



## Cheadle Primary School – Equality Policy 2017

**“Equality is not regarding different things similarly, equality is regarding different things differently.” Tom Robbins**

**Cheadle Primary School’s aim is to embed equality into every aspect of everything we do.**

### **Our objectives for 2017 to 2018 are:**

- **To continue to improve standards of literacy across the whole school to ensure that students can access the curriculum to the best of their ability.**
- **To develop SEND friendly classrooms to improve the learning experience for all learners by ensuring the classroom environment is right.**
- **To create the Treehouse Inclusion Hub**
- **To be re-accredited for the Staffordshire Anti-Bullying Pledge**

As a school, we are committed to ensure that equality of opportunity is at the very heart of everything we do to ensure we provide fair and non-prejudicial access to the school community as a whole. Staff, governors and students are united in ensuring the rich and diverse society we live in is celebrated in Cheadle. We uphold everyone’s freedom of choice and rights to be different. Our core values are to ensure that everyone succeeds whether that is academically or socially.

We offer a broad and balanced curriculum, ensuring it is up to date and relevant to our learners. We adapt the curriculum where

possible to meet the needs of the students. All students have access to the whole of our curriculum and all aspects of extra curricula activity. We endeavour to provide the appropriate amount of support to aid the individual needs of the students in every aspect of their school life. This can be delivered and offered in a variety of ways.

Cheadle Primary School provides training opportunities for pupils, staff and stakeholders to raise awareness of the collective rights and responsibilities everyone has for meeting the needs of this policy and ensure we comply in relation to the Equality Act 2010.

This policy has been designed to ensure that the school fulfils its legal and moral obligations and meets the requirements and expectations of the Equality Act 2010.

**Our duties as a school are to:**

- Eliminate discrimination, harassment, victimisation 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 protected characteristics between people who share a protected characteristic and people who do not share it.
- To take swift action in the instance that an element of the policy is compromised.

### **To do this we:**

- Personalise pupil's learning to reflect individual circumstances. This can happen in a variety of ways with the key focus to ensure that any pupil can still achieve their full potential.
- Ensure reasonable adjustments are made to ensure students can overcome barriers to learning.
- Require that a range of activities are provided for staff, pupils and stakeholders ranging from continued professional development opportunities to information evenings. These are often bespoke to meet the needs of their intended audiences.
- Use an Accessibility Policy which is in place to support all students, staff and stakeholders. This is regularly reviewed and affirmative action is taken swiftly to ensure we meet the needs of all.
- Deliver a programme of class, year group and house activities that cover a range of social, moral and spiritual issues. These activities culminate in assemblies or specific house activities.
- Support local community and school charities.
- In assemblies and class time have activities, including visits and visiting speakers, that encompass a range of the themes that explore beliefs, British Values, and challenge racism, sexism, and homophobia to name but a few.
- Participate in national awareness days and events in a variety of ways.
- Ensure all pupils have access to Religious Education appropriate to their age group within school.
- Organise educational visits in the UK to a variety of places.
- Use our SENDCO and Family Support Worker to work tirelessly with external agencies to ensure that all students are able to access the curriculum regardless of any barriers that may exist.
- Ensure and co-ordinate the transition of new pupils to Cheadle from a Nursery setting and when pupils move on up to High Schools.

- Staff training on the requirements and obligations of the Equalities Act 2010 takes place annually.

## **Monitoring and Evaluating the Effectiveness of the Policy**

The Senior Leadership Team has the responsibility of upholding the values described throughout this policy. The policy will be reviewed every two years and presented to the governing board for approval.

As part of the monitoring and evaluation process, the Senior Leadership Team will review data and evidence provided in the form of:

- Any personal indicating characteristics which may include race, age, disability, religion or sexual orientation (when this data is available and disclosed).
- Attainment/progress data.
- Access to the curriculum.
- Exclusions from areas of the curriculum, including trips and extra-curricular activities.
- Sanctions and rewards.
- Staff recruitment, retention and career development.
- Analysis of racist and homophobic incidents.
- Ofsted reports on educational provision and standards.
- Consultation with parents, students, governors and external agencies.
- Funding.
- Parent and pupil surveys (conducted every two years).

This will support our planning and help identify priorities for the future to ensure our commitment to equality of opportunities. Cheadle Primary School is aware that equality of opportunity is a constant changing and evolving entity and we strive to keep up to date with current practice and share information freely and openly.

## **Planned initiatives and ongoing practice include:**

- Professional development opportunities for staff to visit other schools to share good practice.
- School Council led projects and fund raising activities – Rights Respecting Schools Status, Staffordshire Anti-Bullying Pledge.
- Attendance interventions for vulnerable students.
- Improvement in the CPD of support staff.
- Online safety information evening for parents and the community in line with 360 Toolkit accreditation.
- Introduction of a Family Support Worker with our new Inclusion Hub – The Treehouse.
- Training and development of the SENDCo to include dedicated timetable for the SENDCo.