

# CASSIOBURY INFANT & NURSERY SCHOOL

## School Policy Statement on Equality

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Our school is committed to equality both as an employer and a service-provider:

- We try to ensure that everyone is treated fairly and with respect
- We want to make sure that our school is a safe, secure and stimulating place for everyone
- We recognise that people have different needs and we understand that treating people equally does not always involve treating them all exactly the same
- We recognise that for some pupils extra support is needed to help them to achieve and be successful
- We try to make sure that people from different groups are consulted and involved in our decisions, for example through talking to pupils, parents/carers and through the school council and Parent Focus Group
- We aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or recently having a baby; their religion or beliefs; their sexuality and orientation.

We welcome our general duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations, and our specific duties to publish information every year about our school population; to explain how we have due regard for equality, and to publish equality objectives which show how we plan to tackle particular inequalities and reduce or remove them.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We welcome the emphasis in the Ofsted Inspection Framework on the importance of narrowing gaps in achievement which affect, amongst others:

- Pupils from certain cultural and ethnic backgrounds
- Pupils who belong to low income households and pupils known to be eligible for the Pupil Premium Grant
- Pupils who are disabled or who have Special Educational Needs
- Boys and girls in certain subjects.

The Equality Act 2010 requires us to publish information that we have due regard for the need to:

- **Eliminate unlawful discrimination, harassment, victimisation** and any other conduct 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** between people who share a protected characteristic and people who do not share it

**What is a discriminatory incident? (Incidents would be discriminating against ethnicity, nationality, disability, sexual orientation, gender or religion)**

- Physical assault
- Use of derogatory names, insults, jokes which are used in an inflammatory manner

- Bringing discriminatory material into school
- Verbal abuse or threats
- Incitement of others to bully or intimidate
- Refusal to cooperate with other people

### **Responsibilities**

#### The Governing Body will:

- Ensure that the school complies with the relevant equality legislation
- Ensure that the school's Equality Statement and its procedures are adhered to, monitored and its impact measured and reviewed every two years

#### The Headteacher will:

- Ensure that the school's Equality Scheme and its procedures are adhered to
- Share the Equality Objectives with staff and parents
- Make sure all know their responsibilities and receive training and support in carrying these out
- Take appropriate action in cases of harassment and discrimination including racist bullying, homophobic bullying and bullying related to gender or disability
- Ensure that all reports of discrimination incidents are reported and managed
- Ensure all reports of discrimination by association are reported and managed
- Keep and monitor reports on incidents

#### Staff will:

- Record and report with racist, homophobic and other hate incidents (on CPOMs)
- Recognise and tackle bias and stereotyping
- Promote equal opportunities and good race relations
- Avoid discrimination against anyone for reasons of ethnicity, disability or gender
- Be prepared to attend training when requested to do so

#### Visitors and Contractors will:

Take heed of our Equality Statement and act accordingly whilst working at our school.

### **Part 1: Information on pupils by protected characteristics**

The Equality Act protects people from discrimination on the basis of 'protected characteristics'. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

#### **Disability**

The Equality Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities'.

There are pupils at our school with different types of disabilities and these include both medical and physical needs.

School information can be found in Appendix 1.

### **Part 2: Our Main Equality Challenges**

This is a summary of the issues we are most concerned about. We are already developing strategies and interventions to tackle some of these concerns

- Provision for EAL pupils
- Creating a culture of understanding and acceptance by all pupils of those with differences-SEN, Disability, emotional needs, range of backgrounds and family circumstances
- Achievement for disadvantaged pupils from low income families

### **Part 3: How we have due regard for Equality**

Schools are required to have due regard to the need to eliminate discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010.

- We are aware of the requirements of the Equality Act 2010 that it is unlawful to discriminate, treat some people less fairly or put them at a disadvantage
- We have a school policy that treats all children fairly and takes into account their many differences, including culture, ethnicity and ability
- We deal promptly and effectively with all incidents and complaints of bullying and harassment that may include cyber-bullying and prejudice-based bullying related to disability or SEN, ethnicity and race, gender, gender reassignment, pregnancy or maternity, religion and belief and sexual orientation. We keep a record of all such incidents and notify those affected of what action we have taken. We provide training to all staff in relation to dealing with bullying and harassment incidents
- We have a SEN policy which outlines the provision the school makes for pupils with SEN
- We have an accessibility plan that supports all members of our school community to reach their potential through full access to all areas of school life
- Our admission arrangements are those set out by the LA, giving priority to pupils with SEN and those in care
- Our complaints procedure sets out how we deal with any complaints relating to the school
- We aim to observe and implement the principles of equal opportunities and non-discrimination in our employment practices
- We have procedures for addressing staff discipline, conduct and grievances
- We have a staff code of conduct that states clearly that discrimination or prejudice of any kind will not be tolerated.

Under the Equality Act 2010, we are also required to have due regard to the need to advance equality of opportunity and foster good relations. This includes steps we are taking to tackle disadvantages and meet the needs of particular individuals and groups of pupils.

#### **Disability**

**We are committed to working for the equality of people with and without disabilities.**

**Summary information** (including data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils)

- There are no significant inequalities, including those in relation to attainment and access to learning and facilities
- The relationship between disabled pupils and others is very good.

#### **How we advance equality of opportunity:**

- We support disabled learners and staff by meeting their individual needs
- We make reasonable adjustments to ensure that disabled pupils are not put at a disadvantage compared to other pupils
- We involve disabled learners, their families and disabled staff in the changes and improvements we make and consult them on issues affecting them
- We carry out accessibility planning for disabled pupils that increased the extent to which they can participate in the curriculum, improves the physical environment of the school and increased the availability of accessible information to disabled pupils
- We are developing a curriculum that supports all pupils to understand, respect and value difference and diversity

- We enable all pupils to learn about the experiences of disabled people and the discriminatory attitudes they often experience
- We promote the understanding of difference and of disability and SEN through circle times, PSHE and assemblies
- We tackle prejudice and any incidents of bullying based on disability
- We have no recorded instances of bullying or prejudice based on SEN or disability
- Pupils treat each other with understanding, care and consideration, taking due account of each individual's difference
- We annually review our disability and accessibility action plan to ensure that all physical barriers to learning are removed
- We are committed to working for the equality of people with and without disabilities

### **Ethnicity and Race (including EAL learners)**

We are committed to working for the equality of all ethnic groups.

#### **Summary information**

- There are no significant inequalities from different ethnic groups
- Performance is measured against national and county benchmarks, some ethnic groups may underperform, where this is highlighted practice within school is reviewed to address any needs
- We involve and consult pupils, families and communities from different ethnic and cultural backgrounds on issues that might affect pupil achievement or wellbeing.

#### **How we advance equality of opportunity:**

- We monitor the attainment and progress of all our pupils by ethnicity
- We set targets to improve the attainment and progression rates of particular groups of pupils where necessary
- We identify and address barriers to the participation of particular groups in learning and other activities
- We develop particular initiatives to tackle the motivation and engagement in learning of particular groups as required
- We involve parents, carers, and families in initiatives and interventions to improve outcomes for particular groups
- We link with groups, organisations and projects in the local community
- We are developing a curriculum that supports all pupils to understand, respect and value difference and diversity
- We provide all pupils with opportunities to learn about the experiences and achievements of different cultures and communities
- We ensure that the curriculum challenges racism and stereotypes
- The curriculum is supported by resources that reflect the diverse communities of modern Britain
- The school is quick to deal with any incidents of bullying or harassment on the basis of race, ethnicity and culture, involving parents and keeping a record in order to inform the LA and governing body
- We have no major incidents of bullying or harassment on the basis of race, ethnicity or culture

### **Gender**

We are committed to working for the equality of men and women.

#### **Summary information**

- There are gaps in attainment between boys and girls with girls outperforming boys across different areas of learning and vice versa.

- Performance against national and local benchmarks is at average or above for girls.
- We consult boys and girls on issues that might affect their achievement and wellbeing.

**How we advance equality of opportunity:**

- We monitor the attainment of all our pupils by gender
- Neither boys or girls are treated as homogenous groups
- We set targets to improve the attainment and rates of progress of particular groups of boys and girls
- We are identifying and addressing barriers to the participation of boys and girls in activities
- Both male and female parents/carers are encouraged to be involved in the work of the school and contribute to their child’s learning and progress, for example parents are invited to come in and talk about their work as part of the curriculum
- The school promotes the spiritual, moral, social and cultural development of all pupils through assemblies, PSHE lessons and the general curriculum
- We ensure we respond to any sexist bullying or sexual harassment in line with school policies
- We encourage pupils to develop an understanding of the experiences of different genders in society and challenge sexism and negative stereotypes
- Ensuring the inclusion of positive, non-stereotypical images of men and women, girls and boys across the curriculum
- There are no significant gaps in attainment or inequalities between girls and boys at Cassiobury
- We will continue to be committed to equality of opportunity for men and women, girls and boys.

**Gender identity or reassignment**

We are committed to ensuring that pupils and staff who are proposing to undergo, are undergoing or have undergone a gender reassignment process are protected from discrimination and harassment.

**Summary Information**

- It is rare for pupils- particularly very young pupils, to want to undergo gender reassignment. When a pupil does so, a number of issues arise that will need to be sensitively handled.

**Part 4: Religion and Belief**

We are committed to working for equality for people based on their religion, belief and non-belief.

**Summary Information**

- We have a wide diversity of faith backgrounds in the school including Christian, Hindu, Jewish and Muslim
- The school respects the religious beliefs and practice of all staff, pupils and parents and complies with reasonable requests relating to religious observance and practice
- We have no issues in relation to the needs of groups of pupils with particular faith backgrounds
- There are good relations between pupils who share a religious faith and others
- We aim to involve and consult pupils, families and others from different faith communities in developing policies and the curriculum.

**How we advance equality of opportunity:**

- We tackle any barriers that might prevent pupils with particular beliefs from taking a full part in school life
- We support pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society
- Through assemblies and PSHE lessons the school actively promotes the spiritual, moral, social and cultural development of all pupils
- Our curriculum, including RE, supports pupils to be accepting of one another’s lifestyles and beliefs as well as exploring shared values

- RE curriculum enables pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice and discrimination
- There are daily assemblies that give opportunities to celebrate a variety of faiths and beliefs
- If they arose, we would tackle prejudices relating to racism and xenophobia including those that are directed towards religious groups and communities, such as anti-Semitism and Islamophobia
- We have good relations between all religious groups and a strong feeling of community cohesion
- We aim to continue our spiritual, moral, social and cultural development policies and to promote equality based on religion belief and non-belief.

### **Sexual Orientation**

We are committed to providing a safe environment for all pupils. We aim to tackle any discrimination faced by pupils and staff who are lesbian, gay or bisexual.

### **Summary Information**

- We have no significant inequalities or other concerns
- We teach the children about prejudice-related bullying and the use of inappropriate language through assemblies and PSHE lessons
- Our school ethos includes celebrating difference and diversity as a way of developing acceptance, understanding and respect for each other.

### **How we advance equality of opportunity:**

- Diversity and inclusion are threaded through the curriculum. Books and resources include images of a range of different types of families
- We would ensure that gay, lesbian and bisexual staff feel comfortable and are supported to be open about their sexual orientation
- The school promotes the spiritual, moral, cultural development of all pupils through all aspects of the curriculum and school life
- We support pupils to develop the skills to be confident learners and accepting of one another's lifestyles and belief, through the PSHE curriculum and programmes such as Jigsaw
- We use opportunities in circle time to talk about difference and different families to ensure all children, including those with gay and lesbian parents, feel included and know it's alright to be different
- We aim to tackle any discrimination faced by pupils and staff who are lesbian, gay or bisexual

### **Part 5: Consultation and Engagement**

We aim to engage and consult with pupils, staff, parents and carers and the local community so we can develop our awareness and information, learn about the impact of our policies, set equality objectives and improve what we do. Our main priorities for the future are to develop consultation and engagement through:

- Parent Focus Group
- SMT and governors to be involved in drawing up equality objectives
- School Council involvement and pupil voice

## Part 6: Our Equality Objectives

Equality Objective:	Action Points:	Impact:	Next Steps:
<p><b>1.</b> To improve provision for pupils for whom English is an additional language, particularly new arrivals at the early stage of language acquisition.</p>	<ul style="list-style-type: none"> <li>• New arrivals to school will have an induction meeting with Inclusion Mgr.</li> <li>• In class, teachers will buddy new children with a child/children in the class.</li> <li>• Inclusion Manager will make assessment on EAL needs to identify appropriate support or interventions</li> </ul>	<p>New pupils will be able to access learning in a timely manner and receive support The gap between EAL and non EAL will be reduced</p>	<p>Inclusion Manager will continue to monitor new pupils as they enter the school and ensure all staff are aware of the needs of new pupils to their classes.</p>
<p><b>2.</b> To monitor the achievement of vulnerable groups including Pupil Premium, Summer Born, EAL etc</p>	<ul style="list-style-type: none"> <li>• During Pupil Progress Meetings, the progress of vulnerable groups is discussed as a priority.</li> <li>• Progress monitored to ensure that these pupils are working at least at Age Related Expectations to ensure gap is narrowed in comparison with peers.</li> <li>• Support and interventions are established, tracked and measured for impact</li> <li>• Protective Behaviours from Class Teacher/TA enables these pupils' emotional health and wellbeing to be enhanced</li> <li>• Continue to use Jigsaw PHSCE to support emotional literacy and understanding, class feelings charts implemented and in use.</li> </ul>	<p>All vulnerable pupils have been identified and progress has been tracked in EYFS: PSE, literacy and maths KS1: reading, writing and maths</p> <p>Interventions have been put in place to support pupils not making expected levels of progress.</p> <p>Pupils make appropriate progress against their starting points Attainment gap is narrowed</p>	<p>Inclusion Manager to support if bespoke programmes are required.</p> <p>Teachers take an active role in supporting pupils within their classes</p>
<p><b>3.</b> To promote understanding and respect for differences</p>	<ul style="list-style-type: none"> <li>• Vision, mission and values alongside the curriculum promotes respect for the differences for the school community.</li> <li>• Issues are covered through lessons and assemblies.</li> <li>• The school encourages the promotion of British Values as well as valuing the cultural and religious identities of the school.</li> <li>• Jigsaw PHSCE support teachers to address issues such as gender stereotypes, equality and tolerance through fun, engaging games and activities.</li> </ul>	<p>Pupils are aware of the need to respect each other and understand similarities and differences.</p> <p>Minimal incidents of bullying / racial discrimination etc</p>	<p>Re-introduction of the peer mediator support program (September 18)</p>

<p>4.To ensure that boys attain at a commensurate level with their writing as girls by the end of EYFS/KS1.</p>	<ul style="list-style-type: none"> <li>• To monitor the writing curriculum</li> <li>• To ensure cross curricular links are made to develop writing opportunities</li> <li>• Focus in Pupil Progress Meetings to ensure that better than expected progress is made</li> <li>• To ensure that topics engage boys as well as girls</li> <li>• To focus on early intervention and support to enable referrals for further support if needed.</li> </ul>	<p>Pupils are tracked closely in Pupil Progress Meetings, interventions are in place to ensure the difference is being diminished.</p> <p>SLT complete learning walks and drop-in sessions to ensure all staff feel confident delivering appropriate interventions.</p> <p>Topics have focused on a wider range of interests.</p>	<p>To continue to ensure the curriculum topics engage boys.</p> <p>To continue to support learning both through interventions and strong links with home.</p>
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Appendix 1: School Data as of 01 September 2023

Number of pupils with disabilities:

<b>Number of Pupils with Special Educational Needs (SEN) Provision</b>	
Number of pupils who have SEN	38
Number of pupils who have SEN support	21
Number of pupils with an Education, Health and Care Plan	3

<b>Ethnicity and Race</b>			
	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
<b>Any other Asian background</b>	15	11	26
<b>Any other ethnic group</b>	5	1	6
<b>Any other mixed background</b>	7	5	12
<b>Arab (Other)</b>	0	0	1
<b>Bangladeshi</b>	2	4	6
<b>Black – African</b>	25	3	5
<b>Black – Caribbean</b>	2	0	2
<b>Chinese</b>	3	4	7
<b>Gypsy/Roma</b>	0	0	0
<b>Indian</b>	27	38	65
<b>Italian</b>	0	0	0
<b>Pakistani</b>	22	15	37
<b>Turkish</b>	0	1	1
<b>White – British</b>	42	41	83
<b>White Other</b>	12	12	24
<b>White and Asian</b>	10	7	17
<b>White and Black African</b>	3	2	5
<b>White and Black Caribbean</b>	1	3	4

<b>Information withheld</b>	0	<b>Information not yet obtained</b>	1
<b>Refused</b>	3		

**Gender:**

Male	156	Female	152
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**Religion and Belief:**

<b>Buddist</b>	<b>1</b>	<b>No religion</b>	<b>68</b>
<b>Christian</b>	<b>12</b>	<b>Sikh</b>	<b>2</b>
<b>Hindu</b>	<b>11</b>	<b>Other</b>	<b>2</b>
<b>Jewish</b>	<b>0</b>	<b>Refused</b>	<b>2</b>
<b>Muslim</b>	<b>17</b>	<b>Not obtained</b>	<b>193</b>

**Gender identity or reassignment**

We do not collect data on pupils who are planning to undergo, who are undergoing or who have undergone gender reassignment.

**Sexual orientation**

We do not collect data on the sexual orientation of our pupils

**Information on Other Groups of Pupils**

Ofsted inspections look at how schools help 'all pupils make progress, including those whose needs, dispositions, aptitudes or circumstances require additional support'.

In addition to pupils with protected characteristic, we wish to provide further information on the following groups of pupils:

<b>Pupils with English as an Additional Language (EAL)</b>			
	Boys	Girls	Total
Number of EAL pupils	53	56	109
Number of pupils who are at an early stage of language acquisition	-	-	-

<b>Pupils from low-income families</b>			
	Boys	Girls	Total
Number of pupils eligible for the Pupil Premium Grant	2	4	6

Looked After Children: **0**