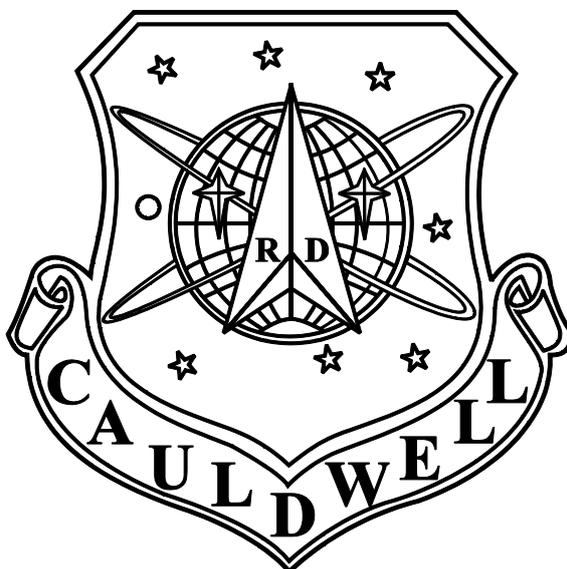


# Cauldwell School



<b>SH021</b>	<b>Version 1</b>	<b>Equality Policy (including Equality Objectives)</b>	
<b>Co-ordinator:</b>	Kerrie Gobindram		
<b>Link Governor:</b>	Jane Knapp		
<b>Approval:</b>	Local governing body		
<b>Document Location:</b>	<ul style="list-style-type: none"> <li>• Staff Handbook on VLE</li> <li>• School website.</li> </ul>		
<b>Review Frequency:</b>	Annual	<b>Review Date:</b>	Summer Term 2019

**Document History:**

<b>Version</b>	<b>Description</b>	<b>Date</b>	<b>By</b>
1.0	Reviewed by co-ordinator, no changes.	July 2017	KG
1.0	Policy and objectives reviewed.	April 2018	KG

## Equality Policy

### **Aims and objectives:**

On 1 October 2010, the Equality Act 2010 replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It provides a single, consolidated source of discrimination law, meaning that schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief or sexual orientation all of which are known as protected characteristics.

The Act makes it unlawful for the responsible body of a school to discriminate against (directly or indirectly), harass or victimise a pupil or potential pupil:

- in relation to admissions,
- in the way it provides education for pupils,
- in the way it provides pupils access to any benefit, facility or service, or
- by excluding a pupil or subjecting them to any other detriment.

The general equality duty covers the following protected characteristics:

- age,
- disability,
- gender reassignment,
- pregnancy and maternity,
- race,
- religion or belief,
- sex,
- sexual orientation,
- Marriage or Civil Partnership

The first eight of these are applicable to users of the school, and the ninth applicable to the school as an employer. This Policy reflects the practices employed by Cauldwell School to ensure that the school provides equal opportunities for all pupils and staff without prejudice or discrimination whilst promoting inclusion and diversity.

Policy Into Practice: We believe that the Equality Act provides a framework to support our commitment to inclusive practice, 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. Cauldwell School also has many other duties, including their duty of care to their pupils, and their duty to deliver key areas of the curriculum such as Religious Education or Sex and Relationship Education.

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. This is reinforced through delivering values based education.

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 and monitor this closely.

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. These principles within the school underpin the delivery of our Creative Curriculum, Physical, Social and Health Education (PSHE) and Values Education.

## **Roles and responsibilities**

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 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.

A senior member of staff has day-to-day responsibility for co-ordinating implementation of the policy.

All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect equality principles

- support pupils in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work.

### **Information and resources**

We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and their parents and carers.

All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

### **Religious observance**

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

### **Staff development and training**

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.

At Cauldwell School, the staff and Governors ensure no one is victimised as a result of making a complaint to the school. Victimisation is defined in the Act as: Treating someone badly because they have done a 'protected act' (or because the school believes that a person has done or is going to do a protected act). A 'protected act' is:

- Making a claim or complaint of discrimination (under the Act).
- Helping someone else to make a claim by giving evidence or information.
- Making an allegation that the school or someone else has breached the Act.
- Doing anything else in connection with the Act.

Other policies which should be referred to in relation to this policy include;

- Accessibility
- Admissions
- Anti-bullying
- Behaviour
- Inclusion

The Equality Act 2010 requires schools to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other evidence. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages. We will regularly review the progress we are making to meet our equality objectives.

Aim	Action	Resources	Impact measure
Provide training for all staff and governors on equality and diversity	Provide specific INSET to staff on equality training. Use opportunities as they arise during INSET to provide training on equality and diversity.	Time for meetings All	All staff and governors aware of legislation and responsibilities of all stakeholders.
Improve provision for pupils for whom English is an additional language, particularly new arrivals at the early stage of English acquisition	Induction visit with an EAL co-ordinator to share Information. In class teachers select pupils to buddy/mentor new arrivals. Teachers to make early assessment of EAL needs and identify appropriate interventions.	Time for meetings.	New pupils are supported and interventions put in place to ensure a positive transition to Yew Tree.
Narrow the gap in Reading, Writing and Maths in all year groups for vulnerable (Pupil premium and other identified disadvantages children e.g. low income families who work long hours or EAL pupils whose parents do not qualify for pupil premium).	Increase the number of vulnerable pupils working at the expected standard for their age. Monitor the achievement of vulnerable pupils. Plan and deliver interventions to address gaps in learning as identified through on-going assessment.	Time for meetings. Cost of resources to support learning.	Gap narrowed in specific year groups and subjects ( as identified through data analysis )
Promote understanding and respect for differences through Social Moral Spiritual and Cultural education focus.	Identify opportunities in the curriculum to look at other cultures/countries, study famous people from ethnic minorities and with a variety of abilities and to celebrate diversity. Use collective worship as an opportunity to celebrate festivals of a range of cultures and countries. Use events like World Cup, Olympics, WW1 centenary as	Cost of resources to promote understanding.	Greater understanding and respect for differences. The school ethos and curriculum promotes respect for the differences of the school community. Issues are covered through lessons, assemblies and staff

	an opportunity to explore other cultures.		training
--	---	--	----------