

CAWSTON CE PRIMARY ACADEMY

Our Equality Objectives

We have considered information and have identified key objectives that our academy will focus on this year. These objectives will help us to meet the three arms of the general duties required in the Equality Act 2010 to:

- Eliminate unlawful discrimination
- Advance equality of opportunity
- Foster good relations

Our equality objectives are:

- **To remove the barriers to learning for pupils with SEND and ensure that their progress is in line with other children.**
- **To continue to promote understanding and respect for diversity.**
- **To actively close gaps in attainment and achievement between pupils and all groups of pupils;** to monitor assessment data at regular intervals to ensure that children are not being disadvantaged by belonging to a protected group * especially girls and boys, pupils eligible for free-school meals, pupils with special educational needs and disabilities, looked after children.

We would welcome your views by email to office@cawstonprimary.dneat.org

Equality Statement September 2020

The Equality Act (2010) was introduced to combine the Sex Discrimination Act 1975, Race Relations Act 1976 and Disability Discrimination Act 1995. Previously public bodies were bound by these three sets of duties to promote disability, race and gender equality. In April 2011 these were replaced by a single public sector equality duty (known as the PSED or the equality duty). This new duty extends to all the aspects of a person's identity that are protected under the Equality Act 2010. These are known as protected characteristics and are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation.

General duty

Public bodies including schools and settings have a general duty to have due regard when making decisions and developing policies, to:

- Eliminate discrimination, harassment, victimisation 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 protected characteristics – between people who share a protected characteristic and people who do not share it.

Specific duty

To help schools and maintained EYFS settings in England meet the general equality duty, there are two specific duties that they are required to carry out. These are:

- To publish information to demonstrate how they are complying with the equality duty.
- To prepare and publish one or more specific and measurable equality objectives.

Church School

As a Church School, we place a strong emphasis on creating and sustaining an ethos based on Christian principles. Care, understanding and respect for each other are paramount, and we aim to nurture and develop positive spiritual, moral, social and cultural attitudes within our school community. Religious education and collective worship are central to the life of our school, whilst reflecting the rich variety of religious traditions and diversity of our society.

At **Cawston CE Primary Academy**, our ethos vision and values ensure that every pupil and teacher is given an equal opportunity to achieve their potential. In addition, each individual is entitled to learn, teach or work in a supportive environment and to benefit from the diversity of our school community.

To meet these aims, we are committed to:

- Equal access and treatment for everyone
- Being responsive to changing needs
- Educating and informing children, staff and parents about the issues in this policy
- Avoiding prejudice
- Promoting mutual respect, regardless of differences
- Working to an agreed code of conduct which can be modified, monitored and evaluated in accordance with current best practice in the area of equal opportunities

Objectives

- To promote a positive self-image in all children and to respect their individuality, providing for all pupils according to their needs
- To ensure equality of opportunity permeates the whole curriculum and ethos of the school
- In delivering the curriculum, ensure it contains non-stereotypical images in order to overcome preconceived ideas of gender, ethnic origin, culture or religion
- To include in resources: books, materials and equipment that are multicultural and non-sexist, providing positive images of all groups
- Ensure that the organisation of the school is sensitive to the needs of all
- To acknowledge the richness and diversity of British society and to help prepare children for their part in that society
- To develop a positive attitude to equal opportunity by all staff, parents, helpers, governors, children and all who participate in the school.

Direct & Indirect Discrimination

In most cases, the nature of less favourable treatment will be clear and common sense will dictate the necessary action to take, usually after reference to the Headteacher. However, indirect discrimination can be more difficult to detect.

Where doubt exists, ask a member of SLT.

Staff

The academy values diversity amongst the staff. In all staff appointments, the most suitable candidate will be appointed on professional criteria and recruitment carried out in a manner consistent with equal opportunity practice.

Inclusion at Cawston CE Primary Academy

Cawston CE Primary Academy maintains an inclusive approach to education and we aim to provide equality of opportunity for all children. All children are valued, respected and welcomed to the school whatever their additional educational need. (This may mean a specific learning, physical, behavioural and emotional, communication and language or health need.) More Able children, children who have English as an additional language and those on our pupil premium register. There may also be stressful times such as illness, bereavement and family breakdowns when families and children require support. We will support their learning and ensure they are fully included in all school activities.

We recognise that there are some pupils who may require additional resources or extra support at some time in their primary school life and we aim to cater for the needs of all pupils. Early identification of a child's needs is made by close consultation with parents and pre-school settings from school entry. Individual pupils are monitored through teacher assessment, pupil progress meetings and provision mapping.

The academy has a SENCO to offer support to parents/carers who may have concerns about their child's progress. When appropriate, referrals are made to specialist learning services, Early Help and medical services. Any referral to an outside agency is undertaken with parental consent.

Special Educational Needs and Disability (SEND)

The academy has a policy for Special Educational Needs (SEN) and follows the Code of Practice. When appropriate, referrals are made to specialist learning services and medical services. Any referral to an outside agency is undertaken with parental consent. Further details can be found in our SEND Local Offer and SEN policy.

The staff work in partnership with parents/carers and pupils and liaise with external agencies to build upon pupil's strengths and develop the individual.

We promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the academy.

We are committed to ensuring that disabled pupils can participate in the curriculum, visit/ trips and take an active role in all extra-curricular activities. There is a designated disabled toilet. Our Accessibility Policy and Plan details facilities and future projects.

Equalities and Diversity

At Cawston CE Primary Academy we aim to create an inclusive culture for all staff, pupils, families and visitors to the academy. We recognise respect and value people's differences and ensure that individuals or groups of individuals are treated fairly and equally and no less favourably, specific to their needs, including areas of race, gender, disability, religion or belief, sexual orientation and age. We promote equality and diversity treating all staff and students fairly ensuring equal access to opportunities to enable children and staff to fully participate in the learning process and achieve and equip children and staff with the skills to challenge inequality and discrimination.

English as an Additional Language (EAL)

We celebrate the fact that children may speak more than one language. We carefully monitor and track the progress of pupils with EAL to ensure they are not disadvantaged and recognise that they may require additional support to acquire the same competence in English as in their home language(s).

Children who are learning English as an additional language have skills and knowledge about language similar to monolingual English-speaking children. Their ability to participate in the full curriculum may be in advance of their communicative skills in English. We fully appreciate the necessity of a child retaining their first language and bonuses it brings.

At Cawston CE Primary Academy teachers take action to help children who are learning English as an additional language by various means such as

- accessing interpreters for assessment if indicated
- ensuring that new vocabulary is repeated many times in different contexts through games, songs, photos, experiences and is re-visited;

- displaying key vocabulary and using visual prompts
- immersing the child in a language rich environment and ensuring that talking is used to support writing;
- encouraging children to transfer their knowledge, skills and understanding of one language to another;
- ensuring staff are aware of expected 'norms' for acquisition of a second language and contributory factors for each child
- ensuring standardised assessments are used cautiously due to cultural differences

Children in Need / Looked After Children (LAC)

We will provide a safe learning environment for Looked after Pupils ensuring that their individual needs are met by maintaining good communication with those caring for the child, social services and support services. We commit to attending review meetings and ensuring the targets set on Personal Education Plans are integrated into school life.

More Able Pupils

We are committed to providing an environment which encourages all pupils, including more able pupils to pursue a high level of performance in academic and non-academic areas.

We aim to encourage pupils to be independent learners, provide challenging work at an appropriate level and provide opportunities for pupils to work with like-minded peers both within school and the wider community.

Provision for pupils is through quality first teaching, differentiation and high challenge in the classroom, teacher expectation of pupil performance and additional learning in interventions.

Audit of existing achievement / provision

Physical Environment

Internal

- Wheelchair access via entrance to school corridors, all classrooms and hall
- Audible fire alarm
- 2 x disabled toilets
- Some accommodation for 1:1 and small group work
- Emergency Evacuation plans written
- *Contrasting colours are used when areas of the school are redecorated*

External

- Wheelchair access to all areas including field via Eco Park pathway
- Wheelchair access to playground
- Ramp at entrance to main school and end of corridor

Curriculum

- Obtain data on future pupil population to facilitate advanced planning
- Health questionnaire for all pupils (admissions pack) and data of medical issues available to all relevant staff
- Induction programme for all new pupils, special arrangements made where needed
- Curriculum differentiated by task and outcome
- Liaison with external services and agencies (physical, sensory, speech, learning behaviour, etc.)
- Detailed pupil information given to all staff
- TA deployment to cover a mix of curriculum needs/ support sessions
- Special arrangements made for SATS (extra time applied for, use of amanuensis)
- Specialist resources available to support specific needs (laptops, scissors, rulers, writing slopes)

- Parent drop-in session / SENCo available for discussions
- Pupils involved in EHCP
- Peer mediation system in place
- Specialist teachers supporting learning and giving pastoral and inclusion support
- LA referral system used to maximise support available to pupils
- Mentoring programme in place
- Transition meetings
- Training given to all teachers as required
- Specific staff attend ASD Awareness training
- Monitored attendance of school clubs for vulnerable groups
- Mindfulness training for staff
- Written Information
- Information given in letter, email and text form to parents
- Promote other formats if required e.g. large print, other language

Cawston CE Primary Academy – Equality Objectives 2020-2024

Equality Objectives Actions to be taken Impact Review

To remove the barriers to learning for pupils with SEND and ensure that their progress is in line with other children. –

Careful tracking of attainment and progress for pupils with SEND.

Target appropriate interventions at those pupils.

Provide SENCO support and training for staff.

Ensure reasonable adjustments are in place for children with SEND.

Provide auxiliary aids and services to disabled pupils where it is reasonable to do so to alleviate disadvantage.

Where appropriate, work with outside agencies to achieve the best progress for our children.

SEND children continue to make progress that is in line with, or better than their peers.

Children with SEND can access the curriculum as fully as they are able.

Children with SEND fulfil their potential including, as appropriate, achieving the Greater Depth

To continue to promote understanding and respect for diversity.

Ensure school policies and procedures promote equality of opportunity

Ensure all staff are aware of our responsibility with regards to the equality act

Ensure our school curriculum promotes tolerance of all groups.

To ensure quality teaching of RE and British Values each term.

To facilitate the introduction to, and understanding of, other religions and cultures by our children.

To continue the implementation of the PSHCE and the new RSHE curriculum across the school.

Children are aware of a range of religions and cultures.

The children celebrate diversity and are tolerant to other religions, cultures and groups of people within society.

To actively close gaps in attainment and achievement between pupils and all groups of pupils.

To monitor assessment data at regular intervals to ensure that children are not being disadvantaged by belonging to a protected group *

Careful tracking of attainment and progress for pupils with the “Protected Characteristics”.

Ensure reasonable adjustments are in place for these children. –

Where appropriate, work with outside agencies to achieve the best progress for our children. Children identified as needing additional support make progress that is in line with, or better than their peers.

Children can fully access the curriculum.

** The Equality Act covers the same groups that were protected by existing equality legislation – age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity. These are called the “Protected Characteristics.*