



CHEETWOOD COMMUNITY PRIMARY SCHOOL

SINGLE EQUALITIES POLICY AND EQUALITY OBJECTIVES 2023-2027

Approved by the Governing Body

A handwritten signature in black ink, appearing to read 'Hos.', is positioned above the signature text.

Signed
Chair of Governors
To be reviewed 15.03.2023 (Full Governors Mtg)

Reviewed – February 2023
To be reviewed February 2024

Judged to be GOOD by Ofsted in March 2018.

*"This is a highly inclusive school, where everyone feels safe, respected and valued.
Pupils enjoy school and are very keen to learn".*

EQUALITIES POLICY

Introduction

The Equality Act 2010 replaced all the previous anti-discrimination laws with a single Act. It simplified the law, removing inconsistencies and making it easier for people to understand and comply with it. It also strengthened the law in important ways, to help tackle discrimination and inequality.

This equalities policy amalgamates all the equalities legislation into one single equality policy for Cheetwood Community Primary School.

Principles

The policy outlines the commitment of the staff and governors to promote equality. This involves tackling the barriers which could lead to unequal outcomes so that there is equality of access and the diversity within the school community is celebrated and valued.

Equality at our school will permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth.

The Equality Duty covers the following protected characteristics:

- Gender
- Age
- Disability
- Race (including ethnic or national origins, colour or nationality)
- Religion or belief (including lack of belief)
- Gender re-assignment
- Pregnancy and maternity
- Sexual orientation

At Cheetwood School, equality is a key principle for treating all people fairly, whilst also paying due regard to their protected characteristics.

This policy has been drawn up as a result of discussion and consultation with teaching and support staff, pupils, parents/carers and governors and has been shared with the whole school community.

Monitoring and Review

The school is responsible for:

- Providing updates on equalities legislation and the school's responsibilities in this regard
- Working closely with the governor responsible for equality
- Supporting positively the evaluation activities that monitor the impact and success of the policy on pupils from different groups, e.g SEN, Children who are Looked After, Minority Ethnic including Traveller and EAL pupils and Free School Meals, in the following recommended areas:
 - ✓ Pupils' progress and attainment
 - ✓ Learning and teaching
 - ✓ Behaviour discipline and exclusions
 - ✓ Attendance
 - ✓ Admissions
 - ✓ Incidents of prejudice related bullying and all forms of bullying
 - ✓ Parent/carer engagement and involvement
 - ✓ Participation in extra-curricular and extended school activities
 - ✓ Staff recruitment and retention
 - ✓ Visits and visitors

Policy Commitments

Promoting Equality: Curriculum

We aim to provide all our pupils with the opportunity to succeed. To achieve this we will ensure:

- Curriculum planning reflects a commitment to equality
- The curriculum prepares pupils for life in a diverse society and uses opportunities to reflect the background and experience of pupils and families in the school
- There will be opportunities in the curriculum to explore concepts and issues related to identity and equality
- The promotion of attitudes and values that celebrate and respect diversity and challenge

discriminatory behaviour and language wherever it occurs

- The use of images and materials which positively reflect a range of cultures, identities and lifestyles

Promoting Equality: Achievement

There is a consistently high expectation of all pupils at Cheetwood whilst paying due regard to age, gender, ethnicity, ability, social background and sexual orientation. To secure the best possible outcomes we recognise that:

- Adults in the school will be expected to provide good, positive role models in their approach to all issues relating to equality of opportunity
- It is important to identify the particular needs of individuals and groups within the school and to use targeted interventions to narrow gaps in achievement
- A range of teaching methods is used throughout the school to ensure that effective learning takes place at all stages for all pupils
- All pupils are actively encouraged to engage fully in their own learning

Promoting Equality: The ethos and culture of the school

- At Cheetwood Primary School we are aware that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community
- We strive to achieve a feeling of openness and tolerance which welcomes everyone to the school
- The pupils are encouraged to greet visitors to the school with friendliness and respect
- The displays around the school reflect diversity across all aspects of equality and are frequently monitored
- Reasonable adjustments will be made to ensure access for pupils, staff and visitors (including parents/carers) with disabilities; this not only includes physical access, but takes account of wider access to school information and activities
- Provision is made to cater for the spiritual, moral, social, cultural and physical needs of all pupils through the planning of assemblies, classroom based and off-site activities
- Pupils' views are actively encouraged and respected; pupils are given an effective voice for example, through advocacy, a number of Pupil Councils, Pupil Voice Activities, pupil perception surveys and regular opportunities to engage with pupils about their learning and the life of the school
- Positive role models are used throughout the school to ensure that different groups of pupils feel welcomed and included

Promoting Equality: 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 of opportunity
- Steps are taken to encourage people from under-represented groups to apply for positions at all levels of the school
- Access to opportunities for professional development is monitored on equality grounds
- Equalities policy and practice is covered in all staff inductions
- All supply staff, volunteer workers and students are made aware of the equalities policy and practice
- Employment policy and procedures are reviewed regularly to check conformity with legislation and the impact of policies are kept under regular review

Promoting Equality: Challenging Harassment and Bullying

- The school challenges all forms of discriminatory behaviour and this is made clear to staff, pupils, parents/carers and governors
- The school has a clear, agreed procedure for dealing with prejudice related bullying incidents and has a nominated member of staff responsible for recording and monitoring incidents
- The school reports to governors on a termly basis the number of prejudice related incidents recorded in the school

Promoting Equality: Partnerships with Parents/Carers and the Wider Community

Cheetwood Community Primary School has a proven track record in working in partnership with parents/carers, as evidenced by the achievement in 2011 of the Leading Parent Partnership Award,

followed by re-accreditation in 2014.

We:

- Take action to ensure all parents/carers are encouraged to participate in the life of the school
- Maintain good channels of communication, e.g. through parent forums, to ensure parents/carers' views are captured to inform practice
- Encourage members of the local community to join in school activities and celebrations
- Ensure that the parents/carers of newly arrived pupils e.g. EAL, Gypsy, Roma and Traveller or pupils with disabilities are made to feel welcome

Responsibility for the Policy

In our school, all members of the school community have a responsibility for promoting equality.

The Governing Body has responsibility for ensuring that:

- The school complies with all equalities legislation relevant to the school community
- The school's equalities policy is maintained and updated regularly; and that equality schemes are easily identifiable (these may be included within the School Improvement Plan, the school's Accessibility Plan or may be stand alone documents)
- The actions, procedures and strategies related to this policy are implemented
- The designated equality governor will have an overview, on behalf of the governing body, on all prejudice related incidents or incidents which are a breach of this policy and ensure that appropriate action is taken in relation to these incidents

The Headteacher and Senior Leadership team have responsibility for:

- In partnership with the governing body, providing leadership and vision in respect of equality
- Overseeing the implementation of the equality policy and schemes
- Co-ordinating the activities related to equality and evaluating impact
- Ensuring that all who enter the school are aware of, and comply with, the equalities policy
- Ensuring that staff are aware of their responsibilities and are given relevant training and support
- Taking appropriate action in response to any prejudice-related incidents

All school staff have responsibility for:

- The implementation of the school's equalities policy and schemes
- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping
- Ensuring they do not discriminate on grounds of ethnicity and culture, disability, sexual orientation or other groups vulnerable to discrimination
- Keeping up to date with equalities legislation

Measuring the Impact of this Policy

The equalities policy and all other relevant policies will be evaluated and monitored for their impact on pupils, staff and parents/carers from the different groups that make up our school. This will be communicated with staff, parents/carers and governors by the headteacher. The information will also be published on the school website.

EQUALITY OBJECTIVES

The Equality Duty has three aims and it requires public bodies, such as schools, to have due regard to the need to:

1. Eliminate unlawful discrimination, harassment, victimization and any other conduct prohibited by the Act;
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
3. Foster good relations between people who share a protected characteristic and people who do not share it.

The Equality Duty requires the school to publish specific and measurable equality objectives at least every four years showing how the school is working towards achieving the above three aims.

In 2022 the school reached year four of the previous objective cycle, so set new targets for the next four year cycle 2023-2027.

These equality objectives are based on our analysis of data and other information. They focus on those areas where we have agreed to take action to improve equality and tackle disadvantages.

EQUALITY OBJECTIVES 2023-2027

Objective	Actions	Who	Evidence
Through our Rights Respecting journey, ensure all children understand the UNCRC rights of a child and that staff and parents understand their roles as duty bearers	Action Plan Children, staff and parent surveys Introduction of rights Class charters Policy review	Rights Respecting Lead Equality Lead	Action plan Analysis of surveys Class charters
To ensure the school actively promotes and prioritises raising awareness, appreciation and celebration of diversity including: gender; sexuality, race and religion	Linked Healthy Schools projects Diversity week Assemblies to celebrate different cultures and religions Establish celebration committee	Healthy Schools team RE lead PSHE lead Celebration committee	Healthy Schools audit Evaluation of themed weeks Assembly schedule
To raise awareness of and maximise the outcomes for students with SEN or a disability	Special Educational Needs and Disability Policy in place and review regularly Accessibility Plan in place and reviewed regularly. Survey of after school clubs and family learning to ensure being accessed by all groups in the school including SEND. Subject Leads review and update resources to ensure equality of access across the curriculum Data analysis	Subject Leads Equality Lead	Special Educational Needs and Disability Policy Accessibility Plan Subject Lead monitoring, focusing on different pupil groups Analysis of clubs Standards reports