



Swanbourne CE School

Mursley CE School

Drayton Parslow Village School

Kingfishers Pre-School (Mursley)

(In this policy known as The Three Schools)

Equality, Diversity and Inclusion Policy

(Copies of this policy are available on request from the school office.)

Implementation date: November 2022

Reviewed: November 2025

Next review date: November 2026

At The Three Schools we aim to provide an environment underpinned by Christian values, to eliminate direct and indirect discrimination, harassment and victimisation; advance equality of opportunity; and foster good relations between all those within our school community. We do this with regard to the nine protected characteristics listed in the Equality Act 2010. These characteristics are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

A glossary which defines these terms and additional terms related to equality, diversity and inclusion can be found in Appendix 1

Our duties under the Equality Act also reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities and the Human Rights Act 1998.

The Education and Inspections Act 2006 requires us to promote community cohesion and at The Three Schools we work towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist.

Our commitment to equality, diversity and inclusion is reflected in our school policies and procedures, especially those related to (but not limited to):

- accessibility
- behaviour
- anti-bullying
- uniform
- recruitment
- Relationships and Sex Education
- Special Educational Needs
- home-school agreements

Our school ethos and values

The Christian character, ethos and values of our church schools contribute to the academic achievement, personal development and well-being of all learners, regardless of their ability or background. Through this we develop children's understanding of the Christian values; Honesty, Respect, Forgiveness and Love. We also aim to develop;

- Empathy: Sensitivity to the feelings, needs and lives of others in the world. A sense of common humanity and common needs and rights. A capacity for compassion.
- A sense of identity and self-esteem: A feeling of one's own value and individuality.
- Belief that people can make a difference: A realisation that individuals can act to improve situations and have desire to participate and take action.
- A value and respect for diversity: Appreciation that everyone is different but equal and that we can learn from each other.
- A commitment to social justice and equity: An interest in and concern about global issues.
- A commitment to fairness and readiness to work for a more just world.

Our school profiles

The Three Schools are made up of a Voluntary Aided Church of England school, a Voluntary Controlled Church of England school and a community school for KS1 and KS2 pupils. The schools are situated in the Buckinghamshire villages of Mursley, Swanbourne and Drayton Parslow on the outskirts of Milton Keynes.

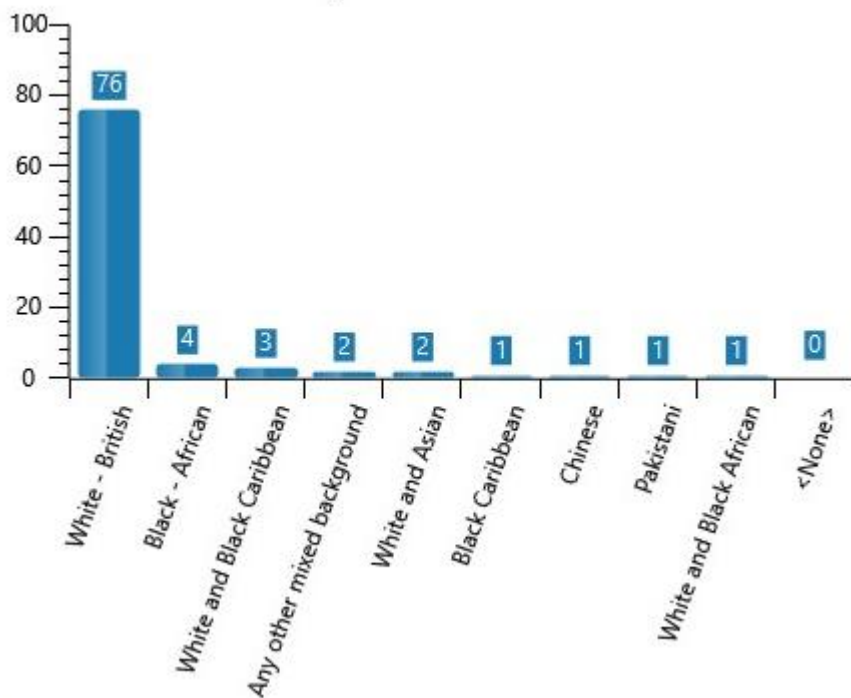
The schools also have a significant amount of out of catchment children as we border two other authorities, Milton Keynes and Bedfordshire.

Swanbourne C.E School

- 123 Pupils
- 57 boys and 66 girls
- Number of children entitled to Pupil Premium: 1 (11FSM, 2LAC, 1service)
- Number of pupils with EAL: 1
- Number of children registered as SEND Support: 27
- Number of children with an EHCP: 2
- Number of children registered as disabled: 0

Student Totals by Ethnicity

A count of students with each ethnicity



Drayton Parslow Village School

- 38 Pupils
- 26 boys and 12 girls
- Number of children entitled to Pupil Premium: 7 (4FSM, 2LAC, 1service)
- Number of pupils with EAL: 2
- Number of children registered as SEND: 6
- Number of children with an EHCP: 1
- Number of children registered as disabled: 0
- Pupils with English as an additional language: 2

Black - African	1
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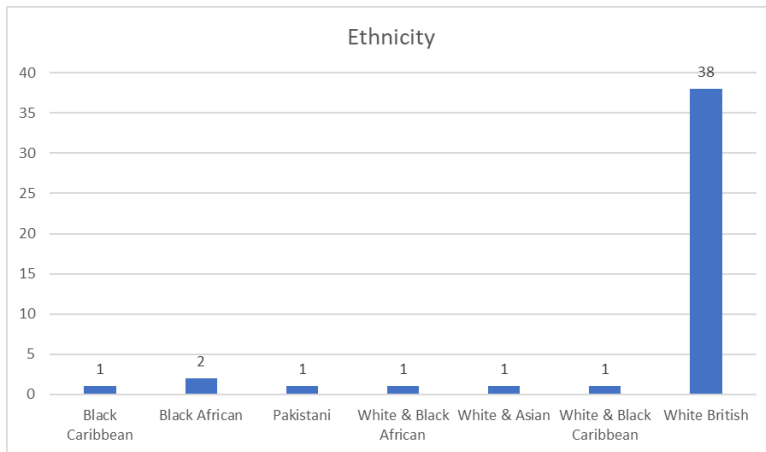
Chinese	1
White - British	35
White and Black African	1
Grand Total	38

Anglican	1
Christian	8
Church of England	3
Jehovah's Witness	2
Jewish	1
Methodist	1
No Religion	14
Other Faith	4
Refused	4
Grand Total	38

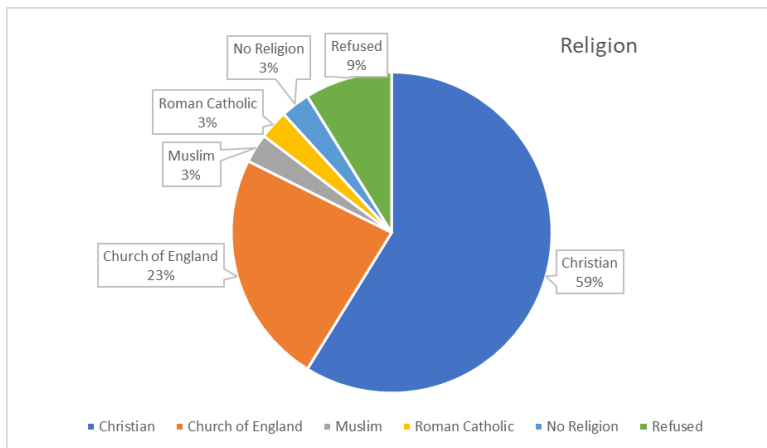
Mursley CE School

- 45 Pupils
- 26 boys and 19 girls
- Number of children registered as disabled: 0
- Number of children with SEND: 7
- Pupils with English as an additional language: 1

Black Caribbean	1
Black – African	2
Pakistani	1
White and Black African	1
White and Asian	1
White and Black Caribbean	1
White - British	38



- Christian 208
- Church of England
- Muslim 1
- No Religion 12
- Roman Catholic 1
- Refused 3



- Local area demographics for MK17

Staff and Governors

- The staff is primarily, though not exclusively represented by White British ethnic group.
- The governing body is also predominantly, though not exclusively White British.
- There are no staff or governors who have declared a disability.
- The Three Schools are all physically accessible.
- The age profile of **Swanbourne C.E School** staff is 20 to 62 years.
- The age profile of **Mursley C.E School** staff is 21 to 63 years.
- The age profile of **Drayton Parslow School** staff is 37 to 63 years.

Fulfilling our public sector equality duty

Summary table attached as Appendix 4

How we eliminate discrimination, harassment and victimisation:

The Three Schools does not tolerate direct or indirect discrimination, harassment or victimisation of anyone within our school community, and we are opposed to all forms of prejudice. We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement.

- The school has robust procedures for dealing with prejudice-related incidents and all staff receive training on these. All incidents are recorded, and this data is shared with the governing body and analysed so that any

trends can be identified, and action plans put in place. Further information on these procedures can be found in the Anti-bullying policy and Positive Behaviour policy. These policies outline the procedures for reporting and responding to incidents of discrimination, harassment and victimisation experienced by staff

- The Complaints Policy outlines the procedures for reporting and responding to incidents of discrimination, harassment and victimisation experienced by parents and carers and the wider school community.

How we advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it:

We recognise that people have different needs, different experiences, different outlooks and face different barriers to achieving positive outcomes.

- We collect and monitor data broken down by different protected characteristics in order to identify inequalities and disparities within our student population in terms of:
 - Progress and attainment
 - Admissions
 - Attendance
 - Rewards, sanctions and exclusions

and within our staff population in terms of:

- Recruitment, retention, training and promotion
- Capability, disciplinary and complaints

We employ appropriate interventions where necessary in order to address disparities. Please see our Equalities Objectives and Action Plan for further details.

- We consult widely with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted in the design of new policies, and in the review of existing ones.
- We assess all of our policies and procedures to ensure that no individuals or groups are disadvantaged and to identify opportunities for positive action.
- We make reasonable adjustments to ensure that the school environment and its activities are as accessible and as welcoming as possible to all, in some cases treating disabled people more favourably than non-disabled people where necessary. Please see our Accessibility Plan for further information.
- We ensure that students' work is differentiated appropriately, and that the curriculum is accessible to all students.
- We respect the religious beliefs and practice of staff and students and comply with reasonable requests relating to religious observance and practice.
- We take all reasonable steps to ensure the wellbeing and inclusion of transgender staff and students, including those who transition during their time at the school
- We uphold fundamental British values and will endeavour to ensure that all children learn these as part of a rich and deep curriculum. Through our work on preventing radicalisation and extremism (both violent and non-violent) we will engage with our schools' communities to enhance community cohesion.

How we foster good relations between persons who share a relevant protected characteristic and persons who do not share it:

- Create an environment where all children can contribute fully and feel valued.
- We ensure that our curriculum offers opportunities to learn about people with a diverse range of identities.
- We teach our students;
 - to recognise and challenge stereotypes and prejudice and to value difference.
 - to challenge injustice and inequalities
 - to share and work with others effectively to analyse conflicts objectively and to find resolutions acceptable to all sides.
 - to take care of things - animate and inanimate - and respond to the needs of others.

- We ensure that our resources challenge stereotypes and reflect the diversity of society.
- We take positive action to ensure that people with a range of different identities engage with our school community for example guest speakers, arts groups, school governors, parent/carer helpers etc.
- Our behaviour policy includes a requirement to respect other people and their different identities.
- We take steps to ensure diversity in our student council, governing body and staff team
- We celebrate diversity at every opportunity and hold regular assemblies and events celebrating diversity throughout the year.

Responsibilities

The governing body is responsible for ensuring that:

- The school complies with all equalities legislation relevant to the school community, and that this policy and its related procedures and action plans are implemented
- A member of the governing body has a watching brief regarding the implementation of this policy, along with other related policies
- The school and governors carry out equalities impact assessments on all other policies
- All available data is used to consider equalities issues and to ensure adjustments to school policies and practices are made, including positive action where necessary

The head teacher and senior management are responsible for:

- Overseeing the implementation of the Equality, Diversity & Inclusion Policy
- Ensuring that all who enter the school are aware of, and comply with, the Equality, Diversity & Inclusion Policy
- Ensuring that staff are aware of their responsibilities and are given relevant training and support
- Taking appropriate action in any cases of discrimination, harassment, victimisation and bullying
- Regularly reviewing data related to prejudice-related incidents and taking necessary steps to reduce occurrences of incidents within the school
- Working with parents to help overcome barriers

All staff are responsible for:

- Refraining from engaging in behaviour that constitutes discrimination, harassment, victimisation or bullying
- Understanding and complying with the Equality, Diversity & Inclusion Policy
- Contributing to the action plan attached to the policy
- Making reasonable adjustments to ensure disabled students do not experience discrimination or exclusion
- Dealing with prejudice-related incidents, following the specific procedure
- Attending training sessions as necessary to carry out this policy and keep up to date with equalities legislation
- Challenging bias and stereotyping
- Promoting an inclusive and collaborative ethos

All parents/carers are responsible for:

- Refraining from engaging in behaviour that constitutes discrimination, harassment, victimisation or bullying
- Understanding the ethos of the school and complying with the school's Equality, Diversity & Inclusion Policy
- Ensuring that they and the young people that they are responsible for meet the expectations set out in the home-school agreement

All visitors are responsible for:

- Refraining from engaging in behaviour that constitutes discrimination, harassment, victimisation or bullying in their engagement with the school
- Complying with the school's Equality, Diversity & Inclusion Policy

All students are responsible for:

- Refraining from engaging in behaviour that constitutes discrimination, harassment, victimisation or bullying
- Understanding the ethos of the school and complying with the school's Equality, Diversity & Inclusion Policy
- Reporting prejudice-related incidents
- Understanding, valuing and celebrating diversity
- Challenging stereotypes and prejudices
- Treating others as equals

Equality Objectives and Action Plan

In order to fulfil its Public Sector Equality Duty the school collects equality information on pupils and staff. Using this information, the school analyses the following in terms of protected characteristics:

- Student admissions
- Student attendance
- Student performance/achievement
- Student sanctions and rewards
- Staff recruitment, retention and promotion
- Staff disciplinary and capability proceedings
- Records of prejudice-related incidents
- Complaints by parents and carers

The school also conducts surveys with staff, pupils and parents and carers to identify areas that they feel the school is doing well and areas for improvement.

This information is used to identify any discrepancies between people from different groups and to identify equality objectives. The school publishes this information on the school website.

The school identifies any equality training needs within our staff by monitoring incidents and completing performance management. We also review attendance data, attainment and progress information. These needs will be addressed, and this may inform our Equality Objectives.

Our equality objectives may also consider national and local priorities and issues as appropriate. They are devised in consultation with school governors and are integrated into the school improvement plan. We keep the objectives under review and report annually on our progress towards achieving them.

Our current Equality Objectives and Action Plan are attached as Appendix 2

Equality Impact Assessments

All school policies are regularly assessed for their impact on different groups of people with shared protected characteristics. This ensures that our policies, practices and decision-making processes are fair and do not discriminate against any particular groups. It also enables us to consider ways to proactively advance equality.

As part of this we monitor;

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

A template for conducting equality impact assessments is attached as Appendix 3

Breaches of this policy

Breaches of this policy will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the headteacher and governing body.

Anyone who feels that a breach of this policy has been made should report the matter to the Headteacher, in the first instance. Staff also have the right to approach their professional association, should they have one.

Appendix 1: Glossary

Antisemitism	A certain perception of Jews, which may be expressed as hatred toward Jews.
Biphobia	Prejudice or negative attitudes, beliefs or views about bisexual people.
Cisgender	Someone whose gender identity is the same as the sex they were assigned at birth.
Disability	A physical or mental impairment, which has a substantial and long-term adverse effect on someone's ability to carry out typical day-to-day activities.
Discrimination	This can be direct: When someone is treated less favourably than another person or other people because: <ul style="list-style-type: none"> • they have a particular protected characteristic • someone thinks they have that protected characteristic (discrimination by perception) • they are connected to someone with that protected characteristic (discrimination by association) Or indirect: There is a policy that applies in the same way for everybody but disadvantages a group of people who share a protected characteristic.
Diversity	There being many different types of people, cultures and ideas
Equality	The principle of equal treatment for all people.
Gender identity	Someone's internal sense of their own gender, whether man, woman or some other gender. This may or may not align with their assigned sex.
Gender reassignment	If someone is proposing to undergo, is undergoing or has undergone a process (or part of a process) to change sex and/or gender. This might involve medical intervention, but it can also mean changing names, pronouns, dressing differently and living in their self-identified gender.
Harassment	Unwanted conduct, related to a relevant protected characteristic, which violates a person's dignity and/or which creates an intimidating, hostile, degrading, humiliating or offensive environment for that person.
Homophobia	Prejudice or negative attitudes, beliefs or views about lesbian, or gay people.
Islamophobia	A type of racism that targets expressions of Muslimness or perceived Muslimness. Further information here .
Prejudice-related incident	Any incident which is perceived to be prejudice-related by the victim or any other person.
Race and ethnicity	Includes skin colour, nationality and ethnic or national origins.
Racism	Prejudice or negative attitudes, beliefs or views about someone based on their skin colour, nationality, ethnic or national origin.
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'.
Reasonable adjustments	Taking reasonable steps to remove disadvantages faced by disabled people by: <ul style="list-style-type: none"> • changing provisions, criteria or practices • changing or removing a physical feature or providing a reasonable alternative way to avoid that feature • providing auxiliary aids
Religion or belief	Religion is a formalised system of belief that aims to relate humanity to spirituality. Beliefs included are philosophical beliefs, which are considered to be similar to a religion. We include people who have no religion or a lack of belief.
Sex	Whether someone is male, female or intersex.
Sexism	Prejudice or negative attitudes, beliefs or views about someone based on their sex.
Sexual orientation	Who someone is emotionally, mentally, and physically attracted to in relation to their sex/gender, this includes heterosexual, lesbian, gay, bisexual, pansexual and asexual.
Transgender	An umbrella term to describe people whose gender identity differs from what is typically associated with the sex they were assigned at birth.
Transphobia	Prejudice or negative attitudes, beliefs or views about transgender people including refusal to accept their gender identity

Victimisation	Treating someone badly because they are: <ul data-bbox="422 134 1340 212" style="list-style-type: none"><li data-bbox="422 134 1021 168">• making a claim or complaint of discrimination<li data-bbox="422 168 1340 212">• helping someone else to make a claim by giving evidence or information Or because they intend to do so.
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Appendix 2: Equality Objectives and Action Plan

Objectives for 2023-2024

Stakeholder needs are considered when developing policies and procedures to ensure a zero-tolerance approach to prejudice behaviour in staff and pupils	<ul style="list-style-type: none"> • School Behaviour policy updated yearly, following robust review by all staff. • Outside agency involvement used to ensure the policy is evaluated in the context of equality and diversity. 	DM, RCH	Sept 23	<ul style="list-style-type: none"> • Policy reviewed, through collaboration of all staff, ratified by governors and shared with school community. • Ofsted & SIAMS inspections confirm good practice.
To ensure that areas of teaching and learning are inclusive to all pupils and curriculum aims are achieved by all pupils	<ul style="list-style-type: none"> • See Equality, Diversity & Inclusion Summary document. • Resources (including human) are deployed effectively, to ensure specific needs are met. • Support plans (including EHCPs) are assigned. • Quality First Teaching is implemented as a standard expectation, across all schools. 	Subject leaders	Annual review	<ul style="list-style-type: none"> • Staffing managed carefully to ensure effective deployment and targeted support is in place. • Learning Walks and formal observations (SLT, SIAMS & Ofsted) identify high quality teaching.
To further develop the parental voice.	<p>Opportunities for parental engagement to include;</p> <ul style="list-style-type: none"> • Consultation evenings • Coffee Mornings • Professional workshops • Friends Association • Governing Board • Assemblies • Career Day • Stay & Play sessions • Open mornings • Sports Day • Performances 	DM, TT, RCH	Ongoing	<ul style="list-style-type: none"> • Termly parent consultations completed successfully, with full engagement. • Maths workshops completed at each site. • SEND parent coffee mornings held. • Friends AGM held and members elected to roles. • Multiple open mornings completed for all schools, with good attendance. • Stay & Play sessions held in both EYFS settings, with high attendance. • New format celebration assemblies completed for Key Stage 1 – well attended. • Parent Forum launched (Aut24), with initial session held. • Sports Day very well attended.
To ensure accessibility for all, across the three sites.	<ul style="list-style-type: none"> • Accessibility Plan in place. • Health & Safety audits completed. • Risk assessments completed for all off-site activities and those involving increased risk. • Adaptations made to site, as required by the needs of the school community. 	TT, DM, RCH	As required	<ul style="list-style-type: none"> • Evolve used successfully for all educational visits. • H&S walks used to ensure accessibility for all. • Ofsted & SIAMS inspections confirm good practice.

To provide pastoral support/ interventions to all who require them.	<ul style="list-style-type: none"> Children requiring support identified. Support plans created. Interventions delivered. Programme monitored. Reviews completed. A.Temple timetabling considered to maximise impact. 	RCH, teachers, TT, DM, AT	Termly review	<ul style="list-style-type: none"> Mrs Temple's timetable amended regularly, based on need. Support plans implemented as required and reviewed termly with parents. Ofsted & SIAMS inspections confirm good practice.
To ensure that the curriculum is broad and balanced and that it reflects equality and diversity.	<ul style="list-style-type: none"> See Equality, Diversity & Inclusion Summary document. Subject Leaders complete curriculum audit for their subject area. Class teachers ensure that planning covers all curriculum statements. Equalities governor meets with Senior Leaders to review curriculum. 	Subject leaders	Annually	<ul style="list-style-type: none"> Equality and Diversity summary updated to include new elements introduced. Ofsted & SIAMS inspections confirm good practice.
To promote cultural understanding and awareness.	<ul style="list-style-type: none"> National and International Days marked by events. Assemblies used to develop children's awareness and understanding. PSHE, RE, History and Geography lessons used to further study cultural diversity. Newsround watched (KS2) to develop awareness of events affecting people in different areas and from different backgrounds. 	DM, SC, teachers	As on calendar	<ul style="list-style-type: none"> International day did not take place, due to low support from school community. Newsround used for specific events (Diwali, Children in Need etc.) Children involved in assemblies, to share their experiences of events of cultural significance. Ofsted & SIAMS inspections confirm good practice. Books purchased and allocated to each school library, that include a broad range of cultural and ethnic diversity.

Objectives 2024-2025

Objectives	Actions	Staff member	Date	Review
To ensure that attendance levels for all cultural and ethnic groups are at least in line with national averages and that there is no	<ul style="list-style-type: none"> Senior Leader allocated role of Attendance Officer. Three-weekly attendance data collections identify children for whom attendance is a concern. 	T.Thorp Office staff	3-weekly	

disparity between groups within school.	<ul style="list-style-type: none"> • Process in place to work with families, to support pupil attendance. • Consideration given to requests for pupil absence linked to cultural or religious events. 			
To promote spiritual, moral, social and cultural development through all aspects of school life.	<ul style="list-style-type: none"> • Adult modelling used to demonstrate positive behaviour towards others, within and outside the classroom. • Spirituality moments shared during weekly Celebration Worship. • Focus Days used to raise awareness and teach the children how to be reflective. (Shine, Hello Yellow, Wear Red, Remembrance, Children in Need etc.) • Collective Worship aligns with Christian Values of the school, however also promotes awareness of other faiths. • PSHE and RE Leaders work together to lead the curriculum design and development. 	D.May All staff	Termly Weekly Scheduled in calendar Ongoing	•
To ensure expected progress and attainment levels are equitable for all groups of children.	<ul style="list-style-type: none"> • Senior Leaders, Subject Leaders and class teachers use attainment and progress data to identify areas for development and areas to replicate. • SEND plans implemented for specific children, following dialogue with SENDCo and parents. These are reviewed termly. 	Class teachers Leaders SENDCo	Termly data-drops Termly	•
To ensure equity, so that support is directed to meet the needs, irrespective of gender, age, ability, ethnicity or cultural diversity.	<ul style="list-style-type: none"> • Staff CPD used to focus attention on individual and groups of children and how best to meet their needs. • Data used to identify individuals and groups in need of further targeted support. • Data used to identify successful support programmes, that can be implemented with others. • Performance Management used to ensure best deployment of staff to meet need. 	D.May leaders	Ongoing Annually	•

Last updated: November 2025

By: D.May & T.Thorp

Appendix 3: Equality Impact Assessment

Name and/or brief description of policy/practice
What evidence/information has been used to help identify the likely impact on different groups of people?
Which relevant groups have we engaged/consulted with as part of our assessment?

Protected characteristic	Impact on this group			Explain and give examples of evidence
	Positive	Negative	Neither	
age				
disability				
gender reassignment				
marriage and civil partnership				
pregnancy and maternity				
race				
religion or belief				
sex				
sexual orientation				

Barriers/disadvantages/discrimination identified?	Yes (tick)	No (tick)
If "yes" how will the policy/practice be adapted/changed to eliminate this?		
Date completed	Review date	

Appendix 4 – Equalities information

Protected Characteristics	AIMS OF THE GENERAL DUTY		
	Evidence that we eliminate unlawful discrimination, harassment and victimisation	Evidence that we advance equality of opportunity between people who share a relevant protected characteristic and those who do not	Evidence that we foster good relations between people who share a relevant protected characteristic and those who do not
Race	<ul style="list-style-type: none"> • Racist incidents (which are rare) are treated very seriously and are recorded and reported termly to the governing body. • All pupils achieve and make good progress, irrespective of race. • The ethnic diversity of the schools reflect the demographic of the local area. • Feedback from parents demonstrates a shared view that the schools are inclusive of children from different cultures and backgrounds. • Staff recruitment and professional review procedures help ensure equality of opportunity. 	<ul style="list-style-type: none"> • The schools extend opportunities for children to experience other cultures through the curriculum, assemblies and extended opportunities, visits and visitors to the school. • Opportunities experienced by the children are promoted through the school website and newsletters. • The schools make the most of international events to celebrate diversity and promote understanding of different cultures. 	<ul style="list-style-type: none"> • Children share experiences of other cultures and are interested in each other's lives. • Pupil led assemblies to share practices relating to Islam.
Disability	<ul style="list-style-type: none"> • Planning for learning and support ensures that all disabled pupils play a full part in all aspects of school life, including residential trips, sports days and extra-curricular activities. • Visitors to the schools, who have disabilities are provided support when in attendance. 	<ul style="list-style-type: none"> • All pupils are able to participate fully in school productions, events and sports days. • Access to school events is available to those with disabilities. • Children learn to support others and celebrate their involvement within a caring environment. • Children take part in sport events / festivals 	<ul style="list-style-type: none"> • Expectations of pupils with a disability are high and include appropriate challenge, as for all pupils. • Positive relationships are developed between all pupils, who see each other as equals.

	<ul style="list-style-type: none"> • All three school sites have disabled access. • Staff recruitment and professional review procedures help ensure equality of opportunity. 	<p>that include disability sports.</p>	<ul style="list-style-type: none"> • Opportunities are created where disabled pupils help others and are supported to take a lead in games and activities. • The schools work closely with outside agencies including Young Carers and the Specialist Teaching Service. • Transition programmes are in place to support all pupils coming to and leaving The Three Schools.
Sex	<ul style="list-style-type: none"> • Pupils achieve well and make good progress, irrespective of gender. • Staff recruitment and professional review procedures help ensure equality of opportunity. 	<ul style="list-style-type: none"> • The schools make every effort to challenge traditional stereotypes relating to gender and equality. • Monitoring of pupil data ensures appropriate interventions support achievement for all pupils in all areas of the curriculum, irrespective of gender. 	<ul style="list-style-type: none"> • The Three Schools have a rich and deep curriculum, using visits, visitors and assemblies/worship that extend children's knowledge and understanding of people of the world and challenges traditional stereotypes about gender.
Gender Reassignment	<ul style="list-style-type: none"> • Staff recruitment and professional review procedures help ensure equality of opportunity. 	<ul style="list-style-type: none"> • The Three Schools have a strong ethos of equality and tolerance. 	<ul style="list-style-type: none"> • The Three Schools promote inclusion for all members of the community.
Pregnancy and Maternity	<ul style="list-style-type: none"> • The Three Schools ensure entitlements to Paternity and Maternity Leave are met. • Line management support is in place. • The Three Schools support spouses wishing to attend medical 	<ul style="list-style-type: none"> • Staff support needs during pregnancy are reviewed regularly with the line manager. • Risk assessments are completed for all pregnant staff, which are reviewed regularly. 	<ul style="list-style-type: none"> • A strong team ethos helps foster a supportive environment for all staff. • Staff deployment may change to

	<p>appointments during pregnancy.</p> <ul style="list-style-type: none"> The Three Schools support flexible working as far as possible for teachers returning from maternity leave and for those with children 		<p>support pregnant workers.</p>
Age	<ul style="list-style-type: none"> There is a wide age profile of staff and volunteers at The Three Schools. Staff recruitment and professional review procedures help ensure equality of opportunity. 	<ul style="list-style-type: none"> Across The Three Schools, we celebrate the opportunities that are presented through a community with a wide age profile. Children are encouraged to think of the needs of others (e.g. supporting the elderly in the local area). 	<ul style="list-style-type: none"> Members of the community are invited into school to talk about their experiences of life (e.g. World War II, members of the local Parish, local history topics and gardening hints and tips). Children are involved in providing entertainment at the KS1 Christmas Performance for the elderly in the community. Courageous Advocates support local coffee mornings.
Religion and Belief	<ul style="list-style-type: none"> The Three Schools are made up of a Voluntary Aided Church of England School, a Voluntary Controlled Church of England and a community school for KS1 and KS2 pupils. The Three Schools promote the understanding and tolerance of all religions and do not discriminate on the basis of religious belief. Located within a broadly Christian community, The Three Schools celebrate Christmas and Easter and through Worship/Assemblies, PSHE and RE, develop the knowledge and 	<ul style="list-style-type: none"> Through PSHE and RE, children experience and develop an understanding of different religious festivals and beliefs throughout their time at the Three Schools. Staff develop use of and draw on a range of visits, visitors and their own experience to ensure that children recognise that where they live is not necessarily representative of a multi-cultural society. 	<ul style="list-style-type: none"> The Three Schools continue to extend links beyond the local community with the aim of providing opportunities for children of widely differing cultures to learn together. The Three Schools promote an understanding of shared values between different cultures and religious beliefs.

	<p>understanding of the main celebrations of other religions (e.g. Diwali, Hanukkah, Eid).</p> <ul style="list-style-type: none"> • Staff recruitment and professional review procedures help ensure equality of opportunity irrespective of religious belief 		
Sexual Orientation	<ul style="list-style-type: none"> • Homophobic language is not tolerated. • Relationships and Sex Education (RSE) incorporates understanding of sexual orientation for older pupils in Year 6 scheme of work. • The Three Schools demonstrate a commitment to equality of opportunity and treatment to all members of the community regardless of sexual orientation (e.g. parental involvement in school life). • Staff recruitment and professional review procedures help ensure equality of opportunity. 	<ul style="list-style-type: none"> • Ensure that parents are involved in all aspects of school life. • Enable children to develop an understanding of different models of family life. 	<ul style="list-style-type: none"> • Encourage the involvement of parents in all aspects of school life. • Ensure that resources that are used in school promote a range of models of family life.