



Cabot Primary School

Learn together, respect each other, achieve forever

Equalities Policy and Objectives

Adopted: January 2017

Review Date	Details	Owned by/linked to
January 2020	Includes Statement of Principles	Resources
October 2020	Updated objectives to meet current School Improvement Priorities	

Statement/Principles

The policy outlines the commitment of the staff and Governors to promote equality. This involves tackling the barriers which could lead to unequal outcomes so that there is equality of access and the diversity within the school community is celebrated and valued.

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth. At Cabot Primary School, equality is a key principle for how we treat all people, irrespective of their age, disability, gender reassignment, marriage and civil partnership, family structure, pregnancy and maternity, religion and belief, race, ethnicity, sex and sexual orientation or socio-economic background or any other of the protected characteristics (Single Equalities Act 2010).

Monitoring and Review

The staff member responsible for co-ordinating the monitoring and evaluation is the Headteacher. He will be responsible for:

- Providing updates on equalities legislation and the school's responsibilities in this regard;
- Working closely with the Board of Governors
- Supporting positively the evaluation activities that monitor the impact and success of the policy on pupils from different groups, e.g. SEND, Children in Care, Minority Ethnic including Traveller and EAL pupils and Free School Meals, in the following recommended areas:
 - Pupils' progress and attainment
 - Learning and teaching
 - Behaviour discipline and exclusions
 - Attendance
 - Admissions
 - Incidents of prejudice related bullying and all forms of bullying
 - Parental involvement
 - Participation in extra-curricular and extended school activities
 - Staff recruitment and retention
 - Visits and visitors

Policy Commitments

Promoting Equality: Curriculum (Quality of Teaching)

We aim to provide all our pupils with the opportunity to succeed. To achieve this we will ensure:

- Curriculum planning reflects a commitment to equality;

- The curriculum prepares pupils for life in a diverse society and uses opportunities to reflect the background and experience of pupils and families in the school;
- There will be opportunities in the curriculum to explore concepts and issues related to identity and equality;
- The promotion of attitudes and values that celebrate and respect diversity and challenge discriminatory behaviour and language wherever it occurs;
- The use of images and materials which positively reflect a range of cultures, identities and lifestyles.

Objective	Data set used	Person responsible for achievement
<p>Teachers know about the learners in their classes (cultural, social, linguistic, religious, ethnic, access/mobility, personal context and needs/strengths.</p> <p>The curriculum provides anti-racist learning. It is used to challenge race equality and promote cultural inclusion.</p>	<p>Target Tracker, LA data pack, IDSR, ASP, FFT and school intervention tracker, schemes of work in school monitoring systems</p>	<p>Headteacher Class teachers Learning mentor Subject leads Inclusion Leader, Equalities leader</p>

Promoting Equality: Achievement (Quality of teaching)

There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability or social background. To secure the best possible outcomes we recognise that:

- Adults in the school will be expected to provide good, positive role models in their approach to all issues relating to equality of opportunity;
- It is important to identify the particular needs of individuals and groups within the school and to use targeted interventions to narrow gaps in achievement;
- A range of teaching methods is used throughout the school to ensure that effective learning takes place at all stages for all pupils.

Objective	Data set used	Person responsible for achievement
<p>To identify pupils from vulnerable groups and maintain the parity of outcomes between pupils or diminish the difference in areas where a gap remains.</p> <p>To encourage and support high aspirations for all children.</p>	<p>Target Tracker, LA data pack, IDSR, ASP, FFT and school intervention tracker, in school monitoring systems</p>	<p>Inclusion Leader Assessment Leader Class teacher responsibility for class assessment and data tracking Overseen by Headteacher Learning Mentor,</p>

Promoting Equality: The ethos and culture of the school (Behaviour and Attitudes)

- At Cabot Primary School, we are aware that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community;
- We strive to achieve a feeling of openness and tolerance which welcomes everyone to the school;
- The children are encouraged to greet visitors to the school with friendliness and respect;
- The displays around the school reflect diversity across all aspects of equality and are frequently monitored;
- Reasonable adjustments will be made to ensure access for pupils, staff and visitors (including parents) with disabilities (this not only includes physical access, but takes account wider access to school information and activities);
- Provision is made to cater for the cultural, moral and spiritual needs of all children through planning of assemblies, classroom based and off-site activities;
- Pupils' views are actively encouraged and respected. Pupils are given an effective voice for example, through advocacy, the School Council, pupil perception surveys and there are regular opportunities to engage with pupils about their learning and the life of the school;
- Positive role models are used throughout the school to ensure that different groups of pupils feel welcomed and included.

Objective	Data set used	Person responsible for achievement
<p>To ensure that language used in school is inclusive and promotes good relations across all characteristics.</p> <p>Through the PSHE curriculum, the whole school ethos and everyday teaching practices, promote respect and tolerance of diversity in Britain, including age, disability, gender reassignment, marriage and civil partnership, family structure, pregnancy and maternity, religion and belief, race, ethnicity, sex and sexual orientation or socio-economic background.</p> <p>To encourage all children to challenge stereotyping through the culture of the school using assemblies, SMSC and whole school events to promote diversity.</p>	<p>Target Tracker, LA data pack, IDSR, ASP, FFT and school intervention tracker, schemes of work Pupil voice Parent/carer surveys Staff surveys Behavioural incident data Exclusion data</p>	<p>Headteacher Class teachers Learning mentor Subject leads Inclusion Leader SMSC/PSHE leader, Equalities leader</p>

To encourage all children to consider non-stereotyped career options		
To reduce fixed term exclusion figures, especially for those children with SEND.		

Promoting Equality: Staff Recruitment and Professional Development (Personal Development; Leadership and Management)

- All posts are advertised formally and open to the widest pool of applicants;
- All those involved in recruitment and selection are trained and aware of what they should do avoid discrimination to ensure equality of opportunity.
- Steps are taken to encourage people from under-represented groups to apply for positions at all levels of the school;
- Access to opportunities for professional development is monitored on equality grounds;
- Equalities policy and practice is covered in all staff inductions;
- Employment policy and procedures are reviewed regularly to check conformity with legislation and the impact of policies are kept under regular review.

Objective	Data set used	Person responsible for achievement
Staff to receive effective CPD to support them in their roles, including induction and support for newly appointed teachers. CPD is targeted to increase diversity within leadership posts. To encourage the recruitment of teachers from ethnic minority groups reflecting our communities.	Recruitment procedures Staff surveys Local data	Inclusion Leader Headteacher

Promoting Equality: Countering and Challenging Harassment and Bullying (Behaviour and Attitude)

- The school counters and challenges all types of discriminatory behaviour and this is made clear to staff, pupils, parents and governors;
- The school has a clear, agreed procedure for dealing with prejudice related bullying incidents and has a nominated member of staff responsible for recording and monitoring incidents;
- The school reports to Governors on a termly basis the number of prejudice related incidents recorded in the school.

Objective	Data set used	Person responsible for achievement
To reduce the number of bullying,	Behavioural	Class teachers

homophobic and racist incidents	incident data Exclusion data	Headteacher Learning Mentor, Equalities leader
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Promoting Equality: Partnerships with Parents/Carers and the Wider Community

Cabot Primary School aims to work in partnership with parents/carers. We:

- Take action to ensure all parents/carers are encouraged to participate in the life of the school;
- Maintain good channels of communication, e.g. through parent coffee mornings, to ensure parents' views are captured to inform practice;
- Encourage members of the local community to join in school activities and celebrations;
- Ensure that all parents/carers, including those of newly arrived pupils e.g. EAL, new to the country and pupils with disabilities, are made to feel welcome.

Objective	Data set used	Person responsible for achievement
Provide pupils with opportunities to meet with, interact and learn from children and young people across the city and beyond to prepare them for future steps in their life journeys. To support all parents/carers to support their child's learning at home. Including assessing whether computer or internet access are preventing a pupil from completing homework etc.	Student council Pupil voice Parent/carer surveys	Class teachers Headteacher Learning Mentor, Equalities leader

Responsibility for the Policy

In our school, all members of the school community have a responsibility for promoting equalities.

The Board of Governors has responsibility for ensuring that:

- The school complies with all equalities legislation relevant to the school community;
- The school's equalities policy is maintained and updated regularly; and that equality schemes are easily identifiable (these may be included within the School Improvement Plan, the school's Accessibility Plan or may be stand alone documents);
- The actions, procedures and strategies related to the policy are implemented;
- Governors will have an overview of all prejudice related incidents or incidents which are a breach of this policy and ensure that appropriate action is taken in relation to these incidents.

The Headteacher and Senior Leadership team has responsibility for:

- In partnership with the Board of Governors, providing leadership and vision in respect of equality;
- Overseeing the implementation of the equality policy;
- Co-ordinating the activities related to equality and evaluating impact;
- Ensuring that staff are aware of their responsibilities and are given relevant training and support;
- Taking appropriate action in response to any prejudice-related incidents.

All school staff have responsibility for:

- The implementation of the school's equalities policy;
- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping;
- Ensuring they do not discriminate on grounds of ethnicity and culture, disability, sexual orientation or other groups vulnerable to discrimination.
- Keeping up to date with equalities legislation.

Measuring the Impact of this Policy

The equalities policy and all other relevant policies will be evaluated and monitored for their equality impact on pupils, staff, parents and carers from the different groups that make up our school. The main findings from equality impact assessments will be published for the school community.