

Cams Lane Primary School



Policy	Equality, Diversity, Inclusion
Reviewed	Feb 2023
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Reviewed	Feb 2025
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Update to objectives planned	Sept 2026

Legal Duties

As a school we welcome our duties under the **Equality Act 2010** and the **Public Sector Equality Duty**.

The general duties are to:

- eliminate discrimination, harassment and victimisation
- foster inclusion
- celebrate diversity and equality
- advance equality of opportunity
- foster good relations

We understand the principles of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity. This policy ensures that there is protection from discrimination based on the **9 Protected Characteristics**

Equality and the Protected Characteristics are shared with pupils and explored in school through assembly's and displays

A protected characteristic under the act covers the groups listed below:

- age (for employees not for service provision)
- disability
- race
- sex (including issues of transgender)
- gender reassignment
- maternity and pregnancy
- religion and belief
- sexual orientation
- marriage and civil partnership (for employees)

In advancing equality of opportunity:

- we aim to remove or minimise disadvantages suffered by people due to their protected characteristics;

- we aim to meet the needs of people with certain protected characteristics where these are different from the needs of other people;
- we encourage people with certain protected characteristics to participate in public life or in other activities where their participation is disproportionately low.

In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties. These are to:

- publish equality information – to demonstrate compliance with the general duty across its functions (**We will not publish any information that can specifically identify any child**)
- prepare and publish equality objectives

To do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:

- admissions
- attendance
- attainment and progress
- exclusions
- prejudice related incidents
- participation

Meet the Public Sector Equality Duty (PSED)

State-funded schools must comply with the **Public Sector Equality Duty** under section 149 of the Equality Act.

They must show they are actively considering how to:

- **Eliminate discrimination**
- **Advance equality of opportunity**
- **Foster good relations** between different groups

In England, schools should also:

- Publish **equality information** (at least annually)
- Publish one or more **measurable equality objectives** (reviewed at least every 4 years)

Our objectives will detail how we will ensure equality is applied to the functions listed above. However, where we find evidence that other functions have a significant impact on any particular group, we will include work in this area.

We use evaluation and data collection to inform our decision-making and assess the impact on equality of our decision-making, policies and practices.

We also welcome our duty under the Education Act 2011 to demonstrate how the education we provide meets the needs of the range of pupils at the school.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998. As a school we have the UNICEF Rights Respecting Award.

In fulfilling our legal obligations we will:

- recognise and respect diversity
- foster positive attitudes and relationships, and a shared sense of belonging
- tackle prejudice and promote understanding between people from different groups
- observe good equalities practice, including staff recruitment, retention and development, and procurement
- aim to reduce and remove existing inequalities and barriers
- consult and involve widely
- strive to ensure that the communities within, around and beyond our school will benefit
- use the school's complaints procedure initially to deal with any complaints under the Equality Act 2010, use the Questions Procedure and, for any complaints not resolved internally, use the local authority complaints procedure.

With regard to equality ,our school aims to:

We aim:

- To be an inclusive school and to offer equal opportunities to all;
- To promote and achieve high standards for all by providing high quality learning and teaching;
- To differentiate learning and teaching to take account of pupils' individual and specific needs including physical, mental social, spiritual, moral and cultural;
- To ensure that all our pupils benefit from a rich, broad and balanced curriculum;
- To enliven and enrich the curriculum by visits, visitors and extensive use of the environment;
- To develop responsible and self-confident learners by encouraging children to contribute to school and community life;

- To ensure that all children achieve their true potential in literacy and numeracy;
- To sustain a friendly, welcoming ethos in a safe, secure and positive environment;
- To promote positive behaviour at all times;
- To celebrate the achievements of all learners.

Eliminate Discrimination, Harassment and Victimisation

Schools must actively prevent:

- Direct discrimination
- Indirect discrimination
- Harassment
- Victimisation

This includes:

- Fair admissions procedures
- Equal access to learning and extracurricular activities
- Anti-bullying systems that address discriminatory bullying
- Fair behaviour and exclusion policies

Make Reasonable Adjustments for Disabled Pupils

Schools must remove barriers for pupils with disabilities.

Examples:

- Accessible buildings (ramps, lifts, adapted toilets where possible)
- Alternative formats for learning materials
- Assistive technology
- Additional classroom support
- Adjustments to policies or routines

They should also have an **Accessibility Plan**, which schools in England are legally required to publish.

Inclusive Policies and Curriculum

The school should ensure:

- Curriculum materials reflect diversity
- Teaching avoids stereotypes
- Religious and cultural needs are considered
- Uniform policies are non-discriminatory
- Attendance, behaviour, and safeguarding policies are equality-checked

- All pupils must have equal opportunity of access to the school's curriculum
- Staff must be constantly aware that their own expectations affect the achievement, behaviour and status of each pupil.
- The curriculum must be balanced, objective and sensitive, and must not highlight sexual and cultural diversity.

Staff Training

Staff should receive regular training on:

- Equality Act duties
- Inclusive teaching practices
- Unconscious bias
- Safeguarding related to discrimination and protected groups
- Training records help demonstrate compliance.

Admissions

- The school follows the Local Authority Admission Policy, which does not permit (providing resources are available) sex, race, colour or disability to be used as a criteria for admission, augmented by creed and ability.
- This will be revised as the Local Authority change recommendations.

Registration

Pupils' names should be accurately recorded and correctly pronounced. Pupils should be encouraged to accept and respect names from other cultures.

Discrimination & Reporting

- All forms of discrimination by any person within the school are to be treated seriously be it discrimination, harassment or failure to make adjustments
- Recording & reporting such incidents, whether they take place in the playground, corridors or teaching areas should be made on CPOMS and also directly to the Headteacher.
- It should always be made clear to offending individuals that such behaviour is unacceptable and further action could be taken.
- Parents should always be informed
- . Racist and political symbols, badges and insignias on clothing and bags are forbidden in school. Graffiti should be immediately removed.

Staffing

- The school values diversity and this should be promoted by all staff
- In all staff appointments, the best candidate will be appointed, based on strict professional criteria. All staff should be aware of possible cultural assumptions and bias within their own attitudes.
- In order to understand the background and experience of ethnic minority pupils and to raise expectations of their potential, staff need to be aware of the historical and contemporary processes which have caused, and may continue to sustain, racism. Close liaison with families in the school is beneficial to all concerned. Support and advice is available from the authority's multicultural support service.

Language

The school views linguistic diversity positively and staff should be aware of the language and dialect spoken by pupils and their families. Staff must be conscious of any racist or sexist connotations in the language they themselves use. Pupils and staff must feel that their language or dialect is valued.

How will we achieve equality?

The School makes 'reasonable adjustments' to ensure equality and that no pupil is placed at a substantial disadvantage. To make these reasonable adjustments we: plan ahead;

- identify potential barriers;
- work collaboratively;
- identify practical solutions through a problem-solving approach;
- ensure staff have the necessary skills;
- monitor the effects of the adjustments and this policy;
- consider the effect of any proposed change upon all members of the school community and the available resources.

Addressing Prejudice Related Incidents

This school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fare less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to reduce the likelihood of any incidents. If incidents occur we address them immediately and report them to the Local Authority using the online reporting system at <http://portal.irisadapt.com> .

Breaches

Breaches to this statement will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the head teacher and governing body.

Monitor and Review Data

Schools should monitor patterns in:

- Achievement gaps
- Attendance
- Behaviour incidents
- Exclusions
- Bullying reports
- Participation in clubs/trips

This helps identify whether any groups are disadvantaged.

Key Documents linked

A school should typically be able to show:

- Accessibility Plan
- Anti-bullying Policy
- SEND policy (**Special Educational Needs and Disabilities**)
- Governing body oversight/minutes

Responsibility

We believe that promoting equality is the whole school's responsibility:

School Community	Responsibility
Governing Body	Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these. Monitoring progress towards achieving equality objectives. Publishing data and publishing equality objectives.
Head teacher	As above including: Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties. Ensuring that all the school community receives adequate training to meet the need of delivering equality, including pupil awareness. Ensuring that all staff are aware of their responsibility to record and report prejudice related incidents.
Senior Leadership Team	Supporting the Head / Principal as above. Ensuring fair treatment and access to services and opportunities. Ensuring that all staff are aware of their responsibility to record and report prejudice related incidents.
Teaching Staff	Contributing to ensuring the right outcomes for pupils. Upholding the commitment made to pupils and parents/carers on how they can be expected to be treated. Designing and delivering an inclusive curriculum. Ensuring own awareness of the responsibility to record and report prejudice related incidents.
Non-Teaching Staff	Supporting the school and the governing body in delivering a fair and equitable service to all stakeholders. Upholding the commitment made by the head teacher/principal on how pupils and parents/carers can be expected to be treated. Supporting colleagues within the school community. Ensuring own awareness of the responsibility to record and report prejudice related incidents.
Parents	Taking an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these. Taking an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.
Pupils	Supporting the school to achieve the commitment made to tackling inequality. Upholding the commitment made by the head teacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated.
Local Community Members	Taking an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to

School Community	Responsibility
	eradicate these. Taking an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.

We will ensure that the whole school community is aware of the Single Equality Policy and our published equality information and equality objectives by publishing them on the school website.

Our Equality Objectives Feb 2025 (to be reviewed in Sept 2026)

We will review our objectives in relation to any changes in our school profile and at least every four years. Our objectives will sit in our overall school improvement plan and therefore will be reviewed as part of this process.

- To continue to monitor and address attendance and punctuality with PPG pupils
- To identify any gaps in progress and attainment with PPG pupils and disadvantaged pupils, and act upon them including interventions and support
- To ensure all children are aware of diversity, and the multi cultural and multi faith community we have in school and the community around us