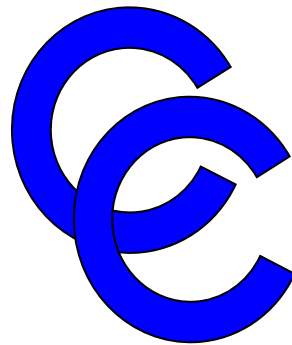


Equality and Diversity information and objectives statement

Cavendish Close Infant and Nursery School



Approved by:

Mrs C Diffin and the
Governing Board

Date: March 2024

Last reviewed on:

March 2024

Next review due by:

March 2025

Contents

1. Aims.....	2
2. Legislation and guidance.....	3
3. Roles and Responsibilities	3
4. Equality Statement.....	4
5. Equality in Teaching & Learning.....	4
6. Equality in Admissions and Exclusions	5
7. Equal Opportunities for Staff	5
8. Eliminating Discrimination.....	5
9. Advancing equality of opportunity.....	5
10. Fostering good relations	6
11. Equality considerations in decision making	6
12. Our equality objectives	8

1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

At Cavendish Close Infant School and Nursery we are 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 (including colour, nationality, ethnic or natural origin) – 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. Roles and Responsibilities

The Governors are responsible for:

- Ensuring that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents
- Ensuring that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

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
- Monitoring success in achieving the objectives and reporting back to governors
- Promote knowledge and understanding of the equality objectives among staff and pupils

The Inclusion Leader is the designated member of staff for Equality and Diversity. They will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Support the headteacher in identifying any staff training needs, and deliver training as necessary

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
- Working towards achieving the objectives set out in Section 12

Pupils are responsible for following the 8 Behaviour Values:

- We show respect to everyone
- We choose kindness
- 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 (**H**ere **E**very day **R**eady **O**n time)

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.

We know that when children learn empathy and understanding about others who are different from them, they will grow into compassionate, well-rounded adults and our future communities will be better.

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

Talking openly and positively about differences can help children better understand themselves and those around them. Embracing diversity and inclusion empowers children to engage in their world with curiosity, confidence and kindness. Diversity and inclusion helps children to learn to empathise with people who are different from them. Diversity and inclusion make all children better learners, allowing them to understand various subjects from multiple points of view.

6. Equality in Admissions, Suspensions and Exclusions

Our admissions arrangements and suspensions/exclusions procedures 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.

8. Eliminating Discrimination

Our school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act.

9. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, our school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by pupils that are connected to a particular characteristic they have
- Taking steps to meet the particular needs of pupils who have a particular characteristic
- Encouraging pupils who have a particular characteristic to participate fully in any activities

10. Fostering good relations

Our school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE and Relationships & Health education (RHE), but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues.
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities. We also work with parents to promote knowledge and understanding of different cultures

11. Equality considerations in decision making

Our school ensures it has due regard to equality considerations whenever significant decisions are made.

Our school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

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. They are inclusive and promote and nurture a 	<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/carers workshops, face to face conversations at the start and end of each school day 	<p>Parents are well informed and supported</p> <p>Pupils accept others and show empathy for people with disabilities</p> <p>Pupils are empowered to engage in their world with curiosity, positivity and kindness</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>Continue to invest in a range of books which enable children to learn about disabilities</p> <p>Continue to invest in a range of</p>

<p>sense of belonging</p> <ul style="list-style-type: none"> Ensuring that pupils recognise that we are all different. We all have different needs and not all disabilities are visible 		books where people with disabilities are represented
--	--	--

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 Pupils are exposed to role models from different ethnicities in our curriculum 	<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>Pupils learn to empathise with children who are different to them</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>Continue to invest in a range of books where people from different ethnicities are represented.</p>

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 all pupils regardless of gender 	<ul style="list-style-type: none"> We support all children with their interests Lessons and clubs 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 	<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</p>

<ul style="list-style-type: none"> Teaching and learning strategies are friendly for all pupils regardless of gender We challenge gender stereotypes 	<p>evening, workshops, SEND review meetings</p>	<p>in literacy. Ensure there are accessible books where males and females are not in 'traditional' roles. Continue to 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>

12. 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

These objectives were set in September 2021 and will be achieved by July 2025, in 4 years' time.

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>	<p>Subject Leads, Inclusion Lead, Personal Development Lead</p>	
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>	<p>Subject Leads, Inclusion Lead, Deputy Headteacher</p>	
Gender	<p>Pupils are exposed to many role models, both male and female</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>	<p>Subject Leads, Inclusion Lead, Literacy Team</p>	
Religion and belief	<p>Pupils are considerate, tolerant and respectful of all religions and beliefs</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>	<p>RE Lead Subject Leads, Inclusion Lead</p>	

CHANGES

<u>DATE</u>	<u>CHANGE AND REASON</u>
April 2023	Section 1, Page 2 – Updated aims.
April 2023	Section 3, Page 3 – Section re-named. Governor responsibilities updated.
April 2023	Section 3, Page 3 – Inclusion Leader responsibilities added.
April 2023	Section 8, Page 5 – Eliminating Discrimination section added.
April 2023	Section 9, Page 5 – Advancing equality of opportunity.
April 2023	Section 10, Page 5 – Fostering good relations added.
April 2023	Section 11, Page 5 – Equality considerations in decision making added.
March 2024	<p>Section 1, Page 2 – Updated information about the characteristic race.</p> <p>Section 3, Page 3 – Headteacher responsibilities updated.</p> <p>Section 3, Page 4 – Staff responsibilities updated.</p> <p>Section 3, Page 4 – Behaviour Values updated.</p> <p>Section 4, Page 4 – Equality statement updated.</p> <p>Section 5, Page 5 – Equality in Teaching & Learning updated.</p> <p>Section 6, Page 5 – Equality in Admissions, Suspensions and Exclusions updated.</p> <p>Page 6 – Disability: How we advance opportunity updated.</p> <p>Page 6 – Disability: How we foster and promote community cohesion updated.</p> <p>Page 6 – Disability: Impact and what we plan to do next updated.</p> <p>Page 7 – Ethnicity and Race: Impact and what we plan to do next updated.</p> <p>Page 7 – Gender: How we advance opportunity updated.</p> <p>Page 8 – Our equality objectives updated.</p> <p>Page 9 – Objectives table updated.</p>