

Cunningham Hill Junior School



Equality Policy and Action Plan

Demonstrating our compliance with the Public Sector Equality Duty (PSED) and outlining our Equality Objectives.

2017-2019

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Introduction

Cunningham Hill Junior School is an inclusive school where we focus on the personal development and educational attainment and progress of every child. All members of our school and wider community are valued and we strive to build positive relationships between all stakeholders.

The Equality Act 2010

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/staff/families or treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment or sexual orientation. Pregnancy or maternity, age, marriage and civil partnership are also “protected characteristics” but are not part of the schools provision related to pupils.

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 (PSED) and also provides guidance to staff and outside visitors about our approach to promoting equality.

The Public Sector Equality Duty (PSED) consists of three main elements:

- Eliminate unlawful discrimination, harassment or victimisation and other conduct prohibited by the Act
- Advance equality of opportunity between people who share a **protected characteristic** and those who do not
- To foster good relations between people who share a **protected characteristic** and those who do not

Protected Characteristics (*for staff only)
Race Disability Sex Age* Religion or belief Sexual orientation Pregnancy and maternity* Gender reassignment Marriage and Civil Partnership*

Key Principles

The Cunningham Hill approach to equality is based on the following **7 key principles**:

1. All learners are of equal value.

Children, parents and prospective families may need reasonable adjustments made to access the curriculum/school. Truly valuing individuals does not mean treating everyone the same. Our policies, procedures and activities must not discriminate and we will look at individual's needs and remove the barriers to avoid them becoming disadvantaged.

2. We recognise, respect and value difference and understand that diversity is a strength.

We take account of differences and remove barriers and disadvantages which people may face. Our policies, curriculum, assemblies and extra-curricular activities provide learners with experiences of lives different to their own. We believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit our school.

3. We foster positive attitudes and relationships and 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. We actively promote positive attitudes and mutual respect through school rules, assembly and PSHE. We provide a curriculum that teaches children about 'difference' and supports them to develop healthy relationships and talk when they are worried or upset.

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

We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work. Our staff well-being events are varied to ensure groups are not disadvantaged or excluded.

5. We have the highest expectations of all our children.

We expect that all pupils make good progress from whatever their starting point might be. The language of learning and our school ethos of challenge for all means that interventions are targeted ensuring children get the support they need. We are committed to strong partnerships with parents/carers/guardians and believe that these partnerships impact positively on children and their learning.

6. 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. Individual case studies outline the measure taken by the school to support the most vulnerable children and their families.

7. Objectives to move our PSED forward

We formulate and publish specific and measurable objectives based on evidence we have collected and published. The objectives 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 them.

How does Cunningham Hill 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 the building, curriculum, after school clubs, visits and out of school activities organised by the PTA.
- We ensure all staff implement 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.
- 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 equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day-to-day life of the school.
- We actively promote equality and diversity through the curriculum and by living an ethos of respect for all.
- Our admission 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 or sexual orientation.

Behaviour, Exclusions & Attendance

The school policy on behaviour takes full account of the 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 & 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;

- Prejudices around disability and special educational needs
- Prejudices around race, religion or belief
- Prejudices around gender and sexual orientation.

We treat all bullying incidents equally seriously. We keep a record of any prejudice-related incidents and provide a report to the Governors about the numbers, types and seriousness of prejudice-related incidents at our school and how we dealt with them. Any name calling is entered into a name-calling book, with accompanied consequences.

What happens at Cunningham Hill to advance equality of opportunity between different groups?

Data

We collect, monitor and analyse data including:

- school population by factors such as: gender and ethnicity;
- % of pupils identified as having a special educational need and/or disability and by their principal need or disability;
- year group – in terms of ethnicity, gender and proficiency in English;
- outcomes - related to ethnicity, gender and disability and proficiency in English;
- uptake of after school clubs – to ascertain whether any group is underrepresented;
- attendance and exclusions.

We regularly share outcomes and progress reached by different groups with our HIP and Governing Body.

Teaching and Learning

- We have procedures, working in partnership with parents and carers, to identify children who have a disability. We ensure our transition programmes provide a settled start to each school year.
- We use language that never places a ceiling on any pupils' achievement or defines their potential as learners, such as 'less able'.
- We use a range of teaching strategies that ensure we meet the needs of all pupils.
- We provide support to pupils 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.
- We ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary.
- We have implemented 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 resources to disabled pupils.

Positive Action

We take positive and proportionate action to address the disadvantages faced by groups of pupils with protected characteristics. The actions will be designed to meet the school's Equality Objectives

What happens at Cunningham Hill to foster good relations between different groups?

- We prepare our pupils for life in a diverse society and ensure that there are activities across the curriculum that promote the spiritual, moral, social and cultural development of our pupils.
- We teach about difference and diversity and the impact of unkind behaviour through our ethos, PSHE lessons and across the curriculum.
- We use materials and resources that reflect the diversity of the school, population and local community in terms of race, gender and disability, avoiding stereotyping.
- 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 promote the contribution of different cultures to world history; promoting positive images of people.
- We provide opportunities for pupils to listen to a range of opinions and empathise with different experiences.
- We promote positive messages about equality and diversity through displays, assemblies, visitors and whole school events, e.g. Different Families lessons/assemblies.

Roles and Responsibilities

We expect all members of the school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act. We provide training, guidance and information to enable them to do this.

Governing Body

The Governing Body is responsible for ensuring that the school complies with legislation and that this policy and its related procedures and action plans are implemented. A member of the Governing Body has a watching brief regarding the implementation of this policy. The Governing Body reviews the Equality Policy annually and minutes of meetings where equality issues are discussed are kept on file. We have a rolling programme for reviewing all of our school policies in relation to equalities and consider their impact on the progress, safety and well-being of our pupils.

Head Teacher

The Head Teacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

Teaching and Support Staff

All teaching and support staff will:

- promote an inclusive and collaborative ethos in their classroom
- challenge prejudice and discrimination
- ensure SMSC activities promote British values
- deal fairly and professionally with any prejudice-related incidents that may occur
- plan and deliver themes and lessons within the curriculum that reflect the school's principles, for example, in providing materials that promote positive images 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

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.

Equality Objectives

Consultation

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

- 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, PSHE lessons and across the curriculum
- analyse issues raised in Annual Reviews (Statements and EHCP) or reviews of progress on Additional Support Plans
- consult parents about their needs and how well the school meets them.

Publishing Equality Objectives – (Equality Action Plan)

The objectives which we identify represent our school's priorities and are the outcome of a careful review of and analysis of the consultation processes listed above along with other evidence. They also take into account national and local priorities and issues.

We evaluate our success in meeting the Public Service Equality Duties by the extent to which we achieve improved outcomes for the different groups.

Monitoring and Reviewing Objectives

We will review and update our equality objectives every two years and report annually to the Governing Body on progress towards achieving them. We involve and consult staff, pupils, governors and parents/carers/guardians.

We will publish an evaluation of the success in meeting these objectives for parents/carers/guardians, on the school website.

EQUALITY ACTION PLAN

Equality Objectives	Protected Character	Actions	Responsibility	Measurable success Indicator	Timing	Review date
1. To have a zero tolerance to name calling	ALL	All children and parents reminded on a regular basis that this school will not tolerate name calling. Swift consistent action to be taken against name callers and logs kept of name calling related to protected characteristics. Staff understand importance of acting on and reporting name calling, especially in regards to protected characteristics	ALL staff but monitored by SLT	Reduced incidents of name calling reported and logged. Pupil voice shows children understand why name calling is wrong and express that they hear little name calling in school	ongoing	Summer 2018
2. To celebrate all families instead of just accepting.	ALL	Allow pupils opportunities to celebrate their families eg assemblies, class activities, etc. Ensure teachers actively seek to celebrate diversity of families – not just those currently represented in our school. Use national activities to celebrate diversity in school e.g. 'LGBT history month, 'Traveller history month' etc	All staff but monitored by SLT	Pupil voice – pupils can talk about the different types of families we have in our school and other types we don't have and can explain why it's good we have them	ongoing	Summer 2018
3. To provide more opportunities for inclusive PTA events	Religious, cultural, ethnicity, race	Ask BME families what PTA events they would like to see (e.g. non alcohol events etc) and ensure current events are more inclusive (e.g. Diversity stalls at 'Christmas' Fair, Foods from around the world stall, different foods on offer at summer bbq etc)	PTA monitored by Head	More of our BME families attend PTA events	Fully embedded by 2018	Summer 2018
4. To have a more drip feed approach to teaching about diversity	ALL	Ensure that all lessons are thought about in respect to diversity eg ensuring resources including photos show range of diversity in people. Teach some lessons where objective is a better understanding and acceptance of diversity. All teachers able to show where this fits into their medium term planning Assemblies to include diversity elements and displays around school	Teachers but monitored by SLT	Learning about diversity isn't left to one lesson a year but is embedded across the school at all times	ongoing	Summer 2018
5. To ensure language used by staff is inclusive	All	Language staff use should be inclusive. Eg 'take this to your parents or whoever looks after you'. Clubs etc not to have gender specifics eg it's netball club not girls netball. Etc. Staff to be particularly aware of needs of those they are addressing eg. Single parent families, gay families, adopted, fostered, Muslim, disabled etc.	All staff Monitored by SLT	Children who themselves or their family come under protected characteristics don't feel excluded	ongoing	Summer 2013
6. To give families the opportunity to disclose disabilities in a sensitive and confidential manner if desired.	disability	Ensure there is a space allocated on the new admissions form and on the data collection form that is sent out each year which will allow parents to record any disability/ issue – visible or hidden, which may impact on the life of the family.	Head, office staff	Parents feel there is an opportunity to disclose sensitive issues to the school without having to repeat it to each teacher each year.	ongoing	Autumn 2016
7. To develop a confidential and safe system for parents to disclose negative incidents relating to the protected characteristics.	All	Ensure that the comments, compliments and suggestions form is available on the website to download and fill in to send into school anonymously and communicate with parents regularly on newsletters that any incidents witnessed can be reported in confidence to the head or via this form	Head	Parents feel more able to disclose negative incidents to school without worry about being a 'tell tale'	By Summer 2018	Autumn 2016