



EQUALITY POLICY

Canterbury Cross Primary School

Equality Policy

Introduction

'Every Child is Special'

Canterbury Cross Primary School is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth.

We believe that the Equality Act 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.

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.

Our approach to equality is based on the following 7 key principles:

1. All learners are 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 and whatever their sexual orientation.
2. We recognise, respect and value difference and understand that diversity is a strength. We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.
3. We foster positive attitudes and relationships. We actively promote positive attitudes and mutual respect between groups and communities different from each other.
4. We foster a shared sense of cohesion and belonging. We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.

5. We observe good equalities practice for our staff. We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development.

6. We have the highest expectations of all our children. We expect that all pupils can make good progress and achieve to their highest potential.

7. We work to raise standards for all pupils, but especially for the most vulnerable. We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

Purpose of the policy

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 or pregnancy or maternity.

Age, and marriage and civil partnership are also “protected characteristics” but are not part of the school provisions related to pupils.

The Act requires all public organisations, including schools to comply with the Public Sector Equality Duty and two specific duties.

The Public Sector Equality Duty or “general duty” requires all public organisations, including schools to:

Eliminate unlawful discrimination, harassment and victimisation

Advance equality of opportunity between different groups

Foster good relations between different groups

Two “specific duties”

This requires all public organisations, including schools to

1. Publish information to show compliance with the Equality Duty by April 6th 2012.
2. Publish Equality objectives at least every 4 years which are specific and measurable by April 6th 2012.

This policy describes how the school is meeting these statutory duties and is in line with national guidance. It includes information about how the school is complying with the Public Sector Equality Duty and also provides guidance to staff and outside visitors about our approach to promoting equality.

Appendix 1 is a checklist of key equality considerations.

Development of the policy

This policy takes account of the DfE guidance on the Equality Act 2010 and also the Ofsted inspection framework 2019, which places a strong focus on improving the learning and progress of different groups of pupils, especially those who are Pupil Premium or have a special education need.

Links to other policies and documentation

Although this policy is the key document for information about our approach to equalities in line with the Public Sector Equality Duty, we ensure that information about our responsibilities under the Equality Act are also included in our school improvement plan (SIP), the school's self-evaluation, the school prospectus, the school web-site and our half termly newsletters.

There are also references in the behaviour, admissions, SEND, PHSE and anti-bullying policies, as well as minutes of meetings from trustees, staff, and the senior leadership team. School council also contribute.

The Equality Act also applies to schools in their role as employers, and the way we comply with this are found in our safer recruitment policy.

What we are doing to eliminate discrimination, harassment and victimisation

We take account of equality issues in relation to admissions and exclusions; the way we provide education for our pupils and the way we provide access for pupils to facilities and services.

We are aware of the Reasonable Adjustment duty for disabled pupils – designed to enhance access and participation to the level of non-disabled pupils and stop disabled children being placed at a disadvantage compared to their non-disabled peers. This is evident in SEND Information Report (SENDIR)-published on the website, as well as the Accessibility Policy and Plan.

The Head teacher ensures that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities.

We 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 take seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day today life of the school. We make a record of each specific equality consideration and this is available for review if required.

Our admissions arrangements are fair and transparent, and we do not discriminate against pupils by treating them less favourably on the grounds of their sex, race, disability, religion or belief, sexual orientation or gender reassignment.

The Curriculum

We actively promote equality and diversity through the curriculum and by creating an environment, which champions respect for all through our Values Education.

Curriculum Statement of Intent

We use our Values of SHARE (Safety Health and happiness Achieve and enjoy Respect and Equality) to promote positive attitudes to learning which reflect the values and skills needed to promote responsibility for learning and future success. We want our children to develop as independent, confident, successful learners with high aspirations who make positive contributions, in wider society.

At Canterbury Cross Primary School, the curriculum is designed to ensure ALL pupils achieve their full potential. Our learners are enthusiastic; they enjoy coming to school. Our schemes of work are personalised using the national curriculum content, we reflect the content and challenge of the connected curriculum integrated into the school values of SHARE (Safety, Health and Happiness, Achieve and Enjoy, Respect and Equality). Our curriculum incorporates the learning and emotional needs of the pupils in our school. Learners are at the centre of everything we do. We believe our curriculum is exciting and inspires children to nurture their enthusiasm for learning.

The most-able are challenged to expand their knowledge and skills, those who find learning more difficult are supported to catch up quickly and those with specific needs are helped to achieve their individual targets. We ensure this by systematically giving pupils the pre-requisite knowledge to access an age appropriate full curriculum.

The Curriculum is designed with a focus on pupil knowledge and understanding, so all pupils are able to apply their learning across the curriculum. A primary focus of our curriculum is to raise aspirations, engender a sense of personal pride in achievement, provide a purpose and relevance for learning and ultimately to help every student to find strengths and interests. We sequence groups of lessons building upon children's prior learning, so they can connect their knowledge and become resilient thinkers.

Subject leaders play an important part in the success of the curriculum, they are lead practitioners who develop subject content, support teachers, review and monitor the curriculum and continuously self-evaluate. Teachers and support staff receive regular CPD across all areas of the curriculum, as a result of this they are best prepared to provide outstanding curriculum provision. Developing the holistic child is of upmost importance and, with this in mind, we offer a broad and balanced curriculum which encompasses academic subjects, Sport, Music, Art and PHSE Education.

Pupils leave Canterbury Cross, with a sense of belonging to a tightly knit community. They are confident learners who achieve their potential, and are fully equipped to access the secondary curriculum. We are particularly proud of the respect and care that our children show for one another, the environment and the community around us, as well as their fundamental belief in equality for all. Canterbury Cross ensures our pupils are well prepared for life in modern Britain.

SHARE

Share

We all work together to ensure everyone feels secure and cared for, and to be able to share feelings, events, worries and concerns, in order that support can be given.

Health and Happiness

We encourage active and healthy lifestyles through our curriculum, which we believe will ensure a future of health and happiness.

Achieve and enjoy

It is our fundamental belief that everyone can achieve their best potential through our commitment to every child in our school to provide the best education.

Respect

We respect ourselves, others and our environment by taking care of each other and our school.

Equality

We believe in everyone being treated with equality through our commitment to the protected characteristics of the Equality Act. Every child is special so it is their right to be with equity.

CRISP

CRISP is how we choose our best behaved children-Good to be Green-during Celebration Assembly. Teachers choose the child who has best demonstrated one of the below qualities, and the children also gain points for these qualities, which could lead to a reward.

Conduct

Respect

Independence

Selflessness

Perseverance

Aims:

Through our PSHE curriculum, we aim that our pupils will:

- develop spiritually, morally, socially and culturally;
- develop self-confidence and self-responsibility;
- value themselves and others;
- acknowledge and appreciate difference and diversity;
- be independent, responsible and active members of the school and the local community;
- learn to make informed choices;
- be prepared to be positive and active members of a democratic society;
- understand what constitutes a safe and healthy lifestyle;
- develop the ability to form good relationships;
- understand and manage their emotions;
- have opportunities to consider issues which may affect their own lives and/or the lives of others.

The Curriculum/Teaching and Learning:

Social Moral Spiritual Cultural (SMSC) themes/Personal Health Social Education (PHSE) area coverage/Unicef Rights Respecting School's Award (RRSA)

SMSC

Autumn 1-Democracy and the rule of law

Autumn 2-British values

Spring 1-Diversity and equality

Spring 2-Resilience

Summer 1-Rights and responsibilities

Summer 2-Risk and safety

PHSE/RRSA

Living in the wider world/Articles 1, 2, 3, 7, 8, 13, 14, 17, 23, 28, 29, 30, 32, 33, 34, 35, 36, 37, 38, 39, 40, 42

Relationships/Articles 9, 10, 11, 15, 16, 20, 21, 22, 29 (including Relationships Education and the science curriculum to teach animal, plant and human reproduction)

Health and wellbeing/Articles 6, 12, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41

Behaviour, Exclusions and Attendance

The school Policy on Behaviour - Rewards, Sanctions and Exclusions - takes full account of the new duties under the Equality Act. We make reasonable, appropriate and flexible adjustment for pupils with a disability. We closely monitor data on exclusions and absence from school for evidence of overrepresentation of different groups and take action promptly to address concerns.

Addressing prejudice and prejudice based bullying

The school challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality:

prejudice around disability and special educational needs

prejudices around race, religion or belief, for example anti-Semitism and Islamophobia, Travellers, migrants, refugees and people seeking asylum

prejudice around gender and sexual orientation, including homophobic and transphobic attitudes

Staff are advised to report all prejudice-related incidents in the Anti-Prejudice behaviour logs; these will be identified, assessed, recorded and dealt with. We treat all bullying incidents equally seriously.

We keep a record of different prejudice-related incidents and provide a report to the Trustees about the numbers, types and seriousness of prejudice-related incidents at our school and how we dealt with them. We review this data termly and take action to reduce incidents.

What is a discriminatory incident?

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socioeconomic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as: 'Any incident which is perceived to be racist by the victim or any other person'.

Types of discriminatory incidents that can occur are:

Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;

Use of derogatory names, insults and jokes; racist, sexist, homophobic or discriminatory graffiti;

Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;

Bringing discriminatory material into school;

Verbal abuse and threats;

Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation;

Discriminatory comments in the course of discussion;

Attempts to recruit others to discriminatory organisations and groups; ridicule of an individual for difference e.g. food, music, religion, dress etc.;

Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

What we are doing to advance equality of opportunity between different groups

We know the needs of our school population very well and collect and analyse data in order to inform our planning and identify targets to achieve improvements.

We have procedures, working in partnership with parents and carers, to identify children who have a disability through our pupil admissions meetings and ongoing discussions with parents.

We collect data and monitor progress and outcomes of different groups of pupils and use this data to support school improvement. We take action to close any gaps, for example, for those making slow progress in acquiring age-appropriate literacy and number skills.

We collect, analyse and publish data on the school population:

by gender and ethnicity;

on the % of pupils identified as having a special educational need and/or disability and by their principal need or disability;

by year group – in terms of ethnicity, gender, FSM/disadvantage and proficiency in English

on inequalities of outcome and participation, related to ethnicity, gender, FSM, disability and proficiency in English

We publish an analysis of standards reached by different groups at the end of each key stage:

Ethnic groups

Free School Meals and Non Free School Meals

EAL

All SEND

SEND Support and SEND EHCP pupils

EHCP plans

Children who are looked after and in care

We also collect, analyse and use data in relation to attendance and exclusions of different groups. We have robust systems in place to tackle absence and persistent absence.

We are aware that the legislation relates mainly to current, but also to future pupils. We will, for example, be sufficiently prepared if a visually Impaired, hearing impaired or EAL child joins our school.

We avoid language that runs the risk of placing a ceiling on any pupils' achievement or that seeks to define their potential as learners, such as "less able". We use a range of teaching strategies that ensures we meet the needs of all pupils and provide support for pupils who at risk of underachieving.

We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality.

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, for example:

disabled and non-disabled people

people of different ethnic, cultural and religious backgrounds

girls and boys

We ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary.

We also have an Accessibility Plan designed to: increase the extent to which pupils with disability can participate in the curriculum; improve the physical environment, and improve the availability of accessible information to disabled pupils.

Positive Action

We will take positive and proportionate action to address the disadvantage faced by particular groups of pupils with particular protected characteristics, such as through targeted support. The actions will be designed to meet the school's Equality Objectives.

What we are doing to foster good relations

We prepare our pupils for life in a diverse society and ensure that there are activities across the curriculum that promotes the spiritual, moral, social and cultural development of our pupils.

We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHE, RRSAs, SMSC and across the curriculum, as explained previously.

We promote a whole school ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour.

We provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures. We include the contribution of different cultures to world history that promote positive images of people. We provide opportunities for pupils to listen to a range of opinions and empathise with different experience. We promote positive messages about equality and diversity through displays, assemblies, visitors, whole school events including to parents and carers.

Other ways we address equality issues

In order to ensure that the work we are doing on equalities meets the needs of the whole school community, we:

review relevant feedback from the annual parent questionnaire, parents' evening informal ongoing conversations with parents

secure and analyse responses from staff surveys, staff meetings and training events

review feedback and responses from the children and groups of children, from the school council, the Steering Group, PSHE lessons, whole school surveys on children's attitudes

analyse issues raised in Annual Reviews or reviews of progress on Educational Health Plans/Personalised Provision Maps, mentoring and support

ensure that we secure responses and feedback at trust meetings

We support and value the abilities of all our pupils. It is our duty to provide equal opportunities for every person in our care, as well as a safe and fully equipped learning environment, which caters to the needs of every child as an individual. We are committed to inclusion within the school curriculum and participation in all aspects of school life. We provide an exciting, creative and effective learning environment, recognising and responding to individual learning styles. We aim to help each child experience success and to reach their full potential by providing the highest standard of education and care.

Our School adopts a 'whole school approach' to special educational needs. All staff work to ensure inclusion of all pupils. The school is committed to ensuring that pupils with special educational needs can fulfil their potential and achieve optimal educational outcomes.

Teaching and Support Staff

All teaching and support staff will:

promote an inclusive and collaborative ethos in their classroom

challenge prejudice and discrimination

deal fairly and professionally with any prejudice-related incidents that may occur

plan and deliver a curriculum and lessons that reflect the school's principles, for example, in providing materials that give positive images in terms of race, gender and disability

maintain the highest expectations of success for all pupils

support different groups of pupils in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult

keep up-to-date with equalities legislation relevant to their work.

We will provide training and guidance on Equalities for all staff new to the school as part of the induction procedure. We will go through the principal expectations and duties of the Equality Act at a whole staff meeting at the start of the school year.

Visitors

All visitors to the school, including parents and carers are expected to support our commitment to equalities and comply with the duties set out in this policy.

Key contacts

Staff responsible for equalities:

Clare James (Deputy Head Teacher)

Saubia Nawaz (Deputy Head Teacher)

Lead trustee: Nadeem Bhatti

Equal Opportunities for staff

This section deals with aspects of equal opportunities relating to staff. We are committed to the implementation of equal opportunities principles, and the monitoring and active promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions are made on the basis of merit and ability, in compliance with the law and Safer Recruitment.

As an employer, we strive to ensure that we eliminate discrimination and harassment in our employment practice, and actively promote equality across all groups within our workforce. We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

Monitoring and Reviewing the policy

We review the information about equalities in the policy annually and make adjustments as appropriate.

Disseminating the policy

This Equality Policy, along with the Equality Objectives and data is available on the school website. A paper copy is available from the school office. The policy will form part of induction for new staff.

We ensure that the whole school community knows about the policy, objectives and data through assemblies, staff meetings and other communications. We publish, on the school's website, copies of relevant policies and guidance, including those on behaviour, anti-bullying and special educational needs and disabilities.

APPENDIX ONE

The nine characteristics broken down

To understand how the nine characteristics are protected, it is important to look at them in isolation.

Age

You cannot discriminate against a person because of their age. Although this characteristic is usually applied to older workers, younger employees can be vulnerable to discrimination too. For example, a job recruitment exercise which specifies that applicants must have a certain number of years' experience may indirectly discriminate against younger applicants, unless that requirement is justified.

Disability

Disability is defined as any physical or mental impairment that has a long-term impact on a person's ability to perform day-to-day activities. Discrimination against a person with disabilities could include refusing to install wheelchair ramps in the office or not allowing assistance dogs on the premises.

Gender reassignment

If a person has or is proposing to undergo a gender reassignment, it is illegal to discriminate against them. Discrimination could take the form of bullying, exclusion or name-calling.

Marriage and civil partnership

You cannot discriminate against someone who is married or in a civil partnership. An example of this would be where a married member of staff loses out on a promotion because the new position would require travel and management think it would be better suited to a single person.

Pregnancy and maternity

It is illegal to fire someone because they fall pregnant. You cannot demote a woman to a lesser position when she returns from maternity leave, or make it difficult for her to breastfeed.

Race

Race discrimination is an offence under The Equality Act 2010. It is also illegal to discriminate against an employee because they associate with someone of a particular race. When writing job advertisements, it is important to consider the possibility of indirect race discrimination. For example, placing an advertisement that required all applicants to have certain GCSE qualifications may discriminate against those who come from countries that do not provide these qualifications. To ensure discrimination does not occur, the employer must be willing to accept an equivalent qualification.

Religion or belief

Discrimination against religion or belief can occur when an employer refuses to recruit someone who requires time off to observe religious practices. Alternatively, threatening disciplinary action against a person who cannot work on specific days due to religious beliefs is also classed as discrimination.

Sex

Discrimination based on a person's sex is an offence. For example, you cannot pay a woman less than a man for the same position if they have similar experience and qualifications.

Sexual orientation

If you have certain policies in place, such as maternity leave, and they do not apply to same-sex couples, this will be an offence under the Equality Act 2010.