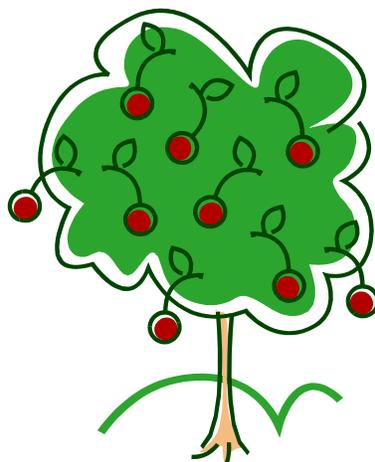


Cherry Orchard Primary School



“We care, we learn, we succeed”

Equality Information and Objectives

Policy	Statutory
Approved date	March 2017
Approved by	Full Governing Body

Introduction

On the 1st October 2010, the Equality Act 2010 replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act.

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate against pupils or treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation, pregnancy or maternity.

We believe that the Equality Act 2010 provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

GUIDING PRINCIPLES: In fulfilling the legal obligations we are guided by nine principles:

Principle 1: All learners are of equal value. We see all learners and potential learners, and their parents and carers, as of equal value:

- whether or not they are disabled.
- whatever their ethnicity, culture, national origin or national status.
- whatever their gender and gender identity.
- whatever their religious or non-religious affiliation or faith background.
- whatever their sexual identity.

Principle 2: We recognise and respect difference. Treating people equally (Principle 1 above) does not necessarily involve treating them all the same.

Our policies, procedures and activities must not discriminate, but must nevertheless take account of differences of life-experience, outlook and background and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made.
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised.
- gender, so that the different needs and experiences of girls and boys and women and men, are recognised.
- religion, belief or faith background.
- sexual identity.

Principle 3: We foster positive attitudes and relationships and a shared sense of cohesion and belonging.

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people and an absence of harassment of disabled people.
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status and an absence of prejudice-related bullying and incidents.
- mutual respect and good relations between boys and girls, women and men and an absence of sexual and homophobic harassment.

Principle 4: We observe good equalities practice in staff recruitment, retention and development

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion and in continuing professional development:

- whether or not they are disabled.
- whatever their ethnicity, culture, religious affiliation, national origin or national status.
- whatever their gender and sexual identity and with full respect for legal rights relating to pregnancy and maternity.

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people.
- people of different ethnic, cultural and religious backgrounds.
- girls and boys, women and men.

Principle 6: We consult and involve widely

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies and in the review of existing ones. We consult and involve:

- disabled people as well as non-disabled people from a range of ethnic, cultural and religious backgrounds.
- both women and men, girls and boys.
- Gay people as well as straight.

Principle 7: Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion and greater participation in public life of:

- disabled people as well as non-disabled.
- people of a wide range of ethnic, cultural and religious backgrounds.
- both women and men, girls and boys
- Gay people as well as straight.

Principle 8: We base our practices on sound evidence

We maintain and publish quantitative and qualitative information about our progress towards greater equality in relation to:

- disability.
- ethnicity, religion and culture.
- gender.

Principle 9: Objectives We formulate and publish specific and measurable objectives, based on the evidence

We have collected and published (principle 8) and the engagement in which we have been involved (principle 7), in relation to:

- disability.
- ethnicity, religion and culture.
- gender.

Aims and Objectives

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

Every three 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.

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/carers 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.).

Legal Duties

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.

A protected characteristic under The Act covers the groups listed below:

- age (for employees not for service provision).
- disability.
- race.
- sex (including issues of transgender) gender reassignment.
- maternity and pregnancy.
- religion and belief.
- sexual orientation.
- Marriage and Civil Partnership (for employees).

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 identify any 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.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties 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.

In fulfilling our obligations we will:

- Recognise and reflect diversity.
- Foster positive attitudes and relationships and a shared sense of belonging.
- Observe good equalities practice, including staff recruitment, retention and development.
- Aim to reduce and remove existing inequalities and barriers.
- Consult and involve widely.
- Strive to ensure that society will benefit.

The Curriculum/Teaching and Learning

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, SEN 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).

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 ensure that the admissions process is fair and equitable to pupils from all ethnic groups (see Admissions Policy). 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 as well as external agencies (i.e. the school nurse, Pupil and School Support 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.

Monitor and Review

Every three years we will review our policy and objectives in relation to any changes in our school profile. Our objectives will sit in our overall school improvement plan and therefore will be reviewed as part of this process.