



Farnham Common Village Schools

Equalities and Cohesion Policy

October 2025

Farnham Common Village School Equalities and Cohesion Policy

Principles underlying this policy

What is Equality? Equality is the principle of equal treatment for all people irrespective of their gender, ethnicity, disability, religious belief/ non-belief, sexual orientation, age, gender re assignment, marriage or civil partnership and pregnancy or maternity status.

What is Diversity? Diversity is the acceptance that we are all different but we are all equal. Diversity focuses on valuing and celebrating the strengths in people's differences.

What is Community Cohesion? Community cohesion is to have common vision and civic pride, valued and celebrated diversity, clear rights and responsibilities, equal life chances for all and strong relations between different communities.

At Farnham Common Village Schools, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of ethnicity, gender, disability, religious belief, pregnancy or maternity, sexual orientation or socioeconomic background.

We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life. The achievement of pupils will be monitored by gender, disability and background, and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. We uphold fundamental British values and will endeavour to ensure that all children learn these as part of a broad and diverse curriculum. 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 Safeguarding Policy reflects our commitment to ensuring our school is a safe place for all.

At Farnham Common Village School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Current School Profile for Farnham Common Infant School

Number On Role			Girls			Boys		
167			50.1 %			49.9 %		
Ethnicity of pupils								
	Number	%		Number	%		Number	%
White-British	67	37.6	Other Asian	5	2.8	Arab	1	0.56
Indian	28	15.7	White European	2	1.12	Other white British	1	0.56
Pakistani	13	9	White and Asian	4	2.25	Sri Lankan	1	0.5
Other White	12	5.9	Black African	3	1.5	Turkish	1	0.56
Other mixed	8	4.5	Gypsy Roma	1	0.56	White and black Caribbean	1	0.56
Refused/missing	13	7.3						

Pupil religion								
Christian	54	50.5%	Hindu	12	5.8%	Muslim	32	15.5%

Sikh	37	17.9%	Refused	1	0.6%	None	47	22.7%
None provided	23	11.1%	Buddhist	1	0.6%			

Ethnicity of Staff				
White British	Black Caribbean	Other ethnic	Pakistani	Other white
37	1	1	2	6
Chinese	Other Asian background			
1	5			

Staff age Profile				
(18-29)	(30-39)	(40-49)	(50-59)	(60-67)
2	8	13	17	7

Profile of additional Needs			
Number of children with a physical or learning disability 23	Speech and language 22 Hemiplegia 1 ASD 6 Cerebral palsy 1 Urinary/bowel disorders 1 Eczema/dermatitis 11	Allergies 4 Asthma 8 Hearing 0 Vision 0 Epilepsy 1 PEG feeding tube 0 Other 11	Number of children with moderate learning difficulties 1
Number of staff with a physical or learning difficulty 2			

Current School Profile for Farnham Common Junior School

Number On Role			Girls			Boys		
230			48.3			51.7%		
Ethnicity of pupils								
	Number	%		Number	%		Number	%
White-British	100	43.5	Other Asian	7	3.04	Bangladeshi	2	0.86
Indian	33	14.4	White and Asian	5	2.17	Other mixed British	7	3.04
Pakistani	19	8.3	White and black African	3	1.3	Any other mixed	10	4.4
Other White	10	4.4	Any other black	1	.43	Senegalese	1	0.43
Other mixed	7	3.04	Kashmiri Pakistani	1	.43	White and black Caribbean	1	0.43
Refused/missing	24	10.3						

Profile of Pupils with additional needs			
Total SEND/monitoring 84	7 children with education and health care plans	SEND support 30	SEND monitoring 39
Autism 6	Speech language and communication 27	SEMH 15	Other SEND 2 No specific diagnosis 36
ADD/ADHD 11 SEMH 7	Specific learning difficulty 10	Moderate learning difficulty 8	Dysgraphia 1 Dyslexia 2

Pupil Ethnicity								
	No	%		No	%		No	%
White British	103	46.4	White and Asian	11	5	Other Asian	3	1.4
Pakistani	32	14.4	Other mixed	5	2.3	White and black Caribbean	3	1.4

Indian	31	14	Other ethnic	1	0.5	White and black African	1	0.5
Other white	11	5	Refused	4	1.8	NOBT	1	0.5
Not stated	13	5.9	Traveller of Irish heritage	1	0.5	Other black	1	0.5

Pupil Religion								
Christian	61	26.6%	Jewish	2	0.87%			
Muslim	41	17.9%	Anglican	4	1.74%	No religion	44	19.2%
Sikh	25	10.9%	Jehovah's witness	2	0.87%	Left blank	30	13.1%
Hindu	6	2.6%	Roman Catholic	2	0.87%	refused	10	4.36%

Staff Ethnicity			
White British 30 83.3%	Pakistani 2 5.55 %	Black Caribbean 1 2.77%	Any other White 1 2.77%
White Irish 1 2.77 %	Any other mixed 1 2.77%		

Staff Age Profile				
(18-29) 2	(30-39) 4	(40-49) 11	(50-59) 13	(60-70) 5

Legislative context

Equality is not about benefiting some people at the expense of others - equality benefits everyone. In an effort to ensure that marginalised groups are given equal opportunity this policy will prioritise the following groups:

- Disabled persons - We follow the social model of disability which means that we understand that the barriers to disabled persons securing equality are due to the physical environment and people's attitudes. Disabled people include those with physical and sensory impairment (difficulties), learning disabilities, mental illness, long term illness all of which are substantial.
- With regard to age our focus is on older persons (over 60) and younger people

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With regard to race equality we accept the definition of a racist incident based on recommendation 12 of the Report of the Stephen Lawrence Enquiry: 'A racist incident is any incident which is perceived to be racist by the victim or any other person'.

- With regard to sexual orientation we refer to the LGBTQ+ community.
- With regard to religion we actively support the rights of all to practice their belief /non beliefs equally.

Responsibility for the Policy

The Governing Body is responsible for ensuring that:

- The school complies with all equalities legislation relevant to the school community;
- The school's Equalities and Cohesion policy is maintained and updated regularly;
- That procedures and strategies related to the scheme are implemented;
- The named Diversity Governor will monitor, on behalf of the governing body, all racist incidents and ensure that appropriate action is taken in relation to all said incidents. The Head teacher reports all racist incidents through her termly report to Governors and ensure that appropriate action is taken in relation to all said incidents.

Positive Action

The Governing Body recognises that the avoidance of discrimination is not sufficient to ensure that equality exists in the school. The Governing Body will not discriminate in favour of individuals from specific groups (positive discrimination), but it will take positive action which enables members of those groups to compete on an equal basis. Positive action measures may include:

- advertisements which encourage applications from a diverse group, including groups which are underrepresented in school, but making it clear that selection will be on merit.
- facilitating flexible working where operational factors make this possible.
- exploring the possibility of career breaks for women to assist with family commitments where operational factors make this possible.
- commitments to interviewing disabled people who meet the basic criteria for the post.

Harassment and grievance procedures

The Governing Body is committed to the principles of dignity at work for all staff in the school. This includes the right to be treated with respect by all managers and colleagues. The Governing Body will consider any acts of harassment including those on the grounds of age, disability, gender reassignment, marital status and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation, as totally unacceptable and outside the ethos and culture of the school. Any such act by a member of staff against any adult or child will be treated as a disciplinary offence, and action taken accordingly.

The school has procedures to resolve grievances and for the handling of complaints of harassment and bullying at work. In addition, staff have the right to approach their professional association or trade union representative for support.

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The Head teacher and Senior Management are responsible for:

- Along with the Governing Body, providing leadership and vision in respect of equality and diversity;
- Overseeing the implementation of the Equalities and Cohesion Policy;
Ensuring that staff are aware of their responsibilities and are given relevant training and support;
- Taking appropriate action in response to racist incidents, discrimination against persons with a disability and sexual harassment or discrimination against any persons because of their age, sexuality or religion, belief / non-belief.
- Supporting parents to become involved in their children's education and trying to overcome barriers to parents' involvement
- Considering and overcoming barriers to parent's involvement (i.e. work commitments, non-resident parents and lone parents)

All Staff are responsible for:

- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping;
- Not discriminating on grounds of race, disability, or other equality issues;
- Keeping up to date with equalities legislation by attending training events organised by the school or Local Authority.

All Parents/Carers are responsible for:

- Their children's education;
- Being aware of, and complying with, the Equalities and Cohesion Policy;
- Positively influencing their children's expectations about education as well as their attitudes and behaviour towards other pupils and staff,
- Understanding the ethos of the school and becoming involved in school life.

All Pupils are responsible for:

- Not discriminating on grounds of race sexual orientation, religion, belief or non-belief, gender; or other equality issues;
- Reporting any racist incident or act of discrimination in which they were directly or indirectly involved
- Treating others as their equals.

Eliminating discrimination, promoting equality and celebrating diversity

Farnham Common Village School operates equality of opportunity in the following ways:

I. Learning and Teaching

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

- Ensure equality of access for all pupils and prepare them for life in a diverse society;

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- Develop and 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;
- 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;
- Ensure that the PSHE and Citizenship curriculum cover issues of equalities, diversity, human rights and inclusion;
Seek to involve all parents in supporting their child's education;
- Take account of the performance of all pupils when planning for future learning and setting challenging targets.
- Monitor achievement data by ethnicity, gender and disability and action any gaps
- Develop pupils' awareness so that they can detect bias and challenge discrimination;

II. Personal development

- All pupils/staff/parents/carers are given support, as appropriate, when they experience discrimination. We also recognise that the perpetrators of discrimination are themselves victims of their personal circumstances and therefore where appropriate remedial work is done to ensure the actions do not occur again.

III. Curriculum

- 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 taking into account the cultural and lifestyle backgrounds of all pupils, their linguistic needs and their learning styles.
- Provide reasonable means for children, young people their friends and 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.
- Remove barriers to access, participation, progression, attainment and achievement.
- Utilise food, arts, sports and PE as a means to foster participation, engagement, empowerment and consultation.

IV. Staff recruitment and professional development

- All posts are advertised formally and open to a wide 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 good practice throughout the recruitment and selection process.
- All staff have access to opportunities for professional development.
- Equalities policies and practices are covered in all staff induction (evidence – see staff induction pack).
- All supply staff are made aware of equalities policies and practices.

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V. Partnerships with parents/carers and communities

- All parents/carers are encouraged to participate at all levels in the full life of the school.
- Members of the local community regularly join in school activities e.g. harvest festival, assemblies, RE project work, Forest Schools etc.
- Establish links with community groups and organisations to increase range of activities and services they can offer.
- Foster positive relationships between and within groups of pupils, workers, staff, parents, carers and families.

Monitoring and Reviewing

We monitor the needs of our incoming pupils and provide appropriate support to ensure that all our pupils are fully able to participate in and access the education provided.

Our accessibility Plan is updated annually and pupil support levels are regularly monitored and adjusted if necessary.

We have a rolling programme for reviewing our school policies. When policies are reviewed in future, governors will endeavour to ensure that due regard is given to the promotion of all aspects of equality within each policy.

We regularly review the impact of our policies on the needs, entitlements and outcomes for pupils, staff and parents from the equality strands referred to in this policy. We pay specific attention to the impact that our policies have on the attainment of pupils from different groups.

We make regular assessments of pupils' learning and use this information to track pupils' progress, as they move through the school. As part of this process, we regularly monitor the performance of different groups, to ensure that all groups of pupils are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary. Resources are available to support groups of pupils where the information suggests that progress is not as good as it should be. The governing body receives regular updates on pupil performance information.

School performance information is compared to national data and Local Authority data, to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances.

As well as monitoring pupil performance information, we also regularly monitor a range of other information. This relates to:

- Exclusions;
- Incidents of racism, disablism, sexual harassment and all forms of bullying;
- Parental involvement.

Our monitoring activities enable us to identify any differences in pupil performance. This allows us to take appropriate action to meet the needs of specific groups and to set targets in our strategic plan, in order to make the necessary improvements.

Impact Assessments and how this policy relates to other school policies

We ensure that the commitment to equality outlined in this document apply to the full range of our policies and practices, especially those concerned with:

- Equal opportunities
- Pupils' progress attainment and assessment
- Behaviour discipline and exclusions
- Pupils' personal development and pastoral care
- Teaching and learning
- Induction
- Staff recruitment and retention
- Governor /staff training and professional development
- Partnerships with parents/carers and communities
- Visits and visitors

Each policy, and any other relevant policies as outlined in the specific duties placed upon us by the relevant legislation, will be evaluated and monitored for its impact on pupils, staff, parents and carers from the different groups that make up our school. Any required actions are fed into the School Development Plan.

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