

# Cottenham Primary School



## Equality Information and Objectives Policy

Date last reviewed:	Spring 2 2025
Reviewed by:	Personnel Committee
Next Review date	Spring 2 2026
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><input checked="" type="checkbox"/></div>

## **Contents:**

### [Statement of intent](#)

1. [Legal framework](#)
2. [Roles and responsibilities](#)
3. [How does Cottenham Primary School Comply with the PSED?](#)
4. [Equality objectives](#)
5. [Collecting and using information](#)
6. [Addressing prejudice-related incidents](#)
7. [Complaints procedure](#)
8. [Monitoring and review](#)

## **Statement of intent**

Cottenham Primary School recognises that certain groups in society can be disadvantaged because of unlawful discrimination they may face due to their race, sex, disability, gender reassignment, marriage or civil partnership, religion or belief, sexual orientation, age, or pregnancy and maternity.

The school has a statutory duty to publish an Equality Information and Objectives Statement. This policy sets out how the school determines its equality objectives.

# 1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- Education and Inspections Act 2006
- Equality Act 2010
- Equality Act 2010 (Specific Duties) Regulations 2011 (if applicable)
- The Special Educational Needs and Disability Regulations 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- Public Sector Equality Duty (PSED)
- The UK General Data Protection Regulation (GDPR)
- Data Protection Act 2018

This policy also has due regard for non-statutory guidance, including the following:

- DfE (2014) 'The Equality Act 2010 and schools'

This policy operates in conjunction with the following school policies:

- Complaints Policy
- Grievance Policy
- Data Protection Policy
- SEND Policy
- Behaviour Policy

The Equality Act 2010 provides a modern, single legal framework with three broad duties:

- Eliminate discrimination harassment and victimisation
- Advance equality of opportunity
- Foster good relations

For the purpose of this policy, the Equality Act 2010 will be referred to as 'the Act'. The school fully understands the principles of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equal opportunities. Protected characteristics, under the Act, are as follows:

- Age
- Disability
- Race including colour, nationality, and ethnic or national origin
- Sex
- Gender reassignment
- Maternity and pregnancy
- Religion and belief
- Sexual orientation
- Marriage and civil partnership

The Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil:

- In relation to admissions.
- In the way it provides education for pupils.
- In the way it provides pupils access to any benefit, facility or service.
- By excluding a pupil or subjecting them to any other detriment.

The responsible body for the school is the governing board or the LA.

The school's liability not to discriminate, harass or victimise does not end when a pupil has left the school, but will apply to subsequent actions connected to the previous relationship between school and pupil, such as the provision of references on former pupils or access to former pupils' communications and activities.

The school will promote equality of opportunity for all staff and job applicants

## 2. Roles and responsibilities

The governing board will:

- Ensure that the school complies with the appropriate equality legislation and regulations.
- Meet its obligations under the PSED to:
  - Publish equality objectives at least every four years commencing on the date of the last publication.
  - Update and publish information every year to demonstrate school compliance with the PSED.
- Ensure that the school's policies and procedures are developed and implemented with appropriate equality impact assessments informing future plans.
- Ensure equal opportunities in its staff recruitment and promotion practices, professional development programmes and in membership of the governing board.
- Proactively recruit high-quality applicants from under-represented groups.
- Provide information in appropriate and accessible formats.
- Ensure that the necessary disciplinary measures are in place to enforce this policy.

The headteacher will:

- Implement and champion this policy and its procedures.
- Ensure that all staff members receive the appropriate equality and diversity training as part of their CPD.
- Ensure that all parents, visitors and contractors are aware of, and comply with, the provisions of this policy.
- Actively challenge and take appropriate action in any case of discriminatory practice.
- Address any reported incidents of harassment or bullying in line with DfE guidance.
- Produce an annual report on the progress of implementing the provisions of this policy and report it to the governing board.

Employees will:

- Be mindful of any incidents of harassment or bullying in the school.
- Track and monitor any instances of discrimination and deal with these in a consistent manner, making a report to the headteacher as necessary and following up with pupils as required.
- Identify and challenge bias and stereotyping within the curriculum and the school's culture.
- Promote equality and good relations, and not harass or discriminate in any way.
- Monitor pupils' progress and needs to ensure the appropriate support is in place.
- Keep up-to-date with equality legislation and its application by attending the appropriate training.
- Champion diversity and inclusion.

Pupils will:

- Not discriminate or harass any other pupil or staff member.
- Actively encourage equality and diversity in the school by contributing their cultural experiences and values.
- Report any incidences of bullying or harassment, whether to themselves or to others, to the team leader or to another member of staff.
- Abide by all the school's equality and diversity policies, procedures and codes.

### **3. How does Cottenham Primary School comply with the PSED?**

**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.

### **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:

- SEND Policy,
- Behaviour Policy,
- Anti-Bullying Policy,
- Accessibility Plan,
- Relationships and Sex Education Policy.

This statement should be read in conjunction with our Pupil Premium Strategy and SEND Information report

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 serves an area of mixed social advantage and deprivation, with 20% of pupils in receipt of Pupil Premium. The pupil base deprivation is close to average but the school location deprivation is well below average (IDACI). Our percentage of children with English as an additional language is 13%, which is close to the national average. Our percentage of children with Special Educational Needs and or Disabilities is 17%, which is close to the national average. However, our percentage of pupils with EHC plans is well above the national average at 4.1%.

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 are used to augment the PSHE curriculum by celebrating difference as well as promoting understanding, tolerance, equality and diversity.. The school exposes children to literature from a range of cultures, depicting a variety of groups, including those with protected characteristics. The CPS Literature Spine reflects the lives and aspirations of our pupils, as well as life in modern Britain. 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.

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 Prejudice Reporting for Education website and inform the parents of both the victim and the perpetrator. In line with County Council Guidance, all incidents are 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.

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.

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 our own family worker, interpreters, and external 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 will be reviewed every two years to ensure that it includes 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.

The CPS Community Outreach Project works closely to support local charities and to foster community relationships with vulnerable groups e.g. the elderly and Sustainable Cottenham. The strong global dimension of our curriculum develops our pupils' awareness of different countries and cultures.

The latest Ofsted Report (May 2023) highlighted that pupils gain 'detailed understanding about important qualities, such as tolerance and democracy. They articulate their understanding with conviction and clarity. Wider activities connect seamlessly with what is taught during lessons...this exceptionally strong personal development programme helps to create what parents typically and accurately describe as 'a fantastic ethos', which 'develops children with a strong moral framework'.

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 the wide variety of extended services offered

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.

## 4. Equality objectives

The school is committed to promoting the welfare and equality of all its staff, pupils and other members of the school community.

The school sees all members of the school community as of equal value, regardless of any protected characteristic. The school's policies, procedures and activities will not discriminate but must nevertheless take account of differences in life experience, outlook and background, and in the kinds of barriers and disadvantages which people may face in relation to any protected characteristic.

The school's Equality Information and Objectives Statement sets out how the school is meeting the PSED and outlines how equality of opportunity is ensured for all members of the school community. The Equality Information and Objectives Statement is reviewed at least every four years and is published on the school website annually.

The school will consult with stakeholders to establish equality objectives and draw up a plan based on information collected on protected groups and accessibility planning.

To achieve this, the school has established the following objectives:

**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 further develop the provision for our SEND pupils

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

## 5. Collecting and using information

In accordance with the requirements outlined in the UK GDPR and Data Protection Act 2018, personal data will be lawfully collected and processed in line with the principles and practices outlined in the Data Protection Policy and only for specified, explicit and legitimate purposes, e.g. to comply with the school's legal obligations.

The school will collect equality information for the purpose of:

- Identifying key issues, e.g. unlawful discrimination in teaching methods.
- Assessing performance, e.g. benchmarking against similar organisations locally or nationally.
- Taking action, e.g. adapting working practice to accommodate the needs of staff who share protected characteristics.

The school will build an equality profile for staff to assist with identifying any issues within their recruitment regime. The school will obtain the following information about their staff:

- Recruitment and promotion
- Numbers of part-time and full-time staff
- Pay and remuneration
- Training
- Return to work of staff members on parental leave
- Return to work of disabled employees following sick leave relating to their disabilities
- Appraisals
- Grievances (including about harassment)
- Disciplinary action (including for harassment)
- Dismissals and other reasons for leaving

The school will use the information it obtains to analyse any gaps present in its equality documentary.

This policy sets out the school's approach to promoting equality and diversity across the whole school community.

## 6. Addressing prejudice-related incidents

The school is opposed to all forms of prejudice. The school will ensure that pupils and staff are aware of the impact of prejudice. The school will address any incidents immediately and, where appropriate, report them to the LA.

Biennial training will be given to all staff to ensure that they are aware of the process for reporting and following up incidents of prejudice-related bullying.

## 7. Complaints procedures

The school aims to resolve all complaints at the earliest possible stage and is dedicated to continuing to provide the highest quality of education possible throughout the procedure. Any

person, including a member of the public, is able to make a complaint about the provision of facilities or services that the school provides.

The school will adhere to the Complaints Procedures Policy to ensure a straightforward, impartial, non-adversarial process, that allows a full and fair investigation, respects confidentiality, and delivers an effective response and appropriate redress. If a complainant has completed the school's process but remains dissatisfied, they have the right to appeal, as outlined in the Complaints Policy.

The school will work to develop good professional relationships between colleagues; however, the school understands that sometimes conflicts may arise. Through maintaining open communication, the school wants its employees to feel able to raise any grievances so that appropriate and effective solutions can be put in place. Grievances raised by staff members will be processed in accordance with the school's Grievance Policy.

## 8. Monitoring and review

The headteacher will review this policy annually, to ensure that all procedures are up-to-date. The policy will be monitored and evaluated by the headteacher and governing board in the following ways:

- Individual attainment data
- Equal opportunities recruitment data
- Equality impact assessments
- Ofsted inspection judgements on equality and diversity
- Incident records related to harassment and bullying

Any changes made to this policy will be communicated to all relevant stakeholders.