

Equality information and objectives



Cam Everlands Primary School
"We believe, achieve and celebrate"

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1. Aims

At Cam Everlands Primary School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school irrespective of race, sex, disability, religion or belief, sexual orientation, age, marriage and civil partnership, gender reassignment, pregnancy and maternity. (These groups are referred to as protected characteristics (PCs)). We also recognise socio-economic background as a separate characteristic. For the ease of reference, it will be referred to in the same way as protected characteristics referred to previously.

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.

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) 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

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 body 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 among 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.

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.

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 that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay 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 school clubs)

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. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of 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
- 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 council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We have developed 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 all pupils regardless of gender

8. Equality objectives

Objective 1

To continue to raise attainment, rate of progress and diminish any achievement gaps for pupils who are identified as vulnerable, in particular, pupils who are in receipt of Pupil Premium, pupils with SEND and pupils who low attenders.

Why we have chosen this objective: Internal assessment and tracking data shows that our vulnerable pupils do not, as a group make the same level of progress nor attain as well, as other pupils.

To achieve this objective we plan to: Carefully track the progress of vulnerable pupils throughout the year. Hold pupil progress meetings with staff to discuss appropriate strategies which could be used to support learners. Put appropriate interventions into place to help close gaps in achievement and understanding.

Objective 2

Improve knowledge, skills and attitudes to enable pupils to appreciate and value difference and diversity, for example increasing understanding between pupils from different cultures.

Why we have chosen this objective: Our school's pupil body is largely white British in makeup which reflects the local community which we serve.

To achieve this objective we plan to: Ensure that our curriculum showcases diversity throughout the year and in all year groups. Assemblies to include and celebrate diversity through choice of music, role models and themes. Develop links with visitors from different backgrounds, faiths and countries

who may visit the school to provide cultural enrichment. Ensure that reading books and other resources are selected to provide positive representation of a range of cultures.

Objective 3

To continue to actively break down any stereotypes that may exist with regard to disability

Why we have chosen this objective: We feel it is vital that our children have an awareness of all types of disability so that they can begin to understand and empathise with those who have a disability. This will help them to become better members of society.

To achieve this objective we plan to: Ensure that all pupils have a greater understanding of the term 'difference'. Educate pupils as to the different types of difference and how many people have a difference, visible or hidden. Use our PHSE scheme (SCARF) and elements which deal with difference to support the learning and understanding.

9. Monitoring arrangements

The governing body will update the equality information we publish, described in sections 4 to 7 above, at least every year.

This document will be reviewed by the headteacher every 4 years.

This document will be approved by the governing body following review.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Behaviour Policy
- Anti-Bullying and Hate Policy
- Staff Code of Conduct