



Equality Policy

September 2016

Philosophy At Cherry Tree Primary School we are committed to ensuring that there are equal opportunities for everyone within our school community. Our dedicated and hardworking staff provide our children with a broad and balanced curriculum. We strive to enable every child to develop to their full potential, both educationally and socially, so that they are fulfilled and happy within our caring school.

General duties under the Equality Act 2010

The purpose of this policy is to set out how our practice and policies will:

- eliminate unlawful discrimination, harassment, victimisation and other conduct prohibited by the Act
- advance equality of opportunity between people who share a protected characteristic and people who do not
- foster good relations between people who share a relevant protected characteristic and those who do not

The Specific Duties of the Act enable our school to meet their obligations under the Public Sector Equality Duty 2011. These specific duties are:

- To collect, analyse and publish information about school progress in achieving the 3 aims of equality legislation
- To decide on specific measurable objectives that we will pursue over the coming years to achieve the 3 aims and publish these objectives
- To engage with people who have a legitimate interest - including all staff, parents, carers, pupils.

The Equality Act 2010 protects people from discrimination and harassment based on protected characteristics. These are:

- Race
- Disability
- Sex
- Age*
- Religion or belief
- Sexual orientation
- Pregnancy and maternity
- Gender reassignment
- Marriage and Civil Partnership*

*For staff only

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Our aims at Cherry Tree are to:

- promote tolerance and respect for people of all faiths (or those of no faith), races, genders, ages, disability and sexual orientations (and other groups with protected characteristics) through the effective spiritual, moral, social and cultural development of pupils.
- eliminate discrimination, advance equality of opportunity and foster good relations between different groups in order to prepare our pupils for life in modern Britain. We use the different experiences of our children to enhance the RE and PSHE curriculum to prepare our children for life in a richly diverse society. Our children and their families are invited to contribute to assemblies and classroom activities on issues relevant to cultural and religious education and celebration.
- ensure that all pupils have the opportunity to engage in extra-curricular activities.

To achieve this we will:

- Respect the equal human rights of everyone and educate our pupils about equality.
- Foster good relations by tackling prejudice and promoting understanding through our curriculum and day-to-day activities.
- Recognise, respect and take account of difference (for example, disability, gender, race, religion, sexual orientation, social context, vulnerable child status).
- Promote gender equality in all aspects of school life by challenging stereotypes, achievement gaps and self limiting aspirations.
- Create an environment where respect and racial harmony mean that all pupils are able to reach their full potential.
- We recognise that treating people equally does not necessarily involve treating them the same. We will meet the needs of our pupils and help them to overcome any barriers to learning, or disadvantages, in order to promote achievement and fulfilment. We will take actions to protect vulnerable learners.
- Encourage full participation for all pupils in school and extra-curricular activities.
- Work to promote positive attitudes and relationships to disability by enabling all people involved in the school community to contribute to, and gain full access to, all activities.
- Respect the equal rights of staff and other members of the community.
- We will comply with relevant legislation and implement school policies and plans in relation to race and religious equality, disability equality, gender equality and community cohesion.
- Our policy and practice covering the recruitment of staff and governors, as well as teacher/pupil assessment will also reflect the school's commitment to equality and diversity.

We recognise that Safeguarding issues are equality issues. Safeguarding can involve a range of potential issues such as:

- bullying, including cyberbullying (by text message, on social networking sites, and so on) and prejudice-based bullying racist, disability, and homophobic or transphobic abuse
- radicalisation and extremist behaviour
- child sexual exploitation
- sexting
- substance misuse

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- issues that may be specific to a local area or population, for example gang activity and youth violence particular issues affecting children including domestic violence, sexual exploitation, female genital mutilation and forced marriage

Definition of Disability

A person has a disability for the purposes of this Act if he or she has a physical or mental impairment and the impairment has a substantial and long term adverse effect on his or her ability to carry out normal day-to-day activities.

At Cherry Tree we ensure that we do not discriminate against, harass or victimise disabled children and young people. Our school makes 'reasonable adjustments', including the provision of auxiliary aids and services, to make sure that disabled children and young people are not at a substantial disadvantage compared with their peers

Our school publishes an accessibility plan. This plans for:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided;
- improving the availability of accessible information to disabled pupils.

Our School governing body publishes information about the arrangements for the admission of disabled children, the steps taken to prevent them being treated less favourably and the facilities provided to assist access of disabled children.

Cherry Tree is an inclusive school and is fully accessible for the disabled with ramps and wide doors throughout the school (refer to SEND Policy). We have a medical room with changing bed and a disabled toilet in both buildings.

We are committed to providing all our children with an exciting, broad and balanced curriculum which suits their different learning styles.

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Characteristics of our school

Cherry Tree Primary School is expanding from a one form entry school with a morning nursery to a two form entry adding an extra class each year. It serves a diverse community with a huge variety of ethnic minority and socio-economic backgrounds; almost half of our pupils have English as a second language, 39 languages are currently represented. We have a fairly high rate of mobility which presents various challenges.

Number of pupils September 2016	Nursery: -26	Yr R - 6: 377	Total 403
Minority ethnic	70% are minority ethnic	White British 27% White other 13% Pakistani 15% Any other Asian 10% Indian 7%	
Number of EAL learners	215 54%		
Number of Languages spoken	47	English 188 47% Tamil 25 6% Urdu 46 11% Polish 19 5% Pahari 12 3%	
Pupil Premium	16% (66 pupils)		
Free School Meal	8% (31 pupils)		
SEN	EHCP 5 pupils	School Support 8% 31	Total 36 pupils 9%
Mobility	Number in casual since Sept 15 -July 16 51 out and 31 in	Number out casual since Sept 14 5% 19	
Attendance Yr R - 6	Autumn Term 2015: 95.1 Spring Term 2016: 93.3 Summer Term 2016 95 Last academic year: 95%		
Number of Staff	52	Male = 5	Female = 47
Number of Governors	14	Male = 4	Female = 10

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Roles and Responsibilities and Published information

The Governing Body, has received training and understand their responsibilities and the actions required. Supported by the Headteacher and staff, governors are responsible for ensuring the implementation of this scheme through their words, actions or influence.

They promote tolerance of, and respect for, people of all faiths (or those of no faith) races, genders, ages, disability and sexual orientations (and other groups with protected characteristics) and support and help prepare pupils positively for life in modern Britain.

Staff have received training and understand their responsibilities, and their duty to record incidents involving protected characteristics.

Staff are developing a curriculum that is fully inclusive of all protected characteristics.

SMSC activities promote British Values.

The Headteacher retains overall responsibility for the following:

- Single equality scheme
- Disability equality (including bullying incidents)
- SEN/LDD (including bullying incidents)
- Accessibility
- Gender equality (including bullying incidents)
- Race equality (including racist incidents)
- Equality and diversity in curriculum content
- Equality and diversity in pupil achievement
- Equality and diversity- behaviour and exclusions
- Participation in all aspects of school life
- Impact assessment
- Stakeholder consultation
- Policy review
- Communication and publishing
- Ensuring that the action plan is delivered effectively.

Subject leaders will report to the Headteacher annually on actions and progress.

The Headteacher will report annually on equality and diversity to the Governing Body.

Commitment to review

The school equality scheme will be aligned with the School Plan. Its implementation will be monitored within the school's self-evaluation and other review processes as well as being updated at least annually. Every four years the school will set one or more specific measureable equality objectives that further the aims of the equality duty.

Commitment to publish

We will collect, analyse and publish annually if appropriate information to demonstrate compliance with the Equality Act 2001. We are committed to sharing information about our equality scheme as broadly as appropriate. The scheme will be available on the school's web site and the action will be available via the school office upon request.

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Commitment to action

Governors will:

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| Policy Development | ● Provide leadership and drive for the development and regular review of the school's equality policy |
| Policy Implementation Behaviour | ● Provide leadership and ensure the accountability of the Headteacher and subject leaders for the communication and implementation of school policies |
| | ● Provide appropriate role models for all managers, staff and pupils |
| | ● Congratulate examples of good practice from the school and among staff and pupils |
| | ● Ensure a consistent response to incidents, e.g. bullying cases and racist incidents |
| Public Sector Duties | ● Ensure that the school carries out the letter and the spirit of the statutory duties (and ensuring the provision of 'returns' to the local authority) |

Headteacher and subject leaders will:

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| Policy Development | ● Initiate and oversee the development and regular review of equality policies and procedures |
| | ● Consult pupils, staff and stakeholders in the development and review of the policies |
| Policy Implementation | ● Ensure the effective communication of the policies to all pupils, staff and stakeholders |
| | ● Ensure that managers and staff are trained as necessary to carry out the policies |
| | ● Oversee the effective implementation of the policies |
| Behaviour | ● Provide appropriate role models for all staff and pupils |
| | ● Highlight good practice from staff and pupils |
| | ● Provide mechanisms for the sharing of good practice |
| | ● Ensure a consistent response to incidents, e.g. bullying cases and racist incidents |
| Public Sector Duties | ● Ensure that the school carries out its statutory duties effectively |

Subject leaders will:

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| Policy Development | ● Respond to consultation requests by creating opportunities for pupils and staff to share their comments, suggestions and feedback, ensuring that all voices are heard |
| Policy Implementation | ● Implement the school's equality scheme, holding staff accountable for their behaviour and providing support and guidance as necessary |
| | ● Provide appropriate role models for all staff and pupils |
| Behaviour | ● Behave in accordance with the school's policies, leading by example |
| | ● Respond appropriately to the behaviour of pupils and staff, as a whole, and individuals (praising/challenging as necessary) |

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All staff: teaching and non-teaching will:

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| Policy Development | <ul style="list-style-type: none">• Contribute to consultations and reviews• Raise issues with the Headteacher which could contribute to policy review and development |
| Policy Implementation | <ul style="list-style-type: none">• Maintain awareness of the school's current equality policy and procedures |
| Behaviour | <ul style="list-style-type: none">• Implement the policy as it applies to staff and pupils• Behave with respect and fairness to all colleagues and pupils, carrying out the letter and spirit of the school's equality scheme• Provide a consistent response to incidents, e.g. bullying cases and racist incidents |
| Public Sector Duties | <ul style="list-style-type: none">• Contribute to the implementation of the school's equality scheme |

We comply fully with legislation which protects our staff (including teacher, teaching assistants, learning supervisors and student teachers) from discrimination on the grounds of gender, transsexual status, race, disability, sexual orientation, religion or belief or age.

This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices and disciplinary procedures.

- We make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society.
- We will ensure the safety and well-being of our staff and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators.
- We will provide regular training for staff to enable them to deal effectively with prejudice-related incidents
- Tackling discrimination and anti-bullying reporting and recording all forms of prejudice-related incidents for example racism, homophobia negative views of disabled people or sexism

Stakeholder Consultation

We are committed to encouraging everyone, i.e. learners/carers and other stakeholders, to contribute to the development and review of all policies and practices affecting the life of the school and its impact within the wider community with the following areas specifically in mind:

- Disability
- Gender
- Race
- Community cohesion

We have welcomed the participation and involvement of people from broad and diverse backgrounds and of different abilities in the development of this scheme. When deciding what to do to tackle equality issues, we will consult and engage both with people affected by our decisions e.g. parents, carers, pupils, all staff, local groups and organisations, and with people who have special knowledge which can inform the school's approach.

Impact Assessment Statement

Impact assessment can be used to:

- review existing policies, functions and procedures as part of an audit process
- assess proposed or new policies
- assess the degree of success of the implementation of equality scheme action plan

The specific aim of impact assessment is to:

- anticipate any adverse impacts
- amend the school's policies and procedures to resolve adverse impacts
- identify positive outcomes in order to build on them gathering necessary information, data and evidence regarding the current situation
- analysing the information to identify gaps and identify actions needed
- observing current practice, complaints or feedback from stake holders
- using parent or student panel discussions
- consultation with stake holders through, surveys and questionnaires;
- interviews and focus groups

7: Objectives

We have 3 specific and measurable objectives that we will pursue in order to achieve the three aims of the general duty:

1. To narrow the gap in achievement between different groups
2. Anticipate the needs of incoming pupils in the early phases of English as an Additional Language
3. Improve pupils' understanding of other cultures and lifestyles through the development of wider community links.

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Equality Scheme 2015 - 2017					
<i>Objectives</i>	<i>Action</i>	<i>Impact Analysis</i>	<i>Responsibility</i>	<i>Resources + Budget links</i>	<i>Monitoring and evaluation</i>
<p>1. To narrow the gap in achievement between different groups</p> <p>2. Anticipate the needs of incoming pupils in the early phases of English as an Additional Language</p> <p>3. Improve pupils' understanding of other cultures and lifestyles through the development of wider community links.</p>	<ul style="list-style-type: none"> To look closely at vulnerable groups in each cohort by analysing AM7 data and putting in place provision as necessary (boys, girls, FSM, highest and lowest attainers, SEND, CLA) Further embed Talk for Writing across the school Establish a pack for teachers for use when receiving a pupil with no or little English language Induct new to post lower KS 2 leader with responsibility for BME to ensure continuity of practise <ul style="list-style-type: none"> Raise awareness of the rising diversity of the school Ensure that class teachers are aware of ethnic groups within their class Ensure there are well planned opportunities within PSHE/RE/Worship for pupils to learn about all cultures and to challenge stereotypes i.e. gender, race and disability. 	<p>The gap in achievement between different groups will be narrowed. All groups of pupils will make at least good progress.</p> <p>Pupils will make accelerated progress in the acquisition of English and as a result will make accelerated progress in all areas of the curriculum</p> <p>School community will strengthen as diversity is embraced. Tolerance and acceptance is embedded. The number of racist incidents will fall even lower. Staff will receive training and understand their responsibility in recording incidents involving protected characteristics. Staff develop a curriculum that is fully inclusive of protected characteristics. SMSC activities promote British Values.</p>	<p>All teaching staff and LMT Subject Leaders</p> <p>LMT to induct new lower KS 2 leader</p> <p>LMT</p>	<p>LMT - data analysis Subject leader time</p> <p>BME lead Flexibility of provision map</p> <p>Leadership time Enjoy and achieve budget money</p>	<p>Annual review of policy objectives - report to governors Also reported in Attainment section of SEF All class teachers are aware of diversity and vulnerable groups within their class.</p> <p>AM7 Appraisal SEF</p> <p>Subject leader reports Pupil interviews Displays Data</p>