pupils' awareness so that they can detect bias and challenge discrimination;

- Ensure that the PSHE and RSHE curriculum covers issues of equality, diversity, human rights and inclusion;
- Promote and celebrate the contribution of different ethnic groups to the subject matter in all subject departments, where appropriate;
- Seek to involve all parents in supporting their child's education;
- Provide educational visits and extra-curricular activities that reflect all pupil groupings;
- Take account of the performance of all pupils when planning for future learning and setting challenging targets;
- Make best use of all available resources to support the learning of all groups of pupils;
- Increase achievement of all pupils in English, Maths, Science and ICT across all stages;
- Emphasise interconnectedness and interdependence of society members at local, regional, national and global levels;
- Facilitate balance between leadership and teamwork among pupils, staff, teachers and governors;
- Challenge negative stereotypes and prejudices about leadership/membership to certain groups about specific persons and groups;
- Challenge assumptions and expectations about specific lifestyles or identities of certain persons and groups.

### **Personal Development and Pastoral Guidance**

- All staff takes account of disability needs, gender, religious and ethnic differences and the experience and needs of particular groups such as Gypsy Roma and Traveller, refugee and asylum seeker pupils;
- All pupils are encouraged to consider the full range of career opportunities available to them with no discriminatory boundaries placed on them due to their disability, gender or race as well as their sexual orientation or religion/ belief or non-belief;
- Remove unlawful distinctions, exclusions, restrictions or preferences that have the purpose or effect of limiting equal access to goods, facilities and services;
- All pupils/staff/parents/carers are given support, as appropriate, when they experience discrimination. We also recognise that the perpetrators of discrimination are themselves sometimes victims of their personal circumstances and therefore where appropriate remedial work is done to ensure that the actions do not occur again;

- Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community;
- All pupils develop communication, delegation, motivation and supervision skills, particularly those who come from vulnerable, excluded or deprived backgrounds;

### **Curriculum:**

- Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes towards equality and diversity;
- Pupils will have opportunities to explore concepts and issues relating to identity and equality;
- All steps are taken to ensure that all pupils have access to mainstream curriculum by considering the cultural and lifestyle backgrounds of all pupils, their linguistic needs and their learning styles;
- Provide reasonable means for children, young people, their families to have meaningful and continuous interaction with people from different backgrounds, lifestyles and identities;
- Provide opportunities to recognise similarities while appreciating, respecting and valuing differences across and between groups;
- Challenge perceptions among majority groups about special treatment of minority groups;
- Challenge cultural, geographical or generational boundaries of the “community”;
- Utilise food, arts, sports and PE as a means to foster participation, engagement, empowerment and consultation;
- Utilise case studies to emphasise successful relations among members of different groups, areas, neighbourhoods, nations and countries;
- Foster social bonding (intra-group relations) and social bridging (inter-group relations) among pupils, workers, staff, parents, carers and families;
- Facilitate meaningful and continuous interaction between people from all walks of life;
- Increase awareness about the rights and responsibilities of pupils, their parents and carers as community members, regardless of migratory status and/or nationality;
- Remove barriers to access, participation, progression, attainment and achievement;
- Emphasise multiple dimensions of equality (opportunities, access, treatment, participation);

### **Staff Recruitment and Professional Development**

- All posts are advertised formally and open to the widest pool of applicants;
- All those involved in recruitment and selection are trained and aware of what they should do to

avoid discrimination and ensure equality and good practice throughout the recruitment and selection process;

- There is equal access to opportunities for professional development;
- Equalities policies and practices are covered in all staff induction;
- All supply staff are made aware of equality policies and practices;
- Facilitate training for staff, teachers, governors and headteachers on community cohesion;
- Reduce direct, indirect and institutional discrimination with regard to staff recruitment, training and retention;
- Workforce at all levels reflects local, regional and national diversity in terms of age, race, gender, ability, faith, ethnicity, social condition, cultural background and sexual orientation.

### **Partnerships with Parents/Carers and Communities**

- All parents/carers are encouraged to participate at all levels in the full life of the school;
- We will, as a school, establish and strengthen partnerships with other schools to share good practices, exchange information and foster multi-cultural, multi-geographical and multi-generational activities;
- Members of the local community are regularly invited to join in school activities;
- The school has a role to play in supporting new and settled communities;
- Establish links with community groups and organisations to increase the range of activities and services they can offer;
- Increase awareness amongst pupils, parents, carers and families about social services at county, district, parish and neighbourhood level;

## **5. Responsibilities**

The governing body is responsible for:

- The School's compliance with Equalities legislation;
- The School's implementation of an admissions policy to ensure that students are admitted without regard to disability, gender or ethnic group;
- The School's implementation of its recruitment policy;
- Have a named equality governor who will monitor on behalf of the governing body all discriminatory/prejudiced-based incidents and ensure appropriate action is taken if required;
- Being involved when appropriate in dealing with any serious breach of the policy.

The Head, in conjunction with the senior leadership group, has responsibility for:

- Providing leadership and vision in respect of equality and cohesion
- The implementation of the policy, its strategies and procedures
- Co-ordinating all the school activities relating to equality and cohesion
- Ensuring that staff are aware of their responsibilities and receive appropriate and relevant CPD
- Actively challenging and taking appropriate action in any case of discriminatory practice
- Dealing with any reported incidents of harassment or bullying
- Supporting parents to become involved in their child's education.

All staff are responsible for:

- Being vigilant in all areas of the School for any type of harassment or bullying
- Dealing effectively with all incidents of victimisation caused by perceived difference
- Promoting an inclusive curriculum and ethos which reflects the diversity of society and challenges bias and stereotyping
- Promoting equality and good relations and not discriminate on grounds of age, gender, race, colour, religion, disability or sexual orientation
- Keeping up to date with equality legislation, development and issues by attending relevant training
- Challenging unacceptable language

Parents and carers are responsible for:

- Being aware of the principles of the Equalities and Cohesion policy, which is available on the school website and from the school office.
- Positively influencing their children's expectations about education as well as their attitudes, behaviour towards other pupils, staff, and leaders (including governors)
- Understanding the ethos of the school and becoming involved with school life.

Pupils are responsible for:

- Being aware of the behaviour statement and its approach to diversity.
- Not discriminate on the grounds of race, sexual orientation, religion, belief, non-belief, gender, or any other equality characteristics.
- Report any racist incident or act of discrimination that they were either directly or indirectly involved with both in and out of school
- Understanding, valuing and celebrating diversity in line with the TGMS vision and values

- Treating others as their equals

Breach of Policy:

- A racist incident is any incident that is perceived as racist by the victim or any other affected person that may or may not be linked to the victim. Incidents of racist remarks, harassment, bullying or name-calling will be reported to the Headteacher or Assistant Headteachers.
- TGMS will record and report the incident to the LEA and Thames Valley Police. Parents and governors will be informed, and appropriate action taken.
- An allegation of racist behaviour on the part of a school member of staff is a serious matter and will be investigated and actioned per the TGMS disciplinary procedures.

**6. Monitoring and Evaluation**

TGMS has an ongoing programme of policy review delegated to committees together with termly safeguarding governor reports, an annual, published safeguarding report and a Prevent audit. The termly headteacher’s report to governors highlights any racist/ discriminatory incidents as well as exclusions, attendance and behaviour rewards and sanctions TGMS uses existing data and systems to monitor the attainment and progress of pupils by gender, special educational needs, pupil premium EAL and ethnic group. The result of termly review and evaluation procedures informs planning, target setting and School Development objectives.

The site and curriculum issues relevant to the Accessibility Plan are reported to the Resources and T&L committees’ respectively.

See Appendix 1 for the school’s current Equality and Cohesion Objectives.

**7. Associated TGMS Policies**

Accessibility Plan; Behaviour Policy; British Values and Assemblies Policy; Child Protection Policy; Online Safety Policy; Prevent Action Plan; Safer Recruitment Policy; Special Educational Needs Policy; Teaching, Learning and Curriculum Principles; Whistleblowing Policy

Signed ..... **Chair of Governors**

Date: .....

## Appendix 1: Equality and Cohesion Objectives

<div style="display: flex; justify-content: space-between; align-items: center;">  <div style="text-align: center;"> <h3>TGMS Equality and Cohesion Objectives 2025-2028</h3> <p>Rationale: The work towards and achievement of the following objectives will further eliminate discrimination and give all our pupils every opportunity to achieve the highest standards</p> </div>  </div>			
Objective's Intent	Responsible	Implementation (activities/training/resources)	Evaluation and Impact
Develop a culturally inclusive curriculum which celebrates equality and diversity.	HT, AHTs, Teachers, Support Staff	<ul style="list-style-type: none"> <li>Collaborate with local cultural organisations and community leaders to provide authentic learning experiences and resources.</li> <li>Monitor student engagement and performance to assess the impact of the inclusive curriculum, making data-driven adjustments as needed.</li> <li>Conduct a review to identify areas lacking cultural representation and inclusivity. This process will highlight subjects or topics that need enhancement to reflect diverse perspectives.</li> <li>Encourage students to undertake projects that explore and present different cultural perspectives, fostering empathy and understanding.</li> </ul>	
To prepare students for their roles as active and informed citizens, promoting and embodying the British Values	HT, AHTs, Teachers, Support Staff	<ul style="list-style-type: none"> <li>To incorporate the fundamental British values—democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs—into weekly assemblies and various subjects. For example, in history lessons, discuss the development of democratic institutions; in literature, explore themes of individual liberty.</li> <li>Conduct elections for the School Council and House Captains to give students hands-on experience with democratic processes, reinforcing the value of democracy.</li> <li>Establish a school culture of debate (Forum Displays) where students are supported, and given the opportunity to discuss topics related to individual liberty and the rule of law, as well as other curriculum</li> </ul>	

		areas, promoting oracy, critical thinking and respect for differing opinions.	
To develop an effective well-being strategy so that pupils are resilient and to support good mental health and well-being	AHT Inclusion, SBM, Well-being Governor	<ul style="list-style-type: none"> <li>• To implement an evidence-based, holistic approach to emotional well-being and mental health that involves all members of the school community: <ul style="list-style-type: none"> <li>○ Review and redevelop the existing TGMS Well-being Charter</li> <li>○ To complete and implement an annual well-being action plan for staff (SBM) and pupils (AHT Inclusion)</li> </ul> </li> <li>• Embed mental health education within the curriculum, directly through the Jigsaw PSHE scheme, to teach students about emotional well-being, coping strategies, and resilience.</li> <li>• Collaborate with local mental health organisations to provide additional resources and support for students and families, including sessions to educate parents on supporting their children's mental health</li> <li>• To collaborate with local schools to develop a collective approach to support pupils and parents with their digital childhoods (smartphones/social media etc.)</li> </ul>	