



Cumnor C of E Primary School Equality Policy and Plan

Agreed by Governors:
December 2021

.....Chair of Govs)

..... (Headteacher)

To be reviewed Autumn 2023

Cumnor Church of England Primary School was established in 1857 with the aim of ensuring that all children had access to education, which, at the time, was only possible for those who could pay for it. Today, this founding sense of equality, fairness and opportunity for all remains fundamental to our work as a church school.

We believe that everyone is equal and as such all should be treated with dignity and respect. Our school is a place where everyone should be able to flourish in a loving and hospitable community irrespective of gender, race, religion, ethnicity, socio-economic background, academic ability, disability, sexual orientation or gender identity.

We are committed to promoting the understanding of the principles and practices of equality with an awareness of our diverse society and appreciating the value of difference. We actively seek to challenge discrimination and we promote an anti-bullying stance.

This Equality plan (Appendix 1) sets out how the school will satisfy its duties under the Equality Act to eliminate all discrimination, harassment, victimisation and any other behaviour prohibited by the Equality Act 2010, to foster good relations between persons with and without protected characteristics and promote equality of opportunity regardless of whether a person has a protected characteristic (such as race, gender, transgender, disability, age, pregnancy and maternity, religion or belief and sexual orientation). The school aims to comply with this duty, in both the delivery of its services and the employment of its staff. It is created by the Cumnor School Governing Body with the help of the Headteacher in line with the Equality Act 2010 and is the foundation of all the school's other policies – particularly the special educational needs (SEN) policy, admissions policy, anti-bullying policy and the behaviour policy (see school website for all policies).

Through the creation of this plan, we have been able to develop a better understanding of what the challenges to equality are within the school and how we can best deal with these. This policy and plan will be reviewed every two years or any time there is an update or change to equality legislation, to ensure that it is being effectively implemented and remains focused and up to date on issues surrounding equality both within the school and nationally.

Roles and responsibilities

Creating a school environment that promotes equality and denounces discrimination is a whole-school responsibility and requires all members of the school community to be actively involved in breaking down barriers to learning and barriers to social and emotional development that prejudice can create.

Individuals in the school are expected to take responsibility for supporting and promoting equality in

school above and beyond the responsibilities listed below. The Headteacher has the day-to-day responsibility for coordinating the implementation of this policy.

The governing body

The governing body will:

- create and approve this policy with the help of the headteacher and ensure that it is adopted correctly throughout the school
- ensure the school complies with all equality legislation and the school's equality objectives as set out in this policy
- monitor and evaluate the effectiveness of the policy annually and make any amendments to improve on the policy when and where necessary
- nominate a named governor to oversee the implementation of the policy, monitor equality outcomes, and regularly report back to the rest of the governing body
- ensure that parents are informed of any incident related to this policy which could directly affect their child

The headteacher and senior leadership team

The headteacher, with the support of the rest of the senior leadership team, will:

- promote the policy both within the school and externally to the rest of the community
- ensure that all staff are aware of their role and responsibilities regarding the promotion and delivery of equality in school
- report back to the governing body on how the policy is working and any amendments that they feel should be made, as well as feedback from staff, pupils and parents
- challenge inappropriate language and behaviour
- tackle bias and stereotyping
- take appropriate action where discrimination or victimisation occurs
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Staff

School staff will:

- ensure that they are up to date and aware of the contents of this policy
- challenge inappropriate language and behaviour
- tackle bias and stereotyping
- work to promote anti-bullying strategies as outlined in the school's behaviour and anti-bullying policy
- show a commitment to undertake development and training within this area
- engage with the school in eliminating any discrimination and act as a good example to pupils
- promote a positive working environment
- report back to their managers immediately on any incidents relating to discrimination or victimisation, either by staff, pupils, or any other member of the school community, so that these incidents can be reviewed, and action taken where necessary

Pupils

Pupils at the school will:

- engage with the school in eliminating any discrimination
- promote a positive work environment and a positive attitude towards equality when both in school and off the school site
- report to school staff any incidents of inappropriate language or behaviour, discrimination or victimisation that they know to have occurred
- work to promote the anti-bullying strategies outlined in the school's behaviour and anti-bullying policy
- set a good example regarding behaviour and social awareness to younger pupils and their peers

Parents, carers, and visitors

Parents, carers, and visitors to the school are expected to:

- familiarise themselves with this policy and support the policy by promoting a positive attitude towards equality at home
- attend any relevant meetings/awareness-raising sessions that they are invited to relating to this policy
- work with the school to resolve any incident relating to discrimination or victimisation that their child is involved in
- respect and follow this Plan when visiting the school

Key groups at risk

Whilst the school recognises that any person or group of people can become victim to discrimination, victimisation or unfair treatment, people may be more at risk of becoming victims of inequality due to race, gender, religion, sexual orientation or disability.

You can find all the information about our school's SEN provision including our provision for inclusion [and reasonable adjustments] in the school's SEN policy, SEN Information Report and the school's accessibility plan.

Promoting equality and social awareness in school and within the local community

Community cohesion

The school expects all its students and staff to act respectfully towards members of the wider community that the school is part of.

Inclusion

Promoting and practising inclusion in school lessons, around the school site, during all school activities and into the wider community is a key part of developing a positive attitude towards equality and people from different backgrounds. You can find more information regarding our provision for and policy on inclusion for SEN in the school's SEN policy.

Pupil voice

Through our support of student voice, we encourage our pupils to have confidence in voicing their opinions and taking responsibility for the world around them. It is important that we teach our children how to engage in mature social interactions and get along with a variety of different types of people. This is developed through the school council and interactions between pupils from different year groups, pupils and staff, and pupils and the wider community.

Recruitment

Cumnor Primary School is committed to providing equality of opportunity for all and ensuring that all stages of recruitment and selection are fair. Recruitment and selection procedures will be reviewed on a regular basis to ensure that applicants are not discriminated against on the grounds of race, nationality, gender, religion, age, disability, marital status, pregnancy and maternity or sexual orientation. Cumnor Primary School acknowledges that unfair discrimination can arise on occasion and so will ensure that the equal opportunities policy outlined in this policy is the foundation for all its activities.

Staff

Equal opportunities for staff

As part of our commitment to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment, the school will ensure that:

- all staff appointments and promotions are made because of merit and ability and in compliance with the law
- staffing of the school reflects the diversity of our community wherever possible
- 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 including the duty to make reasonable adjustments
- 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

Behaviour, exclusions and attendance

The school behaviour policy takes full account of the duties under the Equality Act 2010. We make reasonable, appropriate and flexible adjustments for pupils with SEN and disabilities. We closely monitor data on exclusions and absence from school for evidence of over-representation of different groups and will act to address any concerns that arise in this area. See our school attendance, behaviour and exclusions policies for more information on the processes surrounding these topics.

The curriculum

Our curriculum has been written in line with our school values and with an explicit intent to promote diversity and equality – through a diverse curriculum that celebrates the achievements of thinkers, activists and role models who reflect the diverse make-up of our school.

Our PSHCE curriculum addresses equality and diversity in an age-appropriate way so that pupils understand the central importance of treating others with respect and kindness, no matter their gender, race or any other characteristic.

Monitoring and review

This policy will be reviewed every 2 years by the governing body, unless there is specific reason for it to be reviewed earlier (for example an incident involving members of the school community or new legislation). Governors will review how effective it is in tackling discrimination, promoting access and participation, equality and good relationships between different groups, and that it does not disadvantage particular sections of the community. Governors will also review evidence that it is being put into practice in school by staff and pupils, and whether there is any need for extra training or development sessions across the whole school to ensure it is promoted and implemented as much as possible.

Information will be gathered through:

- identification of children and young people, parents, carers, staff and other users of the school representing the different protected characteristics. This helps us develop and monitor this policy. Comprehensive and sensitive efforts are made to collect accurate information and meet security of information requirements, in addition to our duty to secure accurate information relating to ethnicity and first language
- pupil attainment and progress data relating to different groups
- children's and young peoples' views, actively sought and incorporated in a way that values their contribution
- information about how different groups access the whole curriculum and how they make choices between subject options

- sports and activities choices of all groups
- uptake of the extended school offer by group
- exclusions data analysed by group
- records of bullying and harassment on the grounds of any equality issue
- data on the recruitment, development, and retention of employees
- outcomes of activities promoting community engagement and community cohesion
- outcomes of actions taken to secure the involvement of parents and others who have been identified as difficult to engage.

Termly the Headteacher will meet with the Equalities Governor to provide monitoring reports for review by the governing body.

Outcomes

One of the most important indicators of how successful we are as a school in promoting equality and eliminating discrimination are the outcomes for various individuals and groups. Where robust analysis of outcomes reveals poorer outcomes for any particular groups, an impact assessment will be carried out and an action plan put in place to aid these outcomes. Action plans will outline:

- objectives and specific actions to be taken
- expected impact and indicators of achievement (success criteria)
- clear timescales
- who has lead responsibility
- resource implications
- specified dates for review.

Appendix 1

Cumnor Primary School Action Plan

| Equality Strand | Action | Staff involved | How will the impact of the action be monitored? | Responsibility For monitoring | Cost/ Time/ Resources | Timescale/ when by | Success Criteria |
|-----------------|--|---|--|-------------------------------|--|-------------------------|--|
| All | To ensure that robust policies and practices are in place which promote equality and inclusion ie. Accessibility Plan, SEND Policy, Supporting Pupils with Medical Conditions, School Visits Policy | * all members of the school community * the Governing Body *parents/carers and visitors to the school | Governing body meetings | SLT Governors | Time to amend policies Governors meetings | Ongoing | *Policies are reviewed and agreed by governing body on an ongoing basis. * Amended policies state that the policy has been reviewed with due regard to the Equality Act 2010, Children and Families Act 2014, Supporting Pupils with Medical Conditions 2014 and SEND Code of Practice 2014 |
| All | Ensure that the curriculum, displays and enrichment activities promote role models that young people positively identify with, which reflect school's diversity in terms of race, gender and disability. | SLT and subject leaders through scrutiny of work and lesson plans in different curriculum areas | Work scrutiny School website Curriculum planning Displays – learning walk Assemblies | SLT, Governing Body | Time for subject leaders to complete work scrutiny, staff to complete displays and photograph displays | Autumn 2022 and ongoing | * Increase in pupils' participation, confidence and achievement levels. *Work scrutiny will record further links with local community, visitors, enrichment activities and displays all promote positive role model images around school. |

| Equality Strand | Action | Staff involved | How will the impact of the action be monitored? | Responsibility For monitoring | Cost/ Time/ Resources | Timescale/ when by | Success Criteria |
|-----------------|---|--|--|------------------------------------|--|--|---|
| All | To present positive images which promote British Values and reflect the diversity of the school and community in terms of race, gender and disability. | All staff | Assemblies Displays Books and resources Work scrutiny | SLT PSHC E subject leader | *Time for subject leaders to complete work scrutiny *Time for staff to complete displays and photograph displays | Review generic displays around the school – Summer 2022 and the then ongoing across school termly | More diversity reflected in school and visually evident across the school. |
| All | <ul style="list-style-type: none"> * To further develop the PSHE&C curriculum and assembly planner to promote British Values & Religious/ Cultural Events * To arrange more visits to places of worship and visitors to schools from different religions * To draw links with schools from different cultures through topics taught * Involvement in twinning projects around the world * To invite speakers to raise awareness * Events such as World Book Day provide further opportunities to explore different cultures | <ul style="list-style-type: none"> * PSHE&C Subject leader * RE subject leader * all teaching and non-teaching staff * Governing Body * visiting speakers | <ul style="list-style-type: none"> *school website – visits, visitors, curriculum maps * PSH&C curriculum map * RE curriculum map *assembly planner *Pupil interviews | SLT Governors | <ul style="list-style-type: none"> * Time off timetable for PSHE and RE coordinators *Staff meeting time | <ul style="list-style-type: none"> Monitor - Sept 2021 onwards * Draw links through topics *Visits to places of worship and visitors/ speakers to school – ongoing *involvement in twinning projects | <ul style="list-style-type: none"> * Religious Festivals and Cultural Events Calendar in place to promote pupil's knowledge and understanding of different cultures and faiths * British Values are incorporated into assemblies and PSHE curriculum * PSH schemes of work reviewed and shared with staff * An increase in extended learning opportunities (visits, speakers) – evident in curriculum maps, newsletters and website |

| Equality Strand | Action | Staff involved | How will the impact of the action be monitored? | Responsibility For monitoring | Cost/ Time/ Resources | Timescale/ when by | Success Criteria |
|--------------------|--|-----------------------|--|-------------------------------|---|---|---|
| All | Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council, monitors/jobs, fund raising etc. | All staff | School council and Eco-Committee representation monitored by race, gender, disability, Pupil Premium pupils. | SLT | Time for staff to attend/ chair council Pupil interviews PSHE monitoring time | Ongoing | Diversity of the school council etc reflects the makeup of the school. |
| All | To ensure the School Council are involved in the promotion of equality of opportunity | * PSHE Subject leader | * School Council meetings * Assemblies (inc. assemblies led by School Council) | SLT Governors | Mgt time for PSHE&C subject leader to lead council meetings | New School Council Sept 21 then ongoing | * School Council minutes will evidence their involvement in the promotion of equality of opportunity eg. ensuring there are extra-curricular activities for both boys and girls * The School Council has boys, girls, SEN pupils, Pupil Premium pupils, Ethnic minority representation |
| Community cohesion | To celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Eid, Christmas. | All staff | PSHE curriculum, RE work scrutiny, evidence in assemblies, Religious Festivals and Cultural Events Calendar and multi-cultural displays. | SLT | Time for PSHE&C and RE subject leaders to complete monitoring | Sept 2021 onwards | Children have an increased awareness of different communities, cultures and beliefs. |

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|-----|---|--|--|------------------|---|---------------------------|--|
| All | To have more annual events in school, such as Black History Month, Deaf Awareness Week or International Day, to raise awareness of issues around race, disability and gender. | * PSHE coordinator *Staff delivering assemblies | Evidence of annual events taking place to raise awareness of issues around race, disability and gender – assembly planner, school website, school displays | SLT Governors | Cost of visitors to school – where required | October 2021 then ongoing | Increased awareness of issues around race, disability and gender. |
| All | To ensure that extra-curricular activities take into account pupil needs and access issues and pupils attending reflect the diversity of the school population in terms of race, gender, disability and socio-economic status. Ensure that all extra-curricular activities are not being limited because of financial constraints. | All staff | Registers of extra-curricular activities. Pupil questionnaires about extra-curricular activities. Risk assessments completed to visits. | SLT | Additional staff for 1:1 support for pupils with a disability. Funding released to ensure access for all to extra-curricular events and clubs. | Sept 2021 onwards | Attendance of extra-curricular activities reflects the diversity of the school population in terms of race, gender, disability and socio-economic status. Promotion of inclusive sports events at school and within the local authority. Pupil Premium and other funding sources support children in ensuring attendance at extra-curricular clubs and educational visits. |

