



Cranford Park CE Primary School

Equality Policy (including Equality Objectives)

This policy should be read in conjunction with the following policies and documents:

- SEN Policy
- School Curriculum
- Accessibility Plan
- Risk Assessments

1. Aims

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

Our practice is guided by the following 9 principles:

- All learners are of equal value
- Recognise and respect difference
- Foster positive attitudes and relationships and a shared sense of cohesion and belonging
- Observe good equalities practice in staff recruitment, retention and development
- Aim to reduce and remove inequalities and barriers that already exist
- Consult and involve widely
- Society as a whole should benefit
- Base our practices on sound evidence
- Measurable objectives

2. Legislation and guidance

This document meets the requirements under the following legislation:

- The Equality Act 2010, which introduced the public sector equality duty and protects people from discrimination
- The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools.

3. Roles and responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents

- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions. We are always mindful of the protected characteristics and take care not to discriminate, including with unconscious bias. These are:

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

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training annually.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or LGBTQ+ pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of extra-curricular activities)

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)

- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas and school events. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures, in Art we study artists from other cultures, while the school's 'Around the World' event encourages the whole school community to celebrate the diverse cultures.
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute.
- Celebrating National events such as 'Black History Month' and 'Pride Week' by sharing age appropriate news stories. We also work with parents to promote knowledge and understanding of different cultures.
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community.
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school uses restorative approaches to support children to understand the impact of their actions on others.
- Ensuring representation. For example, our school councils have representatives from different groups and is formed of pupils from a range of backgrounds and abilities. All pupils are encouraged to participate in the school's activities, such as boys playing in the netball team.
- Ensuring resources, including books toys (eg: dolls), musical instruments, reflect diversity.
- Developing links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

The school carries out an Equality Impact Assessment, actively considering our equality duties and asking ourselves relevant questions, when planning school trips and activities.

8. Equality objectives

See appendix A

9. Monitoring arrangements

The headteacher will update the equality information we publish annually on the school website. This will be monitored by a governor annually.

This document will be reviewed by the Headteacher at least every 4 years.

Appendix A : Equality Objectives

Having referred to and analysed our equality information, we have set ourselves the following objective(s):

Attendance

To improve attendance for disadvantaged pupils to bring it in line with the attendance for non-disadvantaged children at a target of 96%.

Diversity

To actively promote and prioritise raising awareness, appreciation and celebration of diversity including gender, sexuality, race, culture and religion through all aspects of school life, ensuring all pupils feel valued.

Personal Development

To promote spiritual, moral, social and cultural development through all appropriate curricular and extracurricular opportunities.

Date of Objectives: May 2023

Date for review: May 2027

The Equality Act 2010 (Specific Duties) Regulations 2011 require Governing Bodies to publish equality objectives at intervals of no more than four years but schools should publish detail on progress towards these objectives on an annual basis and publish this detail on the school's internet site.