

# Cottenham Primary School



## Equality and Diversity Statement and Objectives

Date last reviewed:	Spring 2 2022
Reviewed by:	Personnel Committee
Next Review date	Spring 2 2023
Equality Review Checklist	<p>In reviewing this policy due consideration must be given to the impact that changes may have on issues of equality for the protected groups:</p> <p>Age, Disability, Religion or belief, Race, Pregnancy and Maternity, Sex, Sexual orientation, Gender reassignment Marriage/civil partnerships</p> <p>If the equality of a protected group is likely to be compromised by changes to the policy then please complete an equality risk assessment and tick here:</p> <div style="text-align: right;"> <input type="checkbox"/>  <input type="checkbox"/> </div>

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## Cottenham Primary School is committed to fulfilling our duty under the Public Sector Equality Duty (PSED)

### What is the PSED?

The Equality Act 2010 introduced a single, general duty for public bodies, including schools, and which extends to all 'protected characteristics' – race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment.

There are three main elements within the act and in carrying out our functions, as a school, we must have regard for the need to:

1. **Eliminate discrimination** and other conduct prohibited by the act.
2. **Advance equality** of opportunity between people who share a protected characteristic and people who do not share it.
3. **Foster good relations** across all characteristics – between people who share a protected characteristic and people who do not share it. It should be noted that age is a relevant characteristic for schools when considering their duties as an employer but not in relation to pupils.

The PSED replaces the previous three sets of separate duties to promote disability, race and gender equality. All schools must have 'due regard' to the three elements. Therefore whenever significant decisions are being made, or policies being developed or reviewed, the school will consider carefully the equalities implications.

We will do this by creating a culture which celebrates equality and diversity - ensuring that all pupils access high quality learning opportunities regardless of their academic ability, ethnic group, economic or other circumstances which might impede their learning. We will pay close attention to any gaps that arise between groups of pupils to ensure their needs are fully met in order to achieve their full potential and make good progress. We will seek out best practice in order to make our community as inclusive as possible and will review our objectives regularly through the work of the Personnel Sub Committee.

These statements should be read in conjunction with the Equality and Diversity Policy which is available on the school's website.

### How does Cottenham Primary School comply with the PSED?

The school has a range of policies which make explicit the school's long established commitment to actively promoting equality of opportunity for all. The main policies dealing with equality of opportunity are:

- Equality and Diversity policy,
- SEND Policy,
- Behaviour Policy,
- Anti-Bullying Policy,

- Accessibility Plan,
- Relationships and Sex Education.

The attainment and progress of different groups: Male and Female, Children with Special Educational Needs, Black and Minority Ethnic groups, speakers of English as an Additional Language (EAL) and Children eligible for the Pupil Premium is tracked termly and action plans written as a result of any arising issues. The school's dynamic '100 day plan' system allows for quick response to any school wide trends or patterns.

## **1. Eliminate discrimination**

The school context is unique in its polarized demographic serving an area of mixed social advantage and deprivation with over 21% of pupils coming from less privileged backgrounds (compared to 20% nationally) and 47% in the least deprived quintile (IDACI) compared to 20% nationally. Our percentage of children from ethnic minorities is 17.5% and our children with Special Educational Needs and or Disabilities is at 8.2% compared to 11.3% nationally.

Close tracking of all pupil outcomes takes place in a structured, systematic way and the school intervenes where it reveals underachievement, low attainment or concerns about specific groups or individuals. Monitoring and evaluation, and the analysis of data, takes place across the school and is used within the improvement cycle at each Key Stage. Assessment data leads to judgments for key areas of improvement and development.

The school's main vehicle to promote equality and diversity and eliminate discrimination is its Knowledge Rich Curriculum. House days on important BAME figures, such as Martin Luther King as well as celebrating difference and understanding SEND have supported the children's understanding of tolerance, diversity and conflict now and in the past. The school exposes children to literature from a range of cultures, depicting a range of groups, including those with protected characteristics and the CPS Literature Spine has been audited by students from the University of South Florida to ensure content reflects the lives and aspirations of all our pupils. Our PSHE and RE curriculum explicitly teaches children about tolerance and diversity and times when this can break down. For example, our Year 6 pupils study World War II and the Holocaust as well as the impact of religion in conflict. In 2017 the school commissioned an independent review by Cambridgeshire Human Rights and Equality Support Services (CHESS) in order to learn how it could further increase its ability to promote and celebrate diversity with the report's recommendations subsequently informing practice.

The school does not tolerate discrimination. It is our duty to report any incident which involves racist, homophobic or any other prejudicial language or behavior on the PRFE website and inform the parents of both the victim and the perpetrator. In line with County Council Guidance, all incidents will be recorded, regardless of intent. In all cases restorative and explanatory work will occur to support those involved.

## **2. Advance equality of opportunity**

The school is committed to advancing equality of opportunity between people who share a

protected characteristic and people who do not share it, and has developed its knowledge rich curriculum precisely to ensure equity of provision in our school.

Within the curriculum a range of approaches is in place to ensure that this happens.

The school monitors and evaluates, frequently and regularly, the attainment and progress of all pupils and looks at the performance of particular groups who share a protected characteristic to compare their performance with those who do not share it. Interventions are then planned and implemented in order to close any disparities in performance.

Currently there are gaps between boys and girls although the gap narrows towards the end of KS2. There is a small gap between BME and non BME. Our SEND and PPF pupils are supported to make progress, often in line with their peers

Examples of practice which advances equality of opportunity:

Where necessary, we use the services of outside agencies to support families and individual pupils. Pupils with SEND, including those with medical needs, are fully supported by our INCO and assistant INCOs and external specialist professionals. We have excellent links with local nurseries and the local high school, which ensures that transition into Reception and Year 7 runs smoothly. We use the services of the Cambridgeshire Safeguarding Team and Child Adolescent Mental Health Service (CAMHS) for pupils who need this type of expert support. In the past we worked closely with Cambridge Race and Diversity Service (CREDS) to ensure best practice.

Where needed, pupils with SEND are provided with individualised curriculum, under the guidance of our INCO team.

Pre and over teaching supports those pupils who struggle with retention or who have knowledge gaps.

We have fostered strong relationships with some of our harder to reach families, liaising through interpreters, family and support workers to engage with our refugee and Irish traveller families and those who require additional family support. Ensuring that key messages are conveyed to these families where communication might be an issue.

We are determined that all children are able to access all aspects of our curriculum, including trips, visits and extracurricular provision. Children with all levels of SEND are supported in attending all trips, including residential. Financial support is provided for those who are unable to pay the full cost of attending trips and visits. We also provide subsidised or fully paid places in many extra-curricular clubs for those families who require extra financial support.

Our Accessibility plan and Equality policy will be reviewed every two years to ensure that they include the relevant and up to date information.

### **3. Foster good relations across all characteristics**

The school adopts a wide range of approaches to foster good relations across all characteristics. Some specific examples are as follows: The school participates in fund raising

for many charities supporting local, national and global issues, which are understood and supported by children. The strong global dimension of our curriculum develops our pupils' awareness of different countries and cultures. At our last inspection (May 2017), it was recognised that at this school the school community respects and values different cultures and traditions. The impact of this is a school where every person feels valued, respected and safe.

All governors demonstrate a high level of engagement with the school in areas such as health and safety, Social, Moral, Spiritual and Cultural development, SEND and equality. They concern themselves with the inclusive nature of our school, the well-being of staff and pupils and with attendance and behaviour. The school has an assigned Equalities Governor.

Our partnership with local schools is an integral part of our school provision. Through this partnership our children have access to a range of activities and competitions that span the curriculum including Maths and English challenges and Sporting competitions. They are able to interact with pupils from other schools, visit other schools and bring the impact of this, back into their own classrooms. We are very proud of our extended services offered in the form of a wide variety of which are outside of the school day and free of charge. The impact of this is that children experience enrichments to the basic curriculum. These clubs are popular and very well attended.

### **Our Equality Objectives Under the Public Sector Equality Duty (PSED)**

The school is required to set Equality Objectives. Our published information must be updated annually and objectives published at least once every four years.

**Objective 1:** To be aware of and to take action to narrow the gap between the progress made by 'all' children and that made by 'groups' of children.

**Objective 2:** To ensure that future reviews of all school policies include information about, and links to, PSED. In order to eliminate discrimination all school policies will be reviewed and revised to ensure that where relevant the importance of avoiding discrimination, victimisation or harassment is expressly noted.

**Objective 3:** To ensure that staff induction includes raising awareness of, and staff understanding their responsibilities under, the Equality Act.

**Objective 4:** To review the model of SEND provision

**Objective 5:** To ensure that all groups, including those with protected characteristics and their opinions are considered and represented.