EQUALITIES POLICY

November 2026

To be renewed November 2029

AIMS AND OBJECTIVES

a. We do not discriminate against anyone, member of staff, pupil or visitor on the grounds of their age, disability, gender reassignment, marriage / civil partnership, pregnancy / maternity, race, religion/ belief, sex or sexual orientation. This is in line with the The Equality Act 2010 and covers both direct and indirect discrimination. These categories are known as “protected characteristics”.

b. We promote the principles of fairness and justice for all through the education that we provide in our school.

c. We ensure that all pupils have equal access to the full range of educational and play opportunities provided by the school.

d. We constantly strive to remove any forms of indirect discrimination that may form barriers to learning.

e. We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone to achieve.

f. We challenge stereotyping and prejudice whenever it occurs, whether in speech, writing or any other medium.

g. We celebrate the cultural diversity of our community and show respect for all minority groups.

h. We are aware that prejudice and stereotyping is caused by low self-image and ignorance. Through positive educational experiences and support for each individual’s point of view, we aim to promote positive social attitudes and respect for all. The role of the PSHE programme is key here.

i. We pay particular attention to ensure that those with SEN or other disabilities have the same opportunities as others as detailed in our disability assessment.

STATEMENTS OF PRINCIPLE

- The primary objective of this school must be to educate, develop and prepare all of our pupils for future life.

- Each pupil and teacher will endeavour to further this objective by showing respect for and appreciation of individual racial and cultural backgrounds.

- Discrimination on the basis of any of the protected characteristics is unacceptable at CCCS.

- The school is committed to emphasising the common elements and values of Britain's multiple culture rather than highlighting conflicting areas.

PROTECTING AGAINST DISCRIMINATION

a. It is the right of all pupils to receive the best education the school can provide, and to have access to all educational activities organised by the school. We do not tolerate any forms of discriminatory behaviour. Should a discriminatory incident occur, we shall act immediately to prevent any repetition of the incident.

b. We endeavour to make our school welcoming to all minority groups. We promote an understanding of different cultures and all the protected characteristics through the example set by staff, the work of Class and Form Tutors, PSHE, weekly Assemblies, and we reflect this in the displays of work shown around the school.

c. Our curriculum reflects the attitudes, values and respect that we have for all people including those with protected characteristics. For example, the RS curriculum gives due emphasis to a variety of the world's major religious festivals, which are also acknowledged in appropriate Assemblies.

d. Should anyone at our school be a victim of discrimination, we will do all we can to support that person in overcoming any difficulties he/she may have.

PRACTICE

ADMISSIONS

The protected characteristics are not used as criteria for admission.
Pupils' names must be correctly recorded and pronounced.

HARASSMENT

All forms of abuse relating to protected characteristics by any pupil within the school should be treated seriously. A note should be kept of such incidents and the Deputy Head Pastoral and Form Teacher should be informed. It should always be made clear to offending boys that such behaviour is unacceptable.

Examples include:

a. Direct physical assault or threat of it;

b. Name-calling or joking referring to the characteristic;

c. Expressing prejudices or deliberate misinformation on sexual, racial or ethnic distinctions;

d. Distributing sexist or racist literature;

e. Writing or expressing provocative slogans or catchphrases.

If there are subsequent incidents, the Headmaster should be informed, and he will decide if the parents should become involved.

STAFF

In all staff appointments, the best candidate will be appointed, the choice being based upon strictly professional criteria. All staff should be aware of possible sexual or cultural

assumptions and bias within their own attitudes. As the school is designated as having a Religious Character, the Governors and School reserve the right to advertise for and employ people who are in communion with the Church of England. We are committed to the professional development of all staff and to providing appropriate opportunities for development within each area of work.

CURRICULUM

This must be well-balanced, objective and sensitive, avoiding omission and misrepresentation of historical, cultural and racial differences. Staff should be constantly aware that their own expectations affect the achievement, behaviour and status of each pupil. No child should be excluded or disadvantaged because of ethnicity, culture, religion, family background or disability unless the School, having made reasonable adjustments, is unable to offer the appropriate facilities and support for that individual. Many of our activities are deliberately open-ended, placing value on each child's contribution at whatever level.

LANGUAGE

Staff should be aware of any sexist or racial connotations in the language they themselves use. All pupils and staff should feel that their language or dialect is valued. We pursue an approach that promotes and fosters positive use of language and social skills in order to develop the individual's confidence and self-esteem. Nonetheless, in order that pupils are not excluded, we ask that pupils speak to one another in English in the School unless it is deemed that there are circumstances where speaking in another language would be appropriate, for instance where a pupil has insufficient English to understand.

IMPLEMENTATION

a. It is the Headmaster's role to implement the school's Equalities Policy and he is supported by the governing body and staff in so doing.

b. It is the Headmaster's role to ensure that all staff are aware of the school policy on equalities, and that teachers apply these guidelines fairly in all situations.

c. The Headmaster ensures that all appointments panels give due regard to this policy, so that no-one is discriminated against when it comes to employment or training opportunities.

d. The Headmaster and Senior Managers promote the principle of equal opportunity when developing the curriculum, and all staff encourage respect for others in all aspects of school life, for example, in Assembly, where respect for other people is a regular theme, in displays shown around the school, and in the Code of Conduct.

e. The school's disciplinary procedure treats all incidents of unfair treatment and discrimination including any racist incidents with due seriousness.

THE ROLE OF THE CLASS TEACHER

a. Class teachers ensure that all pupils are treated fairly, equally and with respect. We do not discriminate against any child.

b. When selecting classroom material, teachers' pay due regard to the sensitivities of all members of the class and do not provide material that is racist, sexist in nature or that discriminates against anyone with protected characteristics. Teachers strive to provide material that gives positive images of ethnic minorities and that challenges stereotypical images of minority groups.

c. When designing schemes of work, we use this policy to guide us, both in our choice of topics to study, and in how to approach sensitive issues.

d. All our teachers challenge any incidents of prejudice. We record any serious occurrences on an Incident Form, and they are drawn to the attention of the Deputy Head Pastoral or Headmaster. Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any occurrence of discrimination.

MONITORING AND REVIEW

It is the responsibility of the Headmaster and members of the Senior Management Team to monitor the effectiveness of this Equalities policy. This is done by:

1. monitoring the staff appointment process, so that no-one applying for a post at this school is discriminated against;

2. the Headmaster's reporting to Governors on any concerns about the effectiveness of this policy or any flaws in its implementation;

3. taking into serious consideration any complaints regarding equal opportunity issues from parents, staff or pupils;

4. monitoring implementation of the Pupil Behaviour and Discipline Policy, so that pupils with protected characteristics are not unfairly treated.