



Connect  
Alliance  
Trust

Excellence - Collaboration - Respect

# Equality information and objectives policy

Adopted by

**Cavendish Primary School**



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## Version Control Table

Version	Date	Author	Rationale/Summary of changes	Ratified Date
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### 1. Aims

Our trust and school aim to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need 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 a relevant protected characteristic
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it. The protected characteristics are:
  - Age
  - Disability
  - Gender reassignment
  - Marriage or civil partnership
  - Pregnancy and maternity
  - Race
  - Religion or belief
  - Sex
  - Sexual orientation

Our trust and school aim to promote respect for difference and diversity in accordance with our vision and values.

 <p><b>Connect Alliance Trust</b> Excellence - Collaboration - Respect</p>	<p><b><i>Our vision –</i></b></p> <p>We are committed to empowering every child and adult in our Trust to cultivate their talents, realise their achievements and reach their personal best. Our vision is to foster a love for learning that leads to success in life, equipping individuals with the knowledge, skills, and understanding needed to live happy and successful lives. We believe in education's transformational power and aim to create a safe, inclusive and thriving environment.</p>
<p><b><i>Our mission –</i></b></p>	

To deliver an exceptional and transformative educational experience that motivates all our learners to reach their personal best and contribute positively to society. We are dedicated to fostering a safe, inclusive and thriving environment that promotes respect, integrity and lifelong learning for all, regardless of background. Through a commitment to academic excellence, creativity, well-being and leadership, we inspire our pupils and staff to grow, lead and make a meaningful impact in their communities.

<b>Our values –</b>	<b>Our goals –</b>
<ul style="list-style-type: none"> <li>• Academic Excellence</li> <li>• Empowering learning</li> <li>• Respect and Inclusivity</li> </ul> <p>Physical and Mental Well-being Creativity and the Arts Global Citizenship and Community Service</p>	<ol style="list-style-type: none"> <li>1. Develop Good Citizens</li> <li>2. Ignite Learning and Promote Excellent Teaching</li> <li>3. Grow Exceptional Leaders</li> <li>4. Focus on Performance and Development</li> <li>5. Provide Public Value</li> </ol>

At Cavendish Community Primary School our values include **Respect, Equality, Positivity, Responsibility Kindness & Courage.**

**As a Rights Respecting School, the following articles underpin this policy for our approach to Equal Opportunities**

**Article 2** *The Convention applies to everyone: whatever their race, religion or abilities, whatever they think or say, whatever type of family they come from.*

**Article 8** *Every child has the right to an identity.*

**Article 14** *Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights.*

**Article 23** *A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community.*

**Article 30** *Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live.*

Our trust and school models itself in the spirit of the Convention of the Rights of the Child, a responsive and nurturing community of individuals who believe in the oneness of the human family. We uphold dignity, tackle stigma and create new norms whilst ensuring everyone is valued highly and where tolerance, honesty, co-operation and mutual respect for others is fostered. We are committed to the development of the whole person within a nurturing, secure and creative environment. Our children are encouraged to explore and develop all aspects of their characters in order to become confident, independent thinkers, and young people who are prepared for the next stage of their lives by the time they leave us.

A broad, balanced and appropriate curriculum provides equal opportunity for all pupils to maximise their potential regardless of age, gender expression, gender identity, sex, race, ethnicity, religion or disability. We aim to give confidence and promote awareness of the valuable contributions of all members of our society including parents, trustees, governors and members of the wider community.

Within our trust and school, we aim to promote equality and tackle any form of discrimination and actively promote a deeper understanding of the human condition, relationships, emotional

intelligence and self-regulation in all areas of school life. We seek to remove any barriers to access, participation, progression, attainment and achievement.

Through our guiding principles of respect, equity and dignity for all, and through positive relationships, we can be ambitious to have a transformative influence on children's lives. We recognise the major influence we can have on the attitudes of society and of those we educate. We are in a powerful position to bring about change for good.

## 2. Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the Public Sector Equality Duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#), the [technical guidance for schools from the Equality and Human Rights Commission](#) and [guidance from the Government Equalities Office on meeting the specific duties that support the Public Sector Equality Duty](#).

As a UNICEF Rights Respecting school, we adhere to the 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.

## 3. Roles and responsibilities

The trust board and governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents/carers
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governor is Ciaron Wilkinson. They will:

- Meet with the designated member of staff for equality at least yearly and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors
- Have “due regard” when making a decision or taking an action to whether it may have particular implications for people with particular protected characteristics

The designated member of staff for equality will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Meet with the equality link governor at least yearly to raise and discuss any issues
- Support the headteacher in identifying any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

#### **4. Eliminating discrimination**

The trust and school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff trustees and governors are aware and regularly reminded of their responsibilities under the Equality Act.

New staff receive training on the Equality Act as part of their induction, and all staff receive appropriate training and opportunities for professional development as required, both as individuals and as groups or teams.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

#### **5. Advancing equality of opportunity**

We recognise and embrace difference. Treating people equally does not necessarily involve treating them all the same. In our trust and school, we promote equity for all. This means giving everyone what they need to be successful. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences in life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- prejudice is recognised
- gender, so that the different needs and experiences of girls and boys, and women and

men, are recognised

- religion, belief or faith background
- sexual identity.
- race and ethnicity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or pupils who are being subjected to racist bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of extra-curricular enrichment activities)

In fulfilling this aspect of the duty, the school will:

- Analyse pupil attainment and progress data for pupils with relevant and different characteristics to determine strengths and areas for improvement, implement actions in response and share this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of racist bullying)
- Share further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

## 6. Fostering good relations

The school aims to foster mutual respect and good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Making pupils aware of our behaviour, safeguarding and anti-bullying policies
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies, and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising educational visits and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our rights champions/school councillors include representatives from different year groups and is formed of pupils from a range of

backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures

- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

## 7. Equality considerations in decision-making

Our trust and school ensures it has due regard to equality considerations whenever significant decisions are made. We consider equality implications before and at the time that we develop policy and make decisions and continue to review these on a continuing basis.

The school always considers the impact of significant decisions on particular groups. For example, when a educational visit or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

The school keeps a written record to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning educational visits activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

## 8. Equality objectives

Every four years we formulate and publish specific and measurable objectives, based on the evidence we have collected, in relation to

- disability
- race, ethnicity, religion and cultural heritage
- gender

We recognise that the actions resulting from a policy statement such as this are what make a difference. Every four years, accordingly, we draw up an action plan within the framework of the overall school improvement plan and processes of self-evaluation, setting out the specific equality objectives we shall pursue. The objectives which we identify, take-into-account national and local priorities and issues, as appropriate. We keep our equality objectives under review and report annually on progress towards achieving them.

- **Equality objective 1:** Encouraging children who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of extra-curricular enrichment activities)

**To achieve this objective we plan to:**

- Gather data on attendance at clubs and analyse the take up of different groups of pupils.
- Continue to target extra-curricular activities at groups of children that may be currently disadvantaged from taking part
- Offer free places to identified children
- Invite identified children to Teaching Assistant clubs
- Pupil voice to identify clubs/ activities of interest
- Explore reasons for lack of participation of groups/ individuals identified from pupil voice and parent voice

**Progress we are making towards achieving this objective:**

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**Equality objective 2:** Supporting children with communication and interaction or social, emotional, mental health needs in developing and understanding the norms and expectations at social times.

**To achieve this objective we plan to:**

- Introduce Zones of Regulation across the school - effectively implement for children with SEMH and social and communication needs.
- Implement extra-curricular clubs including (lunchtime clubs) for target children
- Implement therapeutic groups and practices e.g. lego club, wilderness therapy
- Adaptations for lunchtimes - e.g. chill out club, quiet zones, TA support and sensory circuits
- Targeted interventions to develop social skills and strategies for children with SEMH and social and communication needs - e.g. Haven and Language for Behaviour & Emotion
- LO training on equality and links to our behaviour policy - related to target children
- LO and Lunchtime Supervisor appraisal targets to be focused on engagement for ALL children
- Behaviour & Wellbeing Mentor to support through 1:1 therapeutic sessions on social interactions and behaviours
- Explore using social stories for reflection as an adaptation to the school behaviour steps and policy - including training for staff based on Carol Grey recommendations and theory
- Explore using comic strip conversations before social times - including training for staff
- Implement blank level questioning for children with specific need - including staff training
- Develop Behaviour Support Plans to include focused interventions and strategies for social times
- Ensure identified strategies for social support are on 1 Page Profiles and as an identified target on 1 Page Profiles +
- Ensure bespoke SALT packages and targets are related to social interaction

**Progress we are making towards achieving this objective:**

**Equality objective 3:** To achieve the 'School of Sanctuary' Award thereby demonstrating the school's commitment to **every child** belonging.

**To achieve this objective we plan to:**

- All staff and governors & pupils are aware of what School of Sanctuary means & can explain its relevance & importance to the school
- All staff are given time to update their understanding of seeking sanctuary in the UK
- Resources are shared to help staff understand challenges of immigration & impact on learners
- Promote 'Healing Classrooms' and good trauma informed practice
- School integrates age-appropriate learning opportunities about experiences of those seeking sanctuary to build empathy both in the curriculum & in assemblies
- School invites third-sector refugee organisations to learn about what they do and why
- There is a regular(annual) review of provision, practice and staff training relating to new arrivals.
- Asylum seekers or refugees have an enhanced induction-including offering parents support
- Further roll out of Young Interpreters scheme
- Multi-linguism promoted-including section in the library
- Refugee Week highlights how we stand in solidarity with people seeking sanctuary
- Pupil voice gathered and acted upon

**Progress we are making towards achieving this objective:**

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**Equality objective 4:** To promote the value of responsibility and foster good relationships across our community

**To achieve this objective we plan to:**

- Places of worship visits embedded into RE curriculum
- Establish a annual 'Equalities Week' with a diverse range of speakers and workshops representing a broad spectrum of cultures and disabilities
- Facilitate a Cultural Market to celebrate the diverse heritage of our community
- Implement annual Neurodiversity Awareness and Acceptance Days
- Deliver a multi-faith calendar of events collaborating with the PTA to ensure school celebrations—including Christmas, Eid, and Easter—are inclusive, representative, and foster a sense of shared belonging.
- Strengthen links with the West Didsbury Residents Association
- Maintain consistent support for local food banks.
- Promote socio-economic equity through CRESS (Clothing Resource Education Social Enterprise) uniform initiative.
- Introduce a process where pupils research and select local charities for the school to support.
- Develop the school 'Eco Team' to promote ownership and understanding of the local environment and embed the value of global responsibility.
- Visits and choir performances at the local residential home to foster mutual respect between pupils and the elderly community.
- Maintain and develop involvement in local celebrations, including the Didsbury Festival and seasonal community events such as the Christmas light switch on.

#### Progress we are making towards achieving this objective:

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## 9. Monitoring arrangements

The headteacher and the governing board will update the equality information we share, described in sections 5 to 8 above, at least every year and share with the trust board

School-specific equality objectives will be reviewed by headteacher and governing board at least every 4 years and share this with the trust board

This document will be reviewed by headteacher, governing board and the executive team annually, to ensure continued compliance with the PSED.

This document will be approved by the trust board and the governing board annually.

## 10. Links with other policies

This document links to the following policies and documents including:

- Accessibility plan
- Risk assessments
- SEN information report
- SEND policy
- Behaviour policy