



Cavendish Community Primary School



Equality Scheme

2020 - 2023

Introduction

Cavendish Community Primary School is committed to challenging discrimination and promoting equality at all levels and in all aspects.

On 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.

Key Points

- The Equality Act 2010 provides a single, consolidated source of discrimination law.
- Schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief and sexual orientation.
- There are some exceptions replicated in the act - e.g. content of curriculum, collective worship, admissions to single sex schools and schools of a religious character

The Equality Act 2010 introduced a **single equality duty** on public bodies which will be extended to include all of the following protected strands:

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

This combined equality duty came into effect in April 2011 and had three main elements. In carrying out our function, Cavendish Community Primary School is required to have due regard to the need to:

- Eliminate conduct that is prohibited by the Act
- 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

Where schools are concerned, age will be a relevant characteristic in considering their duties in their role as an employer but not in relation to pupils.

The Act introduced **specific duties** which were designed to help public authorities to meet their combined duty obligations.

The **Governing Body** has responsibility for making sure that the school complies with the Single Equality duties. This Equality Scheme will help us to achieve our aims and give us a framework for action.

Vision and Values: Cavendish Community Primary School's Equality Scheme

Our core values are built around providing a secure, collaborative and purposeful learning culture, where all pupils and staff are valued, cared for, listened to and challenged to be the best they can be. We are equally ambitious for all pupils and staff irrespective of disability, race, colour, religion, gender, age, sexual orientation or background. Inclusion is central to our ethos and practices.

We are proud of the rich diversity of our school community and it is this diversity which is at the heart of our Scheme. Our response to the needs of our pupils is a vital part of personalising learning for all.

Leadership and commitment at all levels of the organisation are central to the success of the scheme. In everything we do, we will consider how we can ensure that we do not consciously or unconsciously discriminate against or disadvantage individuals or groups, and we will seek opportunities to promote equality and diversity wherever we can. Equality must be modelled in everything we are doing as a policy maker and employer.

The National Curriculum Inclusion Statement reminds us that all teachers are required to follow three inclusive principles:

- Setting suitable learning challenges, enabling all children to experience success and achieve as high a standard as possible through appropriate differentiation.
- Responding to pupils' diverse learning needs by:
 - creating effective learning environments;
 - securing their motivation and concentration;
 - providing equality of opportunity through teaching approaches;
 - using appropriate assessment approaches;
 - setting targets for learning.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Responsibility for the Equality Scheme

This Equality Scheme is managed by our *Governing Body* and *Equalities Team*, with input from across the school community.

The Governing Body are responsible for:

- making sure the school complies with the relevant equality legislation ; and
- making sure the school Equality Scheme and its procedures are followed and do this through the *Curriculum and Wellbeing Committee*.

The Headteacher is responsible for:

- making sure the school Equality Scheme and its procedures are followed;
- making sure the Equality Scheme is accessible;
- producing regular information for staff and governors about the plans and how they are working;
- making sure all staff know their responsibilities and receive training and support in carrying these out;
- promoting a culture of zero tolerance to harassment and discrimination;
- taking appropriate action in cases of harassment and discrimination, including racist bullying, homophobic bullying and bullying related to gender or disability;
- dealing with reports of hate-incidents;
- monitoring pupil exclusions and ensure that appropriate reporting is made to the LA;
- monitoring bullying incidents and ensure that these issues are being addressed.

All staff are responsible for:

- dealing with discrimination;
- being able to recognise and tackle bias and stereotyping;
- promoting equal opportunities and good race relations;
- avoiding discrimination against anyone for reasons of race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment;
- keeping up to date with the law on discrimination;
- taking up training and learning opportunities.

Visitors and contractors are responsible for:

- knowing, and following, our Equality Scheme.

Reviewing and revising the scheme

The scheme will be reviewed annually and updates on the objectives published annually. Any such review will be informed by the information gathered and the impact assessments. The widest possible and most inclusive level of consultation and involvement by pupils, staff and parents will be sought.

A new scheme will be published by Autumn 2023.

Annual Review Autumn 2021



Cavendish Community Primary School Equalities Action Plan 2020-2023

A. Eliminate Discrimination

Intent	Implementation	Impact
<p>To create a shared 'Kindness Commitment' that states our belief in the importance of the Equalities message and our commitment as a school to ensure all children & adults are welcome, included and can thrive.</p>	<p>Create a survey for parents & children to complete on the importance of kindness for everyone. Share results. Whole school assembly on kindness. Children write kindness commitment in classes. Create a school shared Kindness Commitment Display throughout school. Share with parents & governors.</p>	
<p>To establish a system for responding to breaches of our Kindness commitment-including a restorative learning conversation. To establish a system to record these breaches & evaluate.</p>	<p>Refer & use Kindness commitment in response to moments of unkindness. Share paperwork for staff for recording conversations around discrimination & unkindness. Upload breaches to C-poms. Monitor breaches & identify areas for further work with individuals/groups.</p>	
<p>To monitor and evaluate the environment including the building, equipment, support and resources available to those who need additional support and to ensure that the best possible support is in place.</p>	<p>Create timetable for learning walks throughout school-identify groups of children who may be at risk of discrimination from the environment eg children with autism, dyslexia, hearing or sight impairment, physical needs, English as an additional language. Use children as part of these learning walks-identify areas for improvement & feed into Accessibility Plan for the school.</p>	

B. Advance Equality of Opportunity

Intent	Implementation	Impact
<p>To audit the curriculum to ensure full representation of our community (inc. promotion of Human Rights & Equalities). To highlight successful areas & opportunities for further development.</p>	<p>Share commitment with staff to better represent all children in our community through the curriculum. Year 5 & 6 audit of History & Geography topics to better include Human Rights & Equalities.</p> <p>To have a clear curriculum map & ensure that across the curriculum there is appropriate coverage of all Equalities groups; that there are role models in all subjects that children can relate to.</p> <p>Subject leaders to consider Equalities aims when developing curriculum across the school.</p>	
<p>To evaluate the participation of children in extra-curricular activities, regardless of gender, race, religion, ability or financial circumstances.</p>	<p>To gather data on attendance at clubs & analyse the take up of different groups of pupils.</p> <p>To explore reasons for lack of participation from groups/individuals-survey.</p> <p>To target extra-curricular activities at groups of children that may be currently disadvantaged from taking part in extra-curricular activities.</p>	
<p>To improve display to promote the values & message of Equalities & the Rights of children.</p>	<p>Explore both inside & outside spaces for places to promote Equalities message.</p> <p>Consider work with artists to create Equalities themed art.</p>	
<p>To ensure all children have good attendance at school & barriers are identified for any groups of children in maintaining good attendance.</p>	<p>To evaluate attendance figures -investigate where groups of children may have poorer attendance & seek to find reasons & solutions.</p>	

C. Foster Good Relations

Action	Implementation	Impact
To create a working group that includes a range of people from different backgrounds to drive & monitor the school's Equality Scheme.	Initial meeting of teachers Autumn term-look to broaden out to more teaching assistants, governors, parents & children.	
To invite community groups into school to develop relationships with our community & broaden children's experiences of others. To learn about people who may be 'different' to us & discover how much we might be the same.	To plan a half term focused on the promotion of the Equalities message in Autumn term 2021. To establish a working group to plan events in school-liaise with community groups, arrange visits & visitors to promote these messages & build relationships with parents & community groups.	
To ensure our library, resources and images around the school environment represent fully the diversity of the community	Audit of library resources. Purchase additional resources where necessary. Learning walk for images around school-share highlights with school community & continue to explore ways to use the environment to promote Equalities message.	