

**Equality and Diversity Policy**

**Autumn 2024**

Cale Green Primary School is a welcoming school where everyone is valued highly and where tolerance, honesty, co-operation and mutual respect for others are fostered. We are committed to the development of the whole person within a supportive, secure and creative environment. A broad, balanced and appropriate curriculum provides equal opportunity for all pupils to maximise their potential regardless of disability, gender re-assignment, pregnancy and maternity, race, religion or belief, gender or sexual orientation. We endeavour to promote positive relationships with parents, governors and members of the wider community.

At Cale Green, we aim to promote equality and tackle any form of discrimination and actively promote harmonious relations in all areas of school life. We seek to remove any barriers to access, participation, progression, attainment and achievement. We take seriously our contribution towards community cohesion.

Cale Green is a truly comprehensive primary school in that we serve a community drawn from a wide range of socio-economic, faith and cultural background. This is celebrated as a strength of our school.

We are against all forms of discrimination. We actively challenge discrimination through our daily practice and we take our duty to promote community cohesion with the utmost seriousness.

Ofsted noted that the school is the ‘heart and hinge’ of the local community and ‘community cohesion is not an initiative from a past era but a living reality. It motivates everyone. As one pupil told me, ‘even though we are all different we are treated the same. We are all special and unique.’

AIMS AND VALUES

Each child within the school is seen as an individual with something unique and positive to offer. Our aim is to guide each child to fulfil their potential in a structured, caring and stimulating environment in order to provide the best possible education for the children of Cale Green.

A broad, balanced and appropriate curriculum provides equal opportunity for all pupils to develop strong identities and to maximise their potential regardless of protected characteristic. It aims to fulfil our stated aim of ‘Learning and Living Together’ in a diverse, inclusive and truly comprehensive primary school.

Our ‘vision’ statement, created by children, parents, staff and governors working together, sets out what we want the children of Cale Green to achieve as individuals, in the school as a whole and in our community:

* We are a learning **community** where everyone has the highest **aspirations** for ALL of the children of Cale Green.
* We are a strong and **resilient** school community where **kindness** and thought for others is at the heart of everything we do.
* We are a school at the heart of its community with happy children **‘learning and living together’.**

The Equality and Diversity Policy is an expression of our general equality duty contained in the Equality Act 2010 to:

* Eliminate unlawful discrimination, harassment and victimisation
* Advance equality of opportunity between different groups
* Foster good relations between different groups

Further information regarding the act is included in Appendix A.

Cale Green Primary School fully understands the principle of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic, under the act, covers the groups listed below:

* Age
* Disability
* Race, colour, nationality, ethnic or national origin
* Sex (including transgender)
* Gender reassignment
* Maternity and pregnancy
* Religion and belief
* Sexual orientation
* Marriage and civil partnership (for employees)

At Cale Green Primary School, we aim to promote equality and tackle any form of discrimination and actively promote harmonious relations in all areas of school life. We seek to remove any barriers to access, participation, progression, attainment and achievement. We take seriously our contribution towards community cohesion and the creation of an inclusive school. This is expressed in our mission statement ‘Living and Learning Together’.

We aim to:

* provide a secure environment in which all our children can flourish and achieve
* provide an open, safe and secure learning environment where all individuals see themselves reflected and feel a sense of belonging and where natural and unforced conversations are positively encouraged
* prepare children for life in a modern British society in which children are able to see their place in the local, regional, national and international community
* actively promote through a broad and balanced curriculum the fundamental British values of democracy, the rule of law, individual liberty and a mutual respect for and tolerance of those with different faiths and beliefs and for those without faith
* include and value the contribution of all families to our understanding of equality and diversity
* provide positive non-stereotyping information about different groups of people regardless of protected characteristic
* plan systematically to improve our understanding and promotion of diversity
* actively challenge discrimination and disadvantage
* make inclusion a thread which runs through all our activities

To achieve these aims we will:

* involve stakeholders in the development, review, evaluation, and impact assessment of all relevant improvement plans, policies and procedures
* publish and share our policies with the whole community
* collect and analyse data to ensure all groups are progressing well and no group is subject to disadvantage
* use all available information to set suitable learning challenges for all, respond to pupils’ diverse needs and overcome any potential barriers to learning
* ensure that the wider school curriculum makes explicit and implicit provision to promote and celebrate diversity
* have high expectations of behaviour which demonstrates respect to others
* ensure all reasonable adjustments are made to ensure equality of opportunity

ACCESSIBILTY

The school will make reasonable adjustments to meet the needs of pupils with a disability and implement an accessibility plan aimed at:

increasing the extent to which pupils with a disability can participate in the curriculum and the wider aspects of school life

improving the physical environment of schools to enable pupils with a disability to take better advantage of education, benefits, facilities and services provided

improving the availability of accessible information to pupils with a disability

LEADERSHIP, MANAGEMENT AND GOVERNANCE

Our school leaders welcome the responsibility to have due regard in decision making and actions to the possible implications for pupils with particular protected characteristics. They will consider equality implications before and at the time that they develop policy and take decisions.

Cale Green Primary School is committed to:

* being proactive in promoting good relationships and equality of opportunity across all aspects of school life and the wider community and eliminate any discrimination or harassment
* encouraging, supporting and enabling all pupils and staff to reach their potential and make a positive contribution
* working in partnership with families, the local authority (LA) and the wider community to establish promote and disseminate inclusive practice and tackle discrimination ensuring that our Equality and Diversity Policy is followed

RESPONSIBILITIES

We believe that promoting equality is the responsibility of the whole school and we take the necessary measures to eliminate discrimination and other 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) and foster good relations between people who share a protected characteristic and people who do not share it.

In order to meet our general duties, the law requires us to:

* publish equality information - to demonstrate compliance with the general
* duty across its functions (we will not publish any information that can
* specifically identify any child)
* prepare and publish equality objectives - to do this we will collect data
* related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school.

This will include the following functions:

Admissions

Attendance

Attainment

Exclusions

Prejudice related incidents.

The measures include:

for pupils -

* implementation of policies on equal opportunities (including
* race and gender equality, special needs, behaviour and bullying)
* for staff - implementation of policies on equal opportunities, recruitment and selection, pay and anti-harassment policy
* PSHE, SRE, RE and other elements within the curriculum that promote
* friendship and understanding about cultures and lifestyles
* employing specialist staff to support pupils with special needs or disabilities and implementing the school disability access plan
* monitoring of welfare, with intervention and support where required
* taking steps to meet the particular needs of pupils or staff that have a
* particular characteristic

The Governing Board

It is the Governing Board’s responsibility to:

* involve and engage the whole school community in identifying and understanding equality barriers in the setting of objectives to address these and ensure that the school complies with equality legislation
* meet requirements to publish measurable equality objectives
* ensure that the school’s policy and its procedures and strategies are carried out and monitored with appropriate impact assessments informing future plans
* scrutinise the recording and reporting procedures at least annually
* follow the LA’s admissions policy, which is fair and equitable in its treatment of all groups
* monitor attendance by group characteristic and take appropriate action where necessary
* have equal opportunities in staff recruitment and professional development and membership of the Governing Board
* provide information in appropriate, accessible formats
* be involved in dealing with serious breaches of the policy
* be proactive in recruiting high quality applicants from under-represented groups

The Headteacher

It is the head teacher’s responsibility to:

* implement the policy and its strategies and procedures
* ensure that all staff receive appropriate and relevant continuous professional development so that they have the skills and knowledge to ensure equality – this includes the duty to report prejudice-based incidents
* promote key messages to all stakeholders about equality, what is expected of them and can be expected from the school
* actively challenge and take appropriate action in any cases of discriminatory practice
* deal with any reported incidents of harassment or bullying in line with LA guidance
* ensure that all visitors and contractors are aware of, and comply with, the school’s equality and diversity policy
* produce a report on the progress for governors annually of distinct groups

All Staff

It is the responsibility of all staff to:

* set suitable learning challenges, enabling all children to experience success and achieve as high as standard as possible through appropriate support
* deliver the right outcomes for children through an inclusive curriculum
* respond to children’s diverse learning needs by:
* creating effective learning environments
* securing motivation and concentration
* providing equality of opportunity through flexible and appropriate teaching approaches
* using appropriate assessment approaches and setting appropriate targets for success
* overcoming potential barriers to learning for all individuals’ groups of children
* be vigilant in all areas of the school for any type of harassment and bullying – recording any incidents
* deal effectively with all incidents from overt name-calling to the more subtle forms of victimisation caused by perceived differences
* identify and challenge bias and stereotyping within the curriculum and in the
* school’s culture
* promote equality and good relations and not discriminate on grounds of any protected characteristics
* promote an inclusive curriculum and whole school ethos which reflects our diverse society
* keep up to date with equality legislation, development and issues by attending relevant training and accessing information from appropriate sources

Community members / visitors

* know and follow our Equality and Diversity policy
* informing the school of barriers to achieving equality and possible actions to remove these
* play an active role in supporting and challenging the school to achieve its commitment to achieving equality of opportunity for all.

BREACHES OF THE POLICY

All breaches of the policy will be rigorously followed up using the appropriate procedures and reported to the Governing Board and LA as required.

POLICY PLANNING AND REVIEW

The policy will be reviewed annually in response to changes in the school community and legislation.

Our equality objectives are real for our school. Progress against these objectives will be reviewed annually and renewed every 3 years.

Policy planning and development

In the planning and development stage of policy-making, we will ensure we have consulted and taken into account stakeholder views. All improvement plans will be designed with an element of impact assessment built in to monitor the success of each activity. There will be a systematic review of the impact of all policies and procedures on equality and diversity to address any areas of inequality. To do this achievement and attainment is analysed to ensure progress for all, especially in relation to any identified disadvantaged groups; attendance and exclusion data will be reviewed to ensure no over-representation of any one group. Our target-setting processes ensure appropriate, challenging targets are set in relation to identifiable groups as well as individual pupils / cohorts

Monitoring and Quality Assurance

Each pupil’s progress is monitored and tracked. The resulting data is analysed in respect of protected characteristic, ability or additional needs, looked-after status. In addition to monitoring to rule out potential disadvantage, quality assurance procedures ensure the school meets its duty to positively promote equality and diversity. Subject Leader and Appraisal monitoring and evaluation activities including lesson observations, work scrutiny, discussions with children and monitoring of planning to show evidence of differentiation and texts are reviewed to ensure appropriateness and inclusivity. The data collected is used to inform further school planning, target-setting and decision-making.

There is a calm and purposeful atmosphere. Children and diverse families from a wide range of faith, cultural, ethic and socio-economic backgrounds tell us that they feel welcomed, listened to and supported.

Availability of equality information

If you, or anyone you know, requires this policy in a different format then please contact us at school.

The school will take all reasonable steps to ensure that the whole school community knows about the school’s commitment to equality and is aware of the school’s equality objectives. This will be done via school communications including the school newsletter, assemblies, staff meetings, school council meetings and via the school’s website.

This policy is available:

* On the school website
* As a paper copy from the school office
* As part of the school’s induction process for new staff.

Mrs Sarah McHugh

Autumn 2024

To be reviewed Autumn 2025

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| Equality Objectives 2024 – 2027 (Appendix A to Equality and Diversity Policy) | | | | |
| Objectives  Intent | Responsible | Activities / training implications / resources / costs / time  Implementation | Success criteria / monitoring / evaluation  Impact | |
| 1.  Ensure that the achievement of identified EAL groups is at the same levels / above that of their peers in school and those nationally  Improve the engagement and participation of particular groups to raise aspirations for all | SMcH / HPG | Creating opportunities in school through the curriculum and the Career Related Learning strategy  Developing Link with relevant High Schools for role models (Levenshulme HS / Whalley Range HS) – mentoring projects  Links with Universities (MMU / Salford) – mentoring projects  Developing self-esteem / confidence / aspirations/ working with parents / local community – links with the mosque / changing mind-sets  Careful tracking of EAL children who achieved 3 at ELG and GD at Year 2 for continued progress rates  Careful tracking of EAL children who achieved a 2 at ELG and Secure at Year 2 for accelerated progress to GD  Visits by appropriate role models who have been successful in their fields  STEM Club – identified groups of children to attend |  |  |
| 2.  Improve the provision and achievement for identified groups of pupils to close any gaps between them and their peers: Disadvantaged, EAL, SEN and any other group identified as with a protected characteristic  Develop and implement innovative strategies and high quality first teaching informed by research practice and which reflects the mastery approach | SMT  PPC - NL  SENCO - CH | Ensure high quality first teaching  Allocate additional support / intervention according to need determined by progress rates  Track progress termly  Identify barriers to learning  Deliver specific interventions where necessary  Enrichment and engagement activities  Focussed staff CPD  Utilise expertise from outside school – EDS / LSS / BSS / counselling staff  Pupil Premium Strategy  EAL action plan  SEN action plan  Termly RAPs  Poverty proofing working group | RoMs  RAP reviews  SEN support plans  EHCP reviews  Governing Board minutes |  |
| 3.  Ensuring the school’s core values of ‘Living and Learning Together’ are at the heart of our activities and that the curriculum reflects our inclusive ethos which recognises diversity as a strength of the school | SMcH / HPG / SPi / SPh | Governors / staff / children / families biennial core vison and values visioning activity (classrooms and school hall)  Develop the ‘Golden Thread’ within the school Curriculum Statement  Subject Leaders identify the ‘golden thread’ in curriculum policies and development plans  PSHE curriculum supports further development of an inclusive school |  | |
| 4.  Promote pupils understanding of identity, diversity community and equality  Develop a culturally inclusive curriculum which celebrates equality and diversity | SMcH / SMT / SPi | Curriculum Review: Intent, Implementation, Impact  Integrate Modern British Values activities and School Linking Network activities into thematic cycle  Developing a multi-cultural curriculum / environment  Each subject action plan to refer to the need to develop a culturally inclusive curriculum and include school’s core values  Parliament Week activities – meeting local MP  Black History Month activities |  |  |
| 5.  Promote effective transition into and from the school  Review and amend admissions procedures for all pupils and international new arrivals – ensure admissions is a supportive experience  Ensure the children are prepared for life in modern Britain, next stage of learning | SMcH  Admin team  All staff involved in transition  activities | Initial home visits  Visits to other settings  Mouse Club  Stay and Play sessions with parents  ‘Terrific Tots’ pre-school and links with Start Well hub  Team Around the Early Years meetings  Bilingual support at induction meetings and initial meetings with teaching staff  Formalise admissions team in school  Admission meetings for all new arrivals prior to school start  Information to be gained from and with previous / new settings on admission / transition  Buddy checklists  New international new arrivals questionnaire  Home language translation service for induction process  Follow-up meeting  International new arrivals process – pictorial packs  Support with applying for places at school / high school  Year 6 Chameleon Project |  | |
| 6.  Develop an effective mental health and wellbeing strategy so that pupils are resilient and to support good mental health and wellbeing  Ensure school’s approach to mental health and behaviour is part of a consistent whole school approach to mental health and wellbeing  Provide a structured school environment with clear expectations of how each individual can support pupils  Review use of SEN and pupil premium resources to provide support for children with mental health difficulties  Intervene early to create a safe and calm educational environment and strengthen resilience before serious mental health problems occur | SMcH / CH / GR | Staff training – raising awareness  Developing a children’s questionnaire  Mental Health Awareness Day activities  School EHWB strategy  <https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>  Signposting to external agencies |  | |
| 7.  Raise achievement of all children through developing partnerships with parents, carers and families |  | Initial home visits – provide early assessment of needs and appropriate interventions  Mouse club  Parent SATs workshops  Reading workshops  Termly Family Forum  Preschool weekly activity club ‘Terrific Tots’  ESOL courses  Theme visits  ‘Meet the Teacher’ meetings |  | |
| 8.  To further develop the school’s role in promoting community cohesion - maintaining the school as the ‘heart and the hinge’ of the community |  | Multi-cultural marketplace for parents and children – annual event  Eid party – annual event  Assembly themes - weekly  Update Community Cohesion policy |  |
| 9.  Maintain and extend opportunities for ‘Pupil Voice’ – creating a safe environment where pupils can speak about difficult / controversial issues | All staff | Weekly ‘Circles’  School council  Peer supporters  Worry box  Friendship benches  Pupil voice at the end of each theme  Diversity thread to run through themes |  | |
| 10.  Continue to explore the similarities between faiths and practices and then safely exploring differences through the Stockport locally determined RE curriculum | SMcH / CH | Christmas / Easter activities and celebrations  RE curriculum  Eid activities and celebrations  Celebrations from other world faiths  Visits to places of worship  School based workshops from different faiths  Bible Encounter Trust assemblies and Story Trails  Displays around school celebrate our inclusivity and diversity |  | |
| ADDITIONAL ACTIVITIES |  |  |  | |
| To maintain the high levels of respect and equality within the school  Further promote understanding and respect for differences |  | Review revised LA Anti-Bullying policy  Complete anti-Bullying Audit with children  Review Behaviour Policy  Family Forum – Anti-Bullying and Behaviour Policies  E-safety events and activities  Weekly timetabled PSHE  3 x ‘drop-down’ PSHE weeks (healthy activity / healthy eating / good hygiene / internet safety / sleep / hate crime / young carers / safety / anti-bullying / etc)  NSPCC workshops  NK Theatre Kids drama | Discrimination free school |  |
| Preparing for the introduction statutory Relationships Education as part of broader PSHE curriculum | SMcH / NL / SPh | Parent RE workshops  Puberty workshops |  |  |
| Use CPOMs software for monitoring child protection, safeguarding and pastoral and welfare issues – on-line management and recording of child protection, behaviour, bullying and other safeguarding areas of concern | SMcH / KH / GR / NL / HC / GR | Weekly Vulnerable Children meetings (Safeguarding team) |  |  |
| Ensuring family support is timely and effective | SMcH / GR / TI | 3 x TAS school meeting  3 x TAS professional meeting  1 x weekly BCLM day |  | |
| Maintain our whole school approach to inclusion which reflects our ethos and beliefs | CH | Review Inclusion policies – link to SEN policy  Review Accessibility Plan  SEN CPD  Effective TAs  Diversity thread |  | |