



# Cavendish Community Primary School

## Equality Scheme

### 2023 - 2026



#### Introduction

Cavendish Community Primary School is committed to challenging discrimination and promoting equality at all levels and in all aspects.

On 1<sup>st</sup> October 2010, the **Equality Act 2010** replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act.

#### Key Points

- The Equality Act 2010 provides a single, consolidated source of discrimination law.
- Schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief and sexual orientation.
- There are some exceptions replicated in the act - e.g. content of curriculum, collective worship, admissions to single sex schools and schools of a religious character

The Equality Act 2010 introduced a **single equality duty** on public bodies which will be extended to include all of the following protected strands:

- Race
- Disability
- Sex
- Age
- Religion or belief
- Sexual orientation

- Pregnancy and maternity
- Marriage & civil partnership
- Gender reassignment

This combined equality duty came into effect in April 2011 and had three main elements. In carrying out our function, Cavendish Community Primary School is required to have due regard to the need to:

- Eliminate conduct that is prohibited by the Act
- 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

Where schools are concerned, age will be a relevant characteristic in considering their duties in their role as an employer but not in relation to pupils.

The Act introduced **specific duties** which were designed to help public authorities to meet their combined duty obligations.

The **Governing Body** has responsibility for making sure that the school complies with the Single Equality duties. This Equality Scheme will help us to achieve our aims and give us a framework for action.

### **Vision and Values: Cavendish Community Primary School's Equality Scheme**

Our core values are built around providing a secure, collaborative and purposeful learning culture, where all pupils and staff are valued, cared for, listened to and challenged to be the best they can be. We are equally ambitious for all pupils and staff irrespective of disability, race, colour, religion, gender, age, sexual orientation or background. Inclusion is central to our ethos and practices.

We are proud of the rich diversity of our school community and it is this diversity which is at the heart of our Scheme. Our response to the needs of our pupils is a vital part of personalising learning for all.

Leadership and commitment at all levels of the organisation are central to the success of the scheme. In everything we do, we will consider how we can ensure that we do not consciously or unconsciously discriminate against or disadvantage individuals or groups, and we will seek opportunities to promote equality and diversity wherever we can. Equality must be modelled in everything we are doing as a policy maker and employer.

The National Curriculum Inclusion Statement reminds us that all teachers are required to follow three inclusive principles:

- Setting suitable learning challenges, enabling all children to experience success and achieve as high a standard as possible through appropriate differentiation.
- Responding to pupils' diverse learning needs by:
  - creating effective learning environments;
  - securing their motivation and concentration;
  - providing equality of opportunity through teaching approaches;
  - using appropriate assessment approaches;
  - setting targets for learning.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

### **Responsibility for the Equality Scheme**

This Equality Scheme is managed by our Governing Body and Equalities Team, with input from across the school community.

#### **The Governing Body are responsible for:**

- making sure the school complies with the relevant equality legislation ; and
- making sure the school Equality Scheme and its procedures are followed and do this through the Curriculum and Wellbeing Committee.

#### **The Headteacher is responsible for:**

- making sure the school Equality Scheme and its procedures are followed;
- making sure the Equality Scheme is accessible;
- producing regular information for staff and governors about the plans and how they are working;
- making sure all staff know their responsibilities and receive training and support in carrying these out;

- promoting a culture of zero tolerance to harassment and discrimination;
- taking appropriate action in cases of harassment and discrimination, including racist bullying, homophobic bullying and bullying related to gender or disability;
- dealing with reports of hate-incidents;
- monitoring pupil exclusions and ensure that appropriate reporting is made to the LA;
- monitoring bullying incidents and ensure that these issues are being addressed.

**All staff are responsible for:**

- dealing with discrimination;
- being able to recognise and tackle bias and stereotyping;
- promoting equal opportunities and good race relations;
- avoiding discrimination against anyone for reasons of race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment;
- keeping up to date with the law on discrimination;
- taking up training and learning opportunities.

**Visitors and contractors are responsible for:**

- knowing, and following, our Equality Scheme.

**Reviewing and revising the scheme**

The scheme will be reviewed annually and updates on the objectives published annually. Any such review will be informed by the information gathered and the impact assessments. The widest possible and most inclusive level of consultation and involvement by pupils, staff and parents will be sought.

A new scheme will be published by Autumn 2026.

Annual Review Autumn 2024, Autumn 2025, Autumn 2026



## Cavendish Community Primary School Equalities Action Plan 2023-2026

### A. Eliminate Discrimination

Intent	Implementation	Impact
To promote the value of Kindness through further exploration & promotion of our 'Kindness Commitment' that states our belief in the importance of the Equalities message and our commitment as a school to ensure all children & adults are welcome, included and can thrive.	Link the value & commitment with the behaviour policy. Greater use of kindness commitment in restorative conversations & reflection time. Competition to create images of kindness & create Kindness Commitment display Further display throughout key areas-entrance, halls, outside.	All values referenced in our Values Based Behaviour Policy. Kindness competition carried out-winners rewarded & pictures shared with the community. Next Steps-Turn into banners/wall art.
To ensure all instances of discriminatory language & behaviour are recorded & addressed.	Remind staff to address incidences of discrimination-have a conversation & record on C-poms. Monitor incidences & identify areas for further work with individuals/groups. Parents to be informed when appropriate.	Staff reminded in briefings-more monitoring & sharing with governors through Behaviour report. Next steps-Highlight areas of concern & address in assemblies, PHSE etc
To monitor and evaluate the environment including the building, equipment, support and resources available to those who need additional support and to ensure that the best possible support is in place.	Create timetable for learning walks throughout school-identify groups of children who may be at risk of discrimination from the environment eg children with autism, dyslexia, hearing or sight impairment, physical needs, English as an additional language. Use children as part of these learning walks-identify areas for improvement & feed into Accessibility Plan for the school.	Inclusion walks carried out by SENDCO & SEND governor-sharing good practice & reminding staff about 'inclusive classroom checklist'. Next steps- Annual checks.

## B. Advance Equality of Opportunity

Intent	Implementation	Impact
To ensure that ALL children are participating in key cultural capital experiences in order to support narrowing the gap.	Cavendish extra-curricular experiences for all. Additional experiences for identified groups & individuals. Continue to promote community offer to parents.	Broad offer on website. Additional experiences for SEND/disadvantaged children. Next steps- Continue to search for gaps & plans to address
To evaluate the participation of children in extra-curricular activities, regardless of gender, race, religion, ability or financial circumstances.	To gather data on attendance at clubs & analyse the take up of different groups of pupils. To explore reasons for lack of participation from groups/individuals-survey. To continue to target extra-curricular activities at groups of children that may be currently disadvantaged from taking part in extra-curricular activities.	Children identified for clubs. Specific clubs aimed at SEND/disadvantaged children (eg Craft club). Next steps- Further use of behaviour mentor to set up further targeted clubs.
To ensure all children have good attendance at school & barriers are identified for any groups of children in maintaining good attendance.	To evaluate attendance figures -investigate where groups of children may have poorer attendance & seek to find reasons & solutions. To continue to develop & promote the 'Attendance Strategy' & the message that 'Attendance is Everybody's Responsibility'.	Systems in place-2024-2025 <ul style="list-style-type: none"> <li>Analysed Pupil Premium attendance using FFT data half termly</li> <li>Used a range of strategies to engage and improve attendance for children (including communication with families)</li> <li>Feedback to SLT and staff</li> <li>Highlighted individual pupils who need support or additional monitoring</li> <li>Discussed SEND attendance including reasons and support required in VCR meetings</li> </ul>

## C. Foster Good Relations

Action	Implementation	Impact
To invite community groups into school to develop relationships with our community & broaden children's experiences of others. To learn about people who may be 'different' to us & discover how much we might be the same.	To plan a half term focused on the promotion of the Equalities message annually. To establish a working group to plan events in school-liaise with community groups, arrange visits & visitors to promote these messages & build relationships with parents & community groups.	Excellent Eid event-bringing in community-celebrating other cultures. Equality week inviting in visitors to promote many different aspects of Equality across the school. Next Steps-Ensure coverage of all equalities groups over a 4 year cycle.
To ensure our library, resources and images around the school environment represent fully the diversity of the community	Audit of library resources. Purchase additional resources where necessary. Learning walk for images around school-share highlights with school community & continue to explore ways to use the environment to promote Equalities message.	Further work needed in this area
To develop the reception area to ensure the key messages of equality & kindness are promoted & living & that the school is welcoming to all.	Kindness Commitment on display. Improved signage for accessibility & support that visitors may need. Language & cultural representation.	Further work needed in this area