

## **EQUALITY POLICY**

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**Committee Responsible: Learning & Achievement**

**Cranmere Primary School Vision Statement: Bringing the highest quality learning to life**

### **1. Introduction**

The Single Equality Scheme requires schools to consider the 'General' and 'Specific' duties in promoting equality across the full range of protected characteristics, namely:

- Sex;
- Race;
- Disability;
- Sexual Orientation;
- Religion or Belief;
- Gender Reassignment;
- Pregnancy or Maternity;
- Schools should consider age as a relevant characteristic in their role as employers, but not in relation to pupils.

#### **The General Duty**

Public bodies have a 'General Duty' to:

- Eliminate 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 it;
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

#### **The Specific Duties**

- Publish information showing that they have complied with the General Duty;
- Publish evidence of the equality analysis undertaken;
- Set and publish Equality Objectives.

Cranmere Primary School and Nursery is a school with happy, healthy learners who are confident and caring, achieving in a safe and stimulating environment for work and play and a team of professionals. We are committed to excellence as well as developing responsible, independent and thoughtful young citizens.

At Cranmere Primary School we believe that people are individuals and therefore different. They have different needs and different contributions to make within the life of our School and of the community. Equal Opportunities is not about treating everybody the same. It is about meeting people's individual needs and appreciating their individual strengths and gifts. We are all different and should all be equally valued.

We are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, disability, gender, sexual orientation, age, religion, belief or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life. This policy sets out the school's approach to promoting equality, as defined in the Equality Act (2010).

This policy aims to promote community cohesion, avoid discrimination and promote equality for pupils, staff and others using our school's facilities. Taking a single equality policy approach recognises that people often share more than one aspect of their identity in relation to race, disability, gender, age, sexual orientation, religion and belief.

The achievement of pupils will be monitored and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment, which champions respect for all. At Cranmere we believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit here.

## **School Context**

Cranmere is situated in a suburban area. The majority of pupils are White British (78%) followed by White European (5.2%) with a below average proportion of pupils from other ethnic groups. The percentage of pupils speaking English as an additional language is below average (8%) and the proportion at an early stage is below average. The proportion of pupils with special educational needs and/or disabilities is below the average range for primary schools at 9.7%. The majority of needs are specific learning difficulties, with some pupils with more complex needs. The percentage of pupils known to be eligible for free school meals is below average at 13.4%. The percentage of children with medical needs is 16.2% and the percentage of LAC children is 0.2%. (see table on page 11 for further details of pupil characteristics)

## **2. What do we mean by Equality and Diversity?**

**Equality** refers to outcomes, making sure that all social groups benefit equally from our activities. **Diversity** recognises that we can only achieve equality by taking into account the different needs of communities.

## **3. Equality – Aims**

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination 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 it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

Cranmere Primary School aims to provide equality and excellence for all in order to promote the highest possible standards. We strive to be an inclusive school, providing equal opportunities for all pupils and staff. We value the diverse backgrounds of our pupils, staff and community and encourage all pupils and staff to reach their potential. We aim to help our pupils in the early stages of learning to become responsible members of the community

This policy is based on our core vision and values of inclusivity and equality of opportunity for all, within our community which includes everyone and celebrates their differences and achievements. We nurture a culture of respect for others, recognising and celebrating the differences between people within our diverse society. The school believes in the equal value of each of its pupils and employees and strives to ensure that all are treated with equal respect and opportunity in all levels of school activity and employment.

## **4. The School's Approach to Promoting Equality**

The Single Equality Scheme requires schools to consider the 'General' and 'Specific' duties in promoting equality across the full range of protected characteristics, namely:

- Sex;
- Race;
- Disability;
- Sexual Orientation;
- Religion or Belief;
- Gender Reassignment;
- Pregnancy or Maternity;
- consider age as a relevant characteristic in their role as employers, but not in relation to pupils.

The overall objective of our Equality Policy is to provide a framework for Cranmere Primary School to pursue its equality duties to eliminate unlawful discrimination and harassment, promote equality of opportunity, and promote good relations and positive attitudes between people of diverse backgrounds in all its activities.

Through the Equality Policy, we seek to ensure that no pupils, staff, parents, guardians or carers or any other person through their contact with the school receives less favourable treatment on any grounds which cannot be shown to be justified. This covers race, ethnic or national origin, language, religion or belief, gender and gender reassignment, sexual orientation, marital or civil partnership status, disability, age, responsibility for children or other dependents, trade union or political activities, social class, where the person lives or spent convictions.

The principles of this policy apply to all members of the extended school community, pupils, staff, governors, parents and community members.

## **5. What is Discrimination?**

Discrimination can be direct, indirect, intentional, unintentional or institutional. Discrimination is also unlawful. Individuals have a responsibility, in law, not to discriminate.

- **Direct discrimination** is where an individual or group receives less favourable treatment with some unjustifiable reason, because, for example, of sex, race religion sexual orientation or disability.
- **Indirect discrimination** is applying unjustifiable requirements and conditions that have a disproportionate impact on an individual or particular group.
- **Institutional discrimination** is the collective failure of an organisation to provide an appropriate and professional service to people because of their background or experience. It can be seen in our attitudes, behaviours and procedures that amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and stereotyping which disadvantage people.

## 6. A Cohesive Community

We have a responsibility to promote community cohesion, developing good relations across different cultures, ethnic, religious and non-religious and socioeconomic groups. We have incorporated our priorities into our Equality Scheme and Action Plan to make it easier to monitor our progress and performance in meeting our objectives.

Our contribution to community cohesion includes:

- **Teaching, learning and curriculum** – to teach pupils to understand others, to promote common values and to value diversity, to promote awareness of human rights and of the responsibility to uphold and defend them, and to develop the skills of participation and responsible action.
- **Equality and excellence** – to ensure equal opportunities for all to succeed at the highest level possible, removing barriers to access and participation in learning and wider activities and eliminating variations in outcomes for different groups.
- **Engagement and ethos** – to provide a means for children, young people and their families to interact with people from different backgrounds and build positive relations, including links with different schools and communities locally (including communities of interest, i.e. environmental groups, faith groups, ethnic or language groups), across the country and internationally.

In order to achieve a cohesive community, Cranmere Primary School:

- promotes understanding and engagement between communities
- encourages all children and families to feel part of the wider community
- understands and responds to the needs and hopes of all our communities
- tackles discrimination
- increases life opportunities for all
- ensures teaching and the curriculum explores and addresses issues of diversity

## 7. Meeting our Duties

Under the statutory duties all schools have responsibilities to promote race, disability and gender equality.

### (i) Race Equality

Cranmere Primary School actively promotes good understanding of cultures and beliefs other than those the children experience in their own homes and will not tolerate any behaviour, speech, or curriculum content that is in any way racist or presents a racist attitude. The school understands racism as any kind of race hatred, rivalry or feeling that suggests an inherent superiority of one racial group over another; or any discriminatory treatment based on such a belief.

The general duty to promote race equality means that we must have due regard to:

- Eliminate unlawful racial discrimination
- Promote equality of opportunity
- Promote good relations between people of different racial groups.

### **Scope of the Policy**

Cranmere aims to promote race equality and good race relations across all areas of school activity.

- **Curriculum**  
The curriculum will reflect the cultural diversity of the United Kingdom and include direct teaching of a wide range of cultural practices and beliefs.

- **Teaching and learning**  
The cultural and language learning needs of all children will be addressed within the classroom so that every child has equal opportunity to access the National Curriculum and attain their full potential.
- **Progress, attainment and assessment**  
All children will be assessed against National Curriculum standards and their attainment analysed to ensure no cultural bias is evident in outcomes. The Special Educational Needs Policy addresses the issue of pupils with English as an additional language, and makes clear the provision that is made at Cranmere.
- **Admissions**  
No child will be refused admission to Cranmere on the grounds of race or culture.
- **Staffing/ Governing Body**  
No person will be refused interview, employment or position on the governing body on the grounds of race or culture. All members of staff will have equality of opportunity for professional development.
- **Partnerships with parents and communities**  
The school actively encourages visits from different cultural groups to teach the pupils about, and encourage their respect for, cultures different to their own. Parents from various cultural and religious backgrounds are invited in to school as speakers or to demonstrate and celebrate different cultural practices.

## Responsibilities

- **The Governing Body** will ensure that the school complies with race relations legislation and that its related procedures and strategies are implemented.
- **The Headteacher** will implement the policy and its related procedures and strategies, ensuring that all staff are aware of their responsibilities and are given appropriate training and support, and he/she will take appropriate action in any case of racial discrimination.
- **All staff** will deal with any racist incidents that occur. They will know how to identify and challenge any racial bias or stereotyping and will promote racial equality, good race relations and keep up to date with race equality legislation and research through training and development.

## Dealing with racist incidents

Racist incidents are reported in accordance with the Surrey County Council guidelines. Staff will report the incident to a member of SLT and record the incident, action taken and final outcome using SCCs Prejudice-Related Incidents Monitoring Form. Statistical information is reported as required to the Governing body and Surrey County Council.

## (ii) Disability Equality

The Disability Discrimination Act 1995 states that a person has a disability if they have a physical or mental impairment which has a substantial and long term adverse effect on their ability to carry out normal day to day activities. Our aim is to provide responsive and accessible services for all pupils, staff, parents or carers with disabilities, promoting equality and challenging discrimination. We promote disability equality in terms of recruitment, facilities, accessibility, attitudes, behaviours, access to learning and social life.

The general duty to promote disability equality is owed to all disabled people which means that we must have due regard to:

- Promote equality of opportunity between disabled people and other people
- Eliminate unlawful discrimination
- Eliminate disability related harassment
- Promote positive attitudes towards disabled people
- Encourage participation by disabled people in public life
- Take steps to take account of disabled peoples' disabilities

## Scope of the Policy

We strive to champion equality for people with disabilities and aim to lead in the following ways:

- Providing responsive and accessible services for all employees and learners
- Promoting equality of opportunity between disabled people and other people
- Promoting inclusion for disabled people through all School policies
- Placing pupils with significant learning difficulties in small groups

- Providing pupils with significant learning difficulties with specialised staff and learning programmes
- Providing pupils with significant learning difficulties with specialised resources
- Adapting and improving the physical environment to facilitate access
- Taking account of people's disabilities
- Challenging and eliminating all forms of discrimination and disability related harassment
- Encouraging participation by people with disabilities in school life, events and trips.
- Promoting positive attitudes towards people with disabilities

## Responsibilities

- **The Governing Body** will ensure that the school complies with disability equality legislation and that its related procedures and strategies are implemented.
- **The Headteacher** will implement the policy and its related procedures and strategies, ensuring that all staff are aware of their responsibilities and are given appropriate training and support, and he/she will take appropriate action in any case of disability discrimination.
- **All staff** will be proactive in promoting equality regardless of ability or disability and will deal with any incidents that occur. They will keep up to date with equality legislation and research through training and development.

## Accessibility

There is specific disability legislation in relation to disabled pupils and accessibility which means we must plan strategically over time to:

- ensure access to the curriculum
- Make improvements to the physical environment of the school to ensure access;
- Make written information accessible to pupils in a range of different ways

The School will gather and report on a range of information relating to staff and learners with disabilities and use it to inform the school's Accessibility Plan. The information will be evaluated by Learning and Achievement Committee. The report will include an analysis by specific disability, where necessary, to determine whether the needs of the learner have been met.

We must ensure that disabled pupils do not receive less favourable treatment and to do this the school has a duty to make reasonable adjustments.

### (iii) Gender Equality

At Cranmere Primary School we take positive steps to address gender inequality but we understand that barriers exist that may prevent pupils and staff from achieving and making the most of the opportunities we make available. To promote gender equality it is vital that the differences between boys' and girls', male and female experiences, attitudes and achievements in schools are understood so that our policies and practices can begin to break down these barriers.

The general duty to promote gender equality means that we must have due regard to:

- Eliminate unlawful discrimination and harassment
- Promote equality of opportunity between men and women, girls and boys

## Scope of the Policy

Cranmere aims to promote gender equality across all areas of school activity in the following ways:

- Promote equality of opportunity between men and women, boys and girls to achieve to the best of their ability
- Provide equal opportunity for boys and girls to participate in all curricular and extra-curricular activities, regardless of their gender
- Demonstrate how we value diversity through consistent avoidance of stereo-typing in all areas of school life.
- Provide equality of opportunity for training and development of staff, regardless of gender
- Eliminate unlawful discrimination and harassment
- Result in improved outcomes for girls, boys, male and female staff and parents/carers in all aspects of school life, in the wider community and in employment.

## Responsibilities

- **The Governing Body** will ensure that the school complies with gender equality legislation and that its related procedures and strategies are implemented.
- **The Headteacher** will implement the policy and its related procedures and strategies, ensuring that all staff are aware of their responsibilities and are given appropriate training and support, and he/she will take appropriate action in any case of gender discrimination.
- **All staff** will be proactive in promoting equality regardless of gender and will deal with any incidents that occur. They will keep up to date with equality legislation and research through training and development.

## Transgender

Transgendered people are explicitly covered by the gender equality duty. The term transgendered refers to a range of people who do not feel comfortable with their birth gender. The school will respect the confidentiality of those seeking gender reassignment and will provide a supportive environment within its school community.

### (iv) Age, Sexual Orientation, Religion and Belief

We must ensure that we do not discriminate on these grounds. This policy includes our priorities and actions to eliminate discrimination and harassment for these equality areas.

### Scope of the Policy

Cranmere is committed to equality of opportunity for all and across all aspects of school life, promoting equality in the following ways:

- Promoting an understanding and interest in different environments, faiths, societies, systems and cultures across the world
- Giving all pupils and staff the opportunity to fulfil their potential, whatever their colour, culture, origin, belief, culture, gender or sexual orientation
- Providing opportunities to explore and share the ideas, opinions and interests derived from their own particular cultural experience, for example, participation in religious festivals and celebrations
- Providing the opportunity to challenge discrimination and to discuss and consider behaviour and attitudes towards each other
- Recognising, respecting and acknowledging the languages and dialects of all members of the school community
- Recognising the importance of the religions, cultures and beliefs of all in our school community
- Maintaining high standards and expectations of behaviour regardless of sex or culture
- Be proactive in challenging homophobia and promote and understanding of same sex relationships

### Responsibilities

- **The Governing Body** will ensure that the school complies with all equality legislation and that its related procedures and strategies are implemented.
- **The Headteacher** will implement the policy and its related procedures and strategies, ensuring that all staff are aware of their responsibilities and are given appropriate training and support, and he/she will take appropriate action in any case of gender discrimination.
- **All staff** will be proactive in promoting equality of opportunity and will deal with any prejudice related incidents that occur. They will keep up to date with relevant legislation and research through training and development.

## 8. Roles and Responsibilities

All who work in the school have a responsibility for promoting equality and inclusion, and avoiding unfair discrimination. The following states the specific responsibilities of the members of the school community.

### School governors are responsible for:

- making sure the school complies with all current equality legislation
- making sure this policy and its procedures are followed

### The Headteacher is responsible for:

- making sure the policy is readily available and that the governors, staff, pupils and their parents/carers know about it
- making sure its procedures are followed

- producing regular information for staff and governors about the policy and how it is working, and providing training for them on the policy, if necessary
- making sure all staff know their responsibilities and receive training and support in carrying these out
- taking appropriate action in cases of harassment and discrimination

**All school staff are responsible for:**

- modelling good practice, dealing with racist incidents and being able to recognize and tackle bias and stereotyping
- promoting equality and good race relations and avoiding discrimination against anyone for reasons of race, ethnic or national origins, language, culture, religion or belief, disability, gender, sexual orientation or social class.
- keeping up to date with the law on discrimination and taking training and learning opportunities

**Pupils are responsible for:**

- keeping equality and diversity issues on the School Council agenda, through a shared input with staff on developing policies relating to this area. This may include:
  - the anti-bullying policy and specifically racist and homophobic bullying
  - developing school/class rules which challenge discriminatory behavior

**Parents/Carers are responsible for:**

- Promoting equality within Parent Teacher Association events and meetings

**Visitors and contractors are responsible for:**

- Knowing and following our equality policy

**Responsibility for overseeing equality practices in the school lies with the Headteacher and governors.**

Responsibilities include:

- Coordinating and monitoring work on equality issues
- Dealing with and monitoring reports of harassment (including racist and homophobic incidents)
- Monitoring the progress and attainment of potentially vulnerable groups of pupils (e.g. children and young people in care, children from minority ethnic/language or Traveller communities, disabled pupils etc.)
- Monitoring exclusions

**9. Monitoring, Reviewing and Assessing impact**

The policy will be reviewed regularly by staff and governors in line with the school development plan cycle. This is to ensure that it is effective in eliminating discrimination, promoting access and participation, equality and good relations between different groups, and that it does not disadvantage particular sections of the community.

The policy will be monitored and reviewed alongside all other school policies, within the cycle allowed within the School Development Plan. The Headteacher will provide monitoring reports for review by the Governing Body. These will refer to the school population, homophobic and racist incidents.

All stakeholders' views on the school community, its attitudes and practices shall be surveyed. Any necessary actions will then be agreed, timetabled and implemented. All other policies shall be amended and updated in line with the agreed schedule, to reflect the information contained in the Equality Policy.

We recognise that all school policies need to take the equality policy into account.

Any reported breach of this policy will be taken seriously and appropriate action will be taken in cases of harassment or discrimination.

## Information showing how the school has complied with the General Duty

Duty	Action
Eliminate Conduct that is prohibited by the Act	<p>We have reviewed the whole School profile and revisited and underlined the centrality of equality and inclusion in a community School that is still relatively homogenous, recognising that our children belong to a society and world that is diverse and multi-cultural.</p> <p>The School focuses on a values based education. Our 6Rs values underpin our curriculum alongside British Values.</p> <p>There are minimal incidents of any kind of discriminatory or prejudice related bullying or poor behaviour, (including racist and homophobic) and those that do occur are managed effectively by staff who appreciate fully the value of diversity and the need to promote equal opportunities.</p> <p>The School has an Equal Opportunities Policy in place and the current required Equality Schemes and Disability Access Plan.</p>
Advance Equality of opportunity between people who share a protected characteristic and people who do not share it.	<p>Pupils who have particular needs are well supported in our School and they make progress.</p> <p>There are established and effective monitoring systems in place to track pupil attainment.</p> <p>Care, Guidance and Support is outstanding. Groups and individuals are tracked where relevant and all staff are careful to intervene to prevent incidents of behaviour or bullying. Pupils report that they feel safe in school and that they know of strategies to support them to continue to feel safe.</p> <p>Children with medical conditions are well cared for and dedicated members of staff share the responsibility for their whole well being. School staff liaise on a frequent basis with parents of children with medical conditions.</p> <p>Our Anti-Bullying and Behaviour Policies have recently been reviewed with pupils and with feedback from parents.</p>
Foster Good Relations across all characteristics	<p>Equality and Inclusion are central to our School ethos. Our 6Rs enables pupils to focus on identifying and developing shared values.</p> <p>There are opportunities in Assemblies and in Life Skills lessons, as well as other lessons to learn about difference and diversity, both in our own community and others.</p> <p>We aim for quality communication with all our stakeholders and seek to provide access to information in a range of media.</p> <p>We have been pro-active in encouraging our pupils to openly support humane initiatives at both a personal, local level as well as at a global level.</p>

## Equality Analysis Undertaken

Focus	Action/Analysis	Outcome
Behaviour	<p>The policy has been reviewed recently with engagement from pupils and feedback from parents.</p> <p>Rewards and Sanctions are monitored for adverse trends.</p>	<p>There are no adverse trends evident in the implementation of this policy and it will continue to be reviewed annually to ensure compliance with best practice and wider School policies and practices.</p> <p>Implement Golden Time rewards and sanctions strategy (Aut 2019)</p>
Anti-bullying	<p>Annually reviewed by SLT &amp; Governors. Pupils are aware that they play an integral role to play in the implementation of this policy in their roles as mentors and playground Buddies.</p> <p>Pupil Voice and surveys are regularly evaluated by SLT.</p> <p>Introduction of Sports Crew to support positive play and increase fitness.</p>	<p>We report to the LA termly any incidents of bullying/homophobic and racism.</p> <p>Bullying term is used for friendship fallouts so need to support pupils in identifying conflicts and bullying</p> <p>Keeping a Behaviour log for any allegations of bullying from either pupils or parents. Significant behaviours are recorded on SIMs.</p> <p>Reported to Governors termly and it is analysed for trends.</p>
Equal Opportunities	<p>Reviewed annually by Governors.</p> <p>Advice sought from LA HR Team.</p>	<p>Policy to be reviewed to comply with the requirements of the Equality Act, in particular, ensuring the protected characteristics are covered.</p>

Curriculum, Religious Education & RSE Policies	Recent review of Literacy reflected a need for an increase in non stereo typical gender reading materials. Suggestions and information from and to parents have supported our new purchase of books. These policies are reviewed annually and reflect our wider aims and values, as well as our philosophy of learning and education. The R.E.policy adheres to current requirements of the Surrey Locally Agreed Syllabus for RE.  Our RSE policy has been updated in preparation for the statutory duty placed upon schools.	Need to consider how to more widely reflect the diversity of the Equality Act in our curriculum models. Subject Leaders need to ensure that all people are represented in our curriculum and resources.  Need to ensure that policies are kept up to date and published on the school website in a timely manner.
Learning & Teaching	Learning and Teaching is central to our work as a School and our philosophy and methods seek to ensure that all pupils have equal opportunity to access the curriculum through an inclusive curriculum. Parent voice is listened to and is reflected in our curriculum resources.	Need to gain pupil voice on inclusive practice in teaching and learning. Summer 2021 pupil and staff survey
Safeguarding	A core policy and area of practice. Annually reviewed by Governors. Constantly updated to reflect changes in legislation and practice. Termly meeting with link Governor to review Safeguarding practice and SCR.	Continue to ensure that all Staff have access to quality Safeguarding training and that this reflects issues pertaining to Equality.  New Safeguarding Audit tool to be used as provided by LA (ongoing)  Link Governor has termly Safeguarding discussion with HT and records and shares this record of Safeguarding visit to all Governors.  Governors to engage in Safeguarding training.
Recruitment	Reviewed regularly and any changes are made to ensure compliance with the new requirements of the Equalities Act.  Senior school staff and Governor recently trained in Safer Recruitment.	No adverse trends noted. Recruitment process is fair and all efforts made to support applications from all.  Regular advice and support of recruitment process is given when necessary by LA HR team.  Keep staff and Governor Safer Recruitment training needs under yearly review to remain informed and compliant.

### Details of Engagement Undertaken

Engaged with	Summary of engagement	Outcome/Actions
Pupils	Pupils are increasingly involved in the leadership and decision making procedures of the School. Primarily through the democratically appointed School Council, but also through class and group consultation and questionnaires etc.	Pupils report feeling safe and well-looked after in School. There are minimal reported incidents of prejudice related bullying and there are established and effective policies and procedures for dealing with all poor behaviour. Pupils report feeling engaged in the life of the School and their ideas are listened to attentively.
Staff	Staff are regularly consulted with and a culture of openness and shared accountability means all are able to make their contribution to improving pupil outcomes and well-being. Staff contribute to PSHE (LfL) sessions and receive training	Staff identify needs for ongoing training and CPD in a range of areas, including Equality and Diversity. Although not an identified problem, staff are keen to deal confidently with all areas of diversity.
Governors	Governors regularly review issues pertaining to equality and inclusion at meetings and actively support the School. There is a link Governor (the Chair) for Equality and Inclusion.	Governors are fully committed to the vision of establishing and maintaining a fully inclusive School
Parents	Most parents regularly liaise with School through email, telephone, face to face or PTA events. The Headteacher and	Parents increasingly recognise and value the inclusive ethos of the School and our

	<p>other senior staff carry out Gate duties to encourage parents to communicate their comments. Annual questionnaires receive a low response rate and after questioning parents about the limited responses, a vast majority stated that they were happy with the school and its decisions so did not feel the need to comment.</p> <p>Parents who do not speak good English sometimes find it hard to engage with the school.</p>	<p>commitment to inclusion. We will seek to strengthen our commitment to quality communications with all parents.</p> <p>Teachers and Office staff are now beginning to use online translation application when sending letters home to Parents, new to English.</p>
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### Equality Objectives

Characteristic	Objective	Success Criteria	Review date
All	To diminish differences in progress in all groups of pupils.	Data analysis reflects that where feasible, pupils are making good progress in line with the progress of other pupils not in the groups.	Ongoing each July and review over three years by end of July 2022
Race	Pupils gain greater awareness of racial diversity through the curriculum and extended learning opportunities.	Lesson resources and assemblies etc., provide opportunities for pupils to gain awareness of and learn about racial and cultural diversity other than their own. SMSC calendar supports this objective.	Ongoing and final review July 2022
Disability	Review Accessibility Plan.	Accessibility Plan strives to remove barriers to accessing the school curriculum and premises so that all stakeholders can engage fully.	Autumn 2021
All	We will seek to strengthen our commitment to quality communications with all parents.	Increase in the number of responses to school questionnaires and parent voice reflects that communications between home and school are effective.	Full parent survey in July 2021
All	Subject Leaders to ensure that all people are represented in our curriculum and resources.	Curriculum audit reflects that resources and planning demonstrates that diversity is acknowledged as well as celebrated. British values are clearly underpinned within the curriculum which the audit will also reflect.	Completed Year 2020 following OFSTED
All	Staff members to help parents, with limited English to engage with the school.	All staff members to use Google Translate and EMASUK to communicate with Parents.	Ongoing, review Summer 2022
Teachers	To use IT to support children with English as Additional Language	Teachers to use EMASUK and online translation application to assist EAL children in lessons	Ongoing, review Summer 2022

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](#). And links with our Accessibility Plan.

<b>Ethnicity</b>	<b>Total</b>	<b>% of school</b>
Any other Asian background	5	1.1%
Any other Black background	1	0.2%
Any other ethnic group	4	0.9%
Any other mixed background	10	2.2%
Bangladeshi	1	0.2%
Black - African	1	0.2%
Chinese	1	0.2%
Gypsy/Roma	1	0.2%
Indian	2	0.4%
Information Not given	10	2.2%
Other Gypsy/Roma	1	0.2%
Refused	4	0.9%
Roma	1	0.2%
Traveller of Irish heritage	1	0.2%
White - British	361	78.0%
White European	24	5.2%
White Other	17	3.7%
White and Asian	6	1.3%
White and Black African	8	1.7%
White and Black Caribbean	4	0.9%
<b>Total</b>	<b>463</b>	<b>100.0%</b>

<b>First Language other than English</b>	<b>children per lang</b>	<b>% of school</b>
Afrikaans	1	0.2%
Arabic	7	1.5%
Bulgarian	2	0.4%
Greek	1	0.2%
Hungarian	1	0.2%
Italian	2	0.4%
Korean	1	0.2%
Kurdish	2	0.4%
Lithuanian	2	0.4%
Polish	7	1.5%
Portuguese	1	0.2%
Romanian	2	0.4%
Romanian (Moldova)	1	0.2%
Russian	2	0.4%
Shona	1	0.2%
Spanish	1	0.2%
Tamil	1	0.2%
Turkish	1	0.2%
Vietnamese	1	0.2%
<b>Total</b>	<b>37</b>	<b>8.0%</b>