



EQUALITY, DIVERSITY AND INCLUSION POLICY

ORIGINATOR: Rachel Coyne
SLT LINK: Kelly Jackson

June 2022

CONTENTS

1. INTENT.....	1
2. IMPLEMENTATION	3
3. IMPACT	4

The Equality Act 2010 (including the Equality Duty 2011) requires public bodies to have due regard to 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.

1. INTENT

1.1 KEY PRINCIPLES

Catmose Primary is an inclusive school where we focus on the wellbeing and progress of every pupil, and where all members of our community are of equal worth.

The Equality Act 2010 provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality of opportunity and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

Our approach to equality is based on the following key principles:

1. All learners are of equal value.
2. We recognise and respect difference.
3. We foster positive attitudes and relationships and a shared sense of cohesion and belonging.
4. We observe good equalities practice in staff recruitment, retention and development.

5. We aim to reduce and remove inequalities and barriers that already exist due to their protected characteristics.
6. We have the highest expectations of all our pupils.
7. We encourage all pupils (including those with protected characteristics) to participate in activities where their participation is low.
8. We take account of disabled people's impairments when making decisions about policies and services.

This means that the aims of the Equality Duty must be considered and influence the decisions reached within Catmose Primary.

1.2 EQUALITY OBJECTIVES

We are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, irrespective of race (this includes ethnic or national origins, colour or nationality), sex, gender reassignment, disability, religion or belief, age, sexual orientation, pregnancy and maternity, marriage and civil partnership, or socio-economic background.

In order to further support pupils, raise standards and ensure inclusive teaching, we have set the following objectives:

Objective 1

To monitor and analyse pupil achievement by race, sex and disability and act on any trends or patterns in the data that require additional support for pupils.

Objective 2

To ensure that School publications, including material shared via social media represents all pupils, including those from each sex and are ethnically diverse as a reflection of the pupil body.

Objective 3

To improve the education of equality, diversity and inclusion through the PHSE curriculum. To achieve this, we will:

- Review parts of the curriculum that cover equality, diversity and inclusion issues and ensure that resources are up-to-date;
- Create a steering group of pupils, so that their voice helps shape the teaching and learning of equality, diversity and inclusion. The group should be reflective of the diverse nature of the pupil body;
- Organise staff CPD on equality, diversity and inclusion issues so that they teach the topic openly and confidently;
- Celebrate diversity across the year, ensuring that there is a regular focus on areas such as Autism, pride, Black history month, etc.

2. IMPLEMENTATION

- 2.1 The Equality Act 2010 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.

In order to ensure that all pupils are protected from discrimination, harassment and victimisation, the school collects information on protected characteristics.

Information on other groups of pupils:

In addition to pupils with protected characteristics, we gather further information on the following groups of pupils:

- Pupils eligible for Free School Meals (FSM)
- Pupils with Special Educational Needs (SEN)
- Socio-economically disadvantaged
- Pupils with English as an Additional Language (EAL)
- Young carers
- Looked after Children and Previously Looked After (CLA)
- Other vulnerable groups

Eliminating discrimination and other conduct that is prohibited by the Act:

The information provided here aims to demonstrate that we give careful consideration to equality, diversity and inclusion issues in everything that we do. 'Due regard' ensures that we work towards eliminating discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010.

We are committed to working to ensure we understand how different individuals are affected by the education system, and thus ensure that we are accessible and appropriate in our actions to advance our role with our staff, parents/carers and pupils.

2.2 Whole School Approach

We eliminate discrimination by:

- Our Behaviour Policy ensures that all pupils feel safe at school and addresses prejudicial bullying.
- Reporting, responding to and monitoring all racist incidents.
- Regularly monitoring the curriculum to ensure that the curriculum meets the needs of our pupils and that it promotes respect for diversity and challenges negative stereotyping.
- Teaching is of the highest quality to ensure pupils reach their potential and all pupils are given equal entitlement to success.
- Tracking pupil progress to ensure that all pupils make rapid progress, and intervening when necessary.
- Ensuring that all pupils have the opportunity to access extra-curricular provision.
- Listening to and monitoring views and experiences of pupils and adults to evaluate the effectiveness of our policies and procedures.

- Advancing equality of opportunity between people who share a protected characteristic and people who do not share it.

We advance equality of opportunity by:

- Using the information we gather to identify underachieving groups or individuals and plan targeted intervention.
- Ensuring participation of parents/carers and pupils in school development.
- Listening to parents/carers.
- Listening to pupils at all times.
- Fostering good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

3. IMPACT

Through rigorous tracking and monitoring of individuals and of all the groups of pupils, including progress and attainment, rewards, attendance and sanctions/CPOMS, and by providing equal opportunities to access the curriculum and activities, we aim to ensure that any gap in attainment for pupils within any of the above different groups is removed, or at least remains less than the gap nationally.