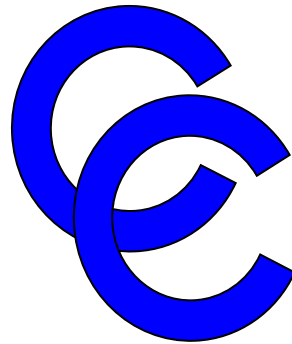


Equality and Diversity information and objectives

Cavendish Close Infant and Nursery School



Approved by:

Mrs C Diffin and the
Governing Board

Date:

Last reviewed on:

Next review due by:

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1. Aims

The aim of the Equality Act 2010 is ‘to support good decision-making by ensuring that public authorities understand how different people will be affected by their activities, so that services are appropriate and accessible to all and meet the needs of different people.’

Cavendish Close Infant School and Nursery is committed to promoting and achieving equality of opportunity for all pupils, parents, staff, governors and visitors. We believe that all people are of equal value and are entitled to equality of opportunity irrespective of:

- Age – the length of time that a person has lived.
- Disability – a physical or mental impairment that has a ‘substantial’ and ‘long-term’ negative effect on a person’s ability to complete normal daily activities.
- Sex – biological traits that society associates with being male or female.
- Gender Reassignment – individuals who have either undergone, intend to undergo or are currently undergoing medical and surgical treatment to alter the body.
- Race – a grouping of humans based on shared physical or social qualities into categories generally viewed as distinct within a given society.
- Religion or Belief – a collection of cultural systems, belief systems and worldwide views that relate humanity to spirituality.
- Sexual Orientation – a person’s identity in relation to the gender or genders to which they are sexually attracted.
- Marriage and Civil Partnership – marriage can either be between a man and a woman, or between partners of the same sex. Civil partnership is between partners of the same sex.
- Pregnancy and Maternity – pregnancy is the term used to describe the period in which a fetus develops inside a woman’s womb or uterus. Maternity is a period of paid absence from work, to which a woman is legally entitled during the months immediately before and after childbirth.

This policy covers all aspects of school life which are to do with how we treat our pupils, and their parents and carers; how we treat employees; and how we treat members of our local community.

2. Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

3. Due Regard

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- (a) Eliminate discrimination and other conduct that is prohibited by the Equality Act;
- (b) Advance equality of opportunity between people who share a protected characteristic and people who do not share it;
- (c) Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

The Governors are responsible for:

- Making sure that School follows its Equality and Diversity policy and meets its legal responsibilities with respect to equality

The Headteacher is responsible for:

- Ensuring policies and procedures are in place to comply with all equality legislation
- Ensuring that the School implements its Equality and Diversity policy
- Following the relevant procedures and taking action in cases of unfair discrimination, harassment or bullying
- Ensuring that appropriate records are kept of any cases of unfair discrimination, harassment or bullying

School senior leaders are responsible for:

- Putting the School's Equality and Diversity policy into practice
- Making sure that all staff know their responsibilities and receive the support and training necessary to carry them out
- Following the relevant procedures and taking action in cases of unfair discrimination, harassment or bullying

All staff are responsible for:

- Promoting equality and diversity and avoiding unfair discrimination
- Challenging any incidents of unfair discrimination, or racial, sexual or other stereotyping, perpetrated by pupils or other staff
- Keeping up-to-date with equality law and participating in equal opportunities and diversity training
- Reporting any incidents of unfair discrimination, harassment or bullying to senior leaders

Pupils are responsible for following the 8 Behaviour Values:

- We show respect to everyone
- We remember to use good manners
- We do what adults ask us to do
- We show respect to everything
- We know how to feel calm and ready to learn
- We make safe, healthy and happy choices
- We are Attendance HEROs

4. Equality Statement

At Cavendish Close Infant School and Nursery, we are committed to ensuring equality of opportunity for all pupils, staff, parents and carers, irrespective of age, disability, sex, gender reassignment, race, religion or belief, sexual orientation, marriage and civil partnership, pregnancy and maternity. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and are able to participate fully in school life.

We tackle discrimination through the positive promotion of equality and by creating an environment which champions respect for all.

At Cavendish Close Infant and Nursery School, we believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit us.

5. Equality in Teaching & Learning

We provide all our pupils with the opportunity to succeed and to reach the highest level of personal achievement. We do this by:

- Ensuring equality of access for all pupils and preparing them for life in a diverse society
- Using materials that reflect the diversity of our school population, local community and the world in which we live
- Promoting attitudes and values that challenge any discriminatory behaviour or prejudice
- Providing opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures
- Seeking to involve all parents and carers in supporting their child's education
- Utilising teaching approaches appropriate for the whole school population which are inclusive and reflective of our pupils

6. Equality in Admissions and Exclusions

Our admissions arrangements are fair and transparent and do not discriminate on the grounds of age, disability, sex, gender reassignment, race, religion or belief, sexual orientation, marriage and civil partnership, pregnancy and maternity.

7. Equal Opportunities for Staff

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

Disability: We are committed to working for the equality of people with and without disabilities

How we advance opportunity	How we foster and promote community cohesion	Impact and what we plan to do next
<ul style="list-style-type: none"> Personalised and SMART targets for children with SEND who have a disability Training for staff on Inclusion We gain external advice where relevant Designated Inclusion Leader and SEND governor Liaising with external professional bodies Classrooms are designed to reflect the needs of our pupils Ensuring that pupils recognise that we are all different. We all have different needs and not all disabilities are visible 	<ul style="list-style-type: none"> Transition between different year groups in school is effective and to and from other schools. Regular communication with our school community via phone consultations, meetings, newsletters, parent/carer workshops 	<p>Parents are well informed and supported.</p> <p>Pupils accept others and show empathy for people with disabilities.</p> <p>Next steps:</p> <p>Continue to develop our curriculum so that it is embedded with positive role models, including those who have a disability.</p> <p>Invest in a range of books which enable children to learn about disabilities.</p> <p>Invest in a range of books where people with disabilities are represented.</p>

Ethnicity and Race including EAL learners: We are committed to working for the equality of all people

How we advance opportunity	How we foster and promote community cohesion	Impact and what we plan to do next
<ul style="list-style-type: none"> Where a child has EAL an appropriate assessment is completed and support is given Support and provision is identified using a SEND plan (where necessary) SMART targets are set to improve the attainment and progress of pupils Gaps within learning are identified swiftly and addressed for specific groups of pupils Whole school events to promote diversity 	<ul style="list-style-type: none"> Open door policy for all families Curriculum supports all learners in their understanding about respect and value for all Signposting for families if support networks are needed with regards to language barriers 	<p>There are positive relationships between home and school for all families.</p> <p>Pupils treat everyone equally and with respect.</p> <p>Next steps:</p> <p>Continue to embed the curriculum with positive role models where different ethnicities are represented.</p> <p>Regular, planned communication with EAL families.</p> <p>Invest in a range of books where people from different ethnicities are represented.</p>

<ul style="list-style-type: none"> Pupils are exposed to role models from different ethnicities in our curriculum 		
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Gender: We are committed to working for the equality of all people		
How we advance opportunity	How we foster and promote community cohesion	Impact and what we plan to do next
<ul style="list-style-type: none"> Girls and boys attainment and progress is compared and challenged The School Council has an equal representation of girls and boys All clubs are accessible to both genders Teaching and learning strategies are friendly for both genders We challenge gender stereotypes 	<ul style="list-style-type: none"> We support all children with their interests. Lessons and clubs and are not gender orientated. Both male and female role models are spoken about in lesson time We encourage all parents/carers to attend open days, parents evening, workshops, SEND review meetings 	<p>Pupils are exposed to a broad spectrum of role models, regardless of gender</p> <p>Pupils have a positive image of themselves</p> <p>Pupils ambition is not limited based on gender stereotyping</p> <p>Next steps:</p> <p>Challenge gender stereotypes in literacy. Ensure there are accessible books where males and females are not in 'traditional' roles. Invest in more literature which challenges gender stereotypes.</p>

Religion and belief: We are committed to working for the equality of all people		
How we advance opportunity	How we foster and promote community cohesion	Impact and what we plan to do next
<ul style="list-style-type: none"> All pupils have the opportunity to succeed, regardless of religion and belief We celebrate religious diversity We celebrate all religions 	<ul style="list-style-type: none"> Links with the local church The curriculum teaches about different religions Lessons focus on a variety of faith celebrations throughout the year 	<p>Children are considerate, tolerant and respectful of all religions and beliefs.</p> <p>Next steps:</p> <p>Continue to develop our curriculum so that it supports our children's understanding of world religions. This may include visits and visitors.</p>

8. Our equality objectives

1. Develop an ethos which respects and values all people
2. Actively promote equality of opportunity
3. Prepare pupils for life in a diverse society
4. Promote good relations amongst people within the School community and the wider community
5. Deliver equality and diversity through our School policies, procedures and practice
6. Do our utmost, to remove barriers which limit or discourage access to School provision and activities
7. Take positive action to provide encouragement and support to individuals and groups whose progress has been limited by stereotyping and cultural expectations
8. Monitor the implementation of equality and diversity within the School
9. Set targets for improvement and evaluate the impact of equality and diversity

Protected Characteristic	Objective	Action steps & measures	Lead	Achieved by
Disability	<p>Pupils show respect to everyone, regardless of disability.</p> <p>Pupils are aware of disabilities, including those that are not visible.</p>	<p>Continue to develop our curriculum so that it is embedded with positive role models, including those who have a disability.</p> <p>Invest in a range of books which enable children to learn about disabilities.</p> <p>Invest in a range of books where people with disabilities are represented.</p>	Subject Leads, Inclusion Lead	
Ethnicity/Race	<p>Pupils treat everyone equally and with respect, regardless of race and ethnicity.</p>	<p>Continue to embed the curriculum with positive role models where different ethnicities are represented.</p> <p>Regular, planned communication with EAL families.</p> <p>Invest in a range of books where people from different ethnicities are represented.</p>	Subject Leads, Inclusion Lead	
Gender	<p>Pupils are exposed to many role models, regardless of gender</p> <p>Pupils have a positive image of themselves</p> <p>Pupils ambition is not limited based on gender stereotyping</p>	<p>Challenge gender stereotypes in literacy. Ensure there are accessible books where males and females are not in 'traditional' roles. Invest in more literature which challenges gender stereotypes.</p>	Subject Leads Inclusion Lead	

Religion and belief	Pupils are considerate, tolerant and respectful of all religions and beliefs.	Continue to develop our curriculum so that it supports our children's understanding of world religions. This may include visits and visitors.	RE Lead Subject Leads	
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