Cherry Orchard Primary School

Equalities Policy and Objectives 2025-29

Date of Policy: November 2025

Member of Staff Responsible: Emma Emery

Review Date: Annually until November 2029

Consultation: This policy was developed and is reviewed and updated with staff.

To be read in conjunction with the Teaching and Learning Policy, Curriculum Policy, SEND Policy, PSHE policy, Inclusion Policy.

Ethos Statement

It is the aim of the Governing Body of Cherry Orchard Primary School to support the implementation of policies and procedures that support the vision of:

"We care, we learn we succeed."

As a Rights Respecting School we actively promote the rights of a child.

Intent

This policy has been developed in response to the Equality Act 2010 and replaces all previous policies relating to Race Equality, Gender Equality and Disability Equality. This policy has been developed to enable us help meet our general duties to:-

- Eliminate unlawful discrimination, harassment, victimisation and other prohibited conduct.
- Advance equality of opportunity between those who have a protected characteristic and those who do not.
- Foster good relations between those who have a protected characteristic and those who do not.

We understand the principle of The Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

We will not discriminate against or harass any member of the school community because of the following:

- Age
- Disability
- Gender reassignment
- Pregnancy or maternity
- Race
- Religion or beliefs
- Sex
- Sexual orientation

In order to meet our general duties, listed above, the law requires us to do some specific duties to

demonstrate how we meet these. These are to:

- Publish equality information – to demonstrate compliance with the general duty across its functions (we will not publish any information that can specifically identifyany child).
- Prepare and publish equality objectives.

To do this we will collect data related to the protected characteristics above and analyse the data to determine the focus for our equality objectives. This data will be assessed across our core provisions as a school. This will indicate the following functions:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice related incidents

Our objectives will detail how we will ensure equality is applied to the services listed above; however, where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

Aims and objectives

We recognise that the actions resulting from a policy statement such as this are what make a difference.

Every four years, accordingly, we draw up an action plan within the framework of the overall School Improvement Plan and processes of self-evaluation, setting out the specific equality objectives we shall pursue. The objectives which we identify take into account national and local priorities and issues, as appropriate.

We keep our equality objectives under review and report annually on progress towards achieving them.

Equality objectives

Objective 1:

Gender

To diminish the difference in attainment and progress between boys' and girls' writing in each year group.

Why have we chosen this objective? There is currently a significant difference between the attainment of boys and girls writing which we would like to reduce. In some year groups the progress of boys is lower than the progress of girls.

Actions

- Introduce The Writing Revolution sentence and paragraph teaching to support grammar, vocabulary, cohesion, understanding of audience and purpose, and develop pupils' ability to redraft and edit their written work.
- Incorporating a range of different reading materials into the curriculum (such as instruction manuals, non-fiction, newspapers, recipes, book annuals, football magazines etc) and valuing what children choose to read.

- Promote male authors through class library stocks.
- Update recommending reads for each year group to reflect some more 'boy friendly' texts.
- Older boys reading to younger boys - target less confident/reluctant male readers in KS2 to act as role models for less confident/reluctant male readers in KS1.
- Boys bringing in books they recommend and want to swap.
- Staff to know who their reluctant/underachieving readers are so that they can chat to them about books during class reading time and signpost them to texts they might enjoy.

Evidence of Impact: The difference in the progress and attainment in boys and girls writing will have diminished.

Objective 2:

Disability

To narrow the gap in persistent absence between SEND Support and non-SEND pupils by fostering good relationships with parents and carers and seeking to understand the barriers to good attendance.

Why have you chosen this objective? Currently the data shows that there is a gap between SEND Support pupils' persistent absence and Non-SEND pupils. The persistent absence rate for SEND support pupils is high.

Actions

- Regular monitoring of attendance
- Pastoral provision implemented by trained staff for identified children
- Attendance meetings organised to support families to achieve better attendance
- Early Help assessments completed and support from school nurse organised where necessary.

Evidence of impact: Persistent absence gap between SEND Support and non-SEND pupils is reduced and progress of SEND pupils is improved.

Objective 3:

FSM

To improve outcomes in reading, writing and maths for FSM pupils focusing on EYFS and KS1 and further close the gap between FSM pupils and NFSM

Why have you chosen this objective? There is currently a difference between progress and attainment of FSM and non-FSM at the end of reception and year 1 and we would like to reduce this difference. The gap at the end of key stage 1 is not as large but this still needs to be addressed.

Actions

- Early identification of groups for appropriate interventions & interventions in place as soon as possible.
- Use of interventions to target disadvantaged pupils
- Pastoral provision implemented by trained staff for identified children
- Additional interventions in KS1 and regular evaluations of the effectiveness of these.

- Termly tracking of attainment and progress of pupils.
- Engage with parents and signpost if necessary.
- Attendance meetings organised to support families to achieve better attendance.
- Year 1 teachers adapting planning at the start of the year to meet the needs of the pupils coming up from reception particularly in fundamental skills.

Evidence of impact: Attainment gap between FSM and NFSM pupils reduced and the progress of FSM pupils improved.

Ethos Statement

Cherry Orchard Primary School prides itself where we focus on the wellbeing and progress of every child and where all members of our community are of equal worth.

We aspire to fulfil our legal obligations towards pupils, parents/carers and staff. Equality and diversity principles will run through all day-to-day practices and be embedded in all policies:

- Admissions, induction and attendance.
- Pupils' progress, attainment and achievement.
- Pupils' personal development, welfare and wellbeing (linking to anti-bullying and safeguarding).
- Care, guidance and support.
- Parental/carer involvement.
- Working with the wider community and community cohesion.
- Behaviour, discipline and exclusions.
- Teaching styles and strategies.
- Staff recruitment, retention and professional development.
- Inclusion (linking to curriculum, participation etc.).

Curriculum

We are committed to having a balanced and fair curriculum. We believe that our pupils should be exposed to ideas and concepts which may challenge their understanding to help ensure that pupils learn to become more accepting and inclusive of others.

Equality and diversity will be as embedded as far as is possible in all areas of the curriculum and pupils will be given opportunities to explore prejudice and discrimination and to positively explore difference in relation to race/ethnicity, religion/belief, gender, disability etc.

Each subject area will be kept under review, including the resources available to ensure they reflect both the diversity of the school, local community and wider society as a whole. Attainment and achievement data will be collected and this will be used to inform planning and provision to support individuals and groups of pupils. We will demonstrate an awareness of the specific assessment needs of pupils with additional needs such as EAL, SEND etc. and we also recognise the importance of scrutinising assessment materials for cultural bias.

We aim to ensure that curriculum planning takes full account of the ethnicity, cultural background and language needs of all pupils. We ensure that pupils from all ethnic groups have full and equal access to a broad range of curricular opportunities including extra-curricular activities. We aim to ensure that the curriculum draws on areas of interest to pupils from different ethnic groups. We ensure that racial equality and ethnic diversity are promoted and racism and discrimination are challenged in all areas of the curriculum. The curriculum incorporates children's Social, Moral, Spiritual and Cultural education (SMSC).

The Hidden Curriculum

Staff will take measures to ensure that they:

- Use language which does not reinforce stereotypes
- Challenge sexist and homophobic language used by pupils so that their awareness is raised.
- Ensure that pupils are given the same range of jobs so that sex-stereotypes are countered.
- Avoid organisation strategies such as 'girls' first
- Ensure that display work is free from gender bias and offers positive images.
- Use assemblies as vehicles for promoting the school's commitment to equal opportunities.
- Ensure that school uniform allows both gender's maximum comfort and freedom of movement.

Race Equality

Cherry Orchard Primary School celebrates its multi-cultural and multi-racial diversity. We are committed to the belief that each child has the right of access to a broad, balanced and relevant curriculum, irrespective of gender, race, class, religion, ability or disability.

Cherry Orchard Primary School welcomes its duties under the Equalities Act 2010, which came into force in October 2010, to eliminate discrimination, advance equality of opportunity and foster good relations.

The staff at Cherry Orchard Primary School is opposed to racism in any form. We are committed to the principle that all pupils should be given equality of opportunity. We have the highest expectations of all pupils and we try to remove any barriers to learning. We condemn discrimination against people because of skin colour, other racial difference, cultural background, religion or nationality because it is wrong, offensive and illegal.

Every member of the Cherry Orchard community should feel their racial identity, language, religion and culture are valued and respected. In order to achieve this, we will use what pupils know and understand about themselves in our teaching. All pupils will be helped to develop a sense of personal and cultural identity. All pupils should develop the knowledge, understanding and skills that they need in order to participate in Britain's multi-ethnic society and in the wider context of the world.

Progress, Attainment and Assessment

We have the highest expectations of all our pupils and aim to ensure that pupils from all ethnic groups make maximum progress in their time at the school. We are committed to tackling any disparities between pupils of different ethnic groups in terms of attainment and progress. As part of our assessment procedures we regularly monitor all pupils' performance, attainment and progress.

This involves systematically monitoring within and across pupil cohorts including; ethnic groups, gender, SEN, EAL, more able, pupil premium. We actively seek to implement strategies to counter underachievement of all children.

Behaviour, Discipline and Exclusions

We promote good behaviour that is free from harassment and bullying. We ensure that the school's Behaviour Policy and procedures for disciplining pupils, including exclusion, are fair and applied regardless of a pupil's ethnic background.

Pupils' personal development and pastoral care is a significant part of every child's development and is a major focus within the school. We give due consideration to every pupil's religion, racial origin, cultural and linguistic background and provide a curriculum that prepares every pupil to take a full part in life in a multi-cultural society. We track and monitor every pupil's personal development and ensure that we offer every pupil the support and guidance that meets his/her physical, emotional and intellectual needs.

Admissions and Attendance

We monitor attendance and use the data when developing strategies to address poor attendance. Additional support that we offer to families is provided through our Pastoral Team learning mentors and Attendance Champion as well as external agencies (i.e. the school nurse, Language, Learning and Strategic Support Team (LLaSS) and Communication and Autism Team).

Staff Recruitment and Professional Development

We ensure that all recruitment and selection, performance management procedures and employment and professional development opportunities for staff are free from discrimination. We monitor and review the recruitment and selection process to ensure discrimination is not taking place.

Addressing Prejudice Related Incidents

This school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice-related discrimination may fare less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur, we address them immediately and report them to the Local Authority using their guidance materials. The Local Authority may provide some support.

School Community	Responsibility
Governing Body	Ensuring the school complies with the legislation and that the policy, the school's practice and related procedures and any action plans are implemented and regularly reviewed and monitored. Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these. Monitoring progress towards achieving these equality objectives.
Head Teacher	As above including: Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day-to-day duties. Ensuring that all the school community receives adequate training to meet the need of delivering equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Senior Leadership Team	To support the Head Teacher as above: Ensure fair treatment and access to services and opportunities. Ensure all staff are aware of their responsibility to record and report prejudice-related incidents.
Teachers	Help in delivering the right outcomes for the pupils. Uphold the commitment made to pupils and parents/carers on how they can expect to be treated. Design and deliver an inclusive curriculum. Ensure that you are aware of your responsibility to record and report prejudice- related incidents.

Support Staff	Support the school and governing body in delivering a fair and equitable service to all stakeholders. Uphold the commitment made by the Head Teacher on how pupils and parents/carers can expect to be treated. Support colleagues within the school community Ensure that you are aware of your responsibility to record and report prejudice-related incidents.
Parents	Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate them. Take an active role in supporting and challenging the school to achieve the commitment given to the school community and achieving equality of opportunity for all.
Pupils	Supporting the school to achieve commitment made to tackle inequality. Uphold the commitment made by the Head Teacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated.

Monitoring arrangements

Progress towards the equality objectives will be monitored and evaluated by senior leaders and the governing body annually. The Headteacher and Inclusion leader will update the equality information we publish, at least every 4 years. This document will be reviewed and approved by the governing body at least every 4 years.