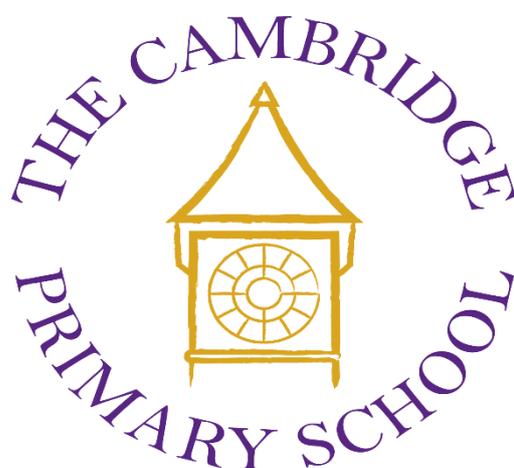


THE CAMBRIDGE PRIMARY SCHOOL

EQUALITY POLICY

2024



Date of Approval:	March 2024
Date of Next Review:	March 2026

The Cambridge Primary School
Queens Avenue, Wellesley
Aldershot, Hampshire GU11 4AA
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The Cambridge Primary School

Equality Policy

At The Cambridge Primary School, we encourage each child's sense of individual worth – developing the child's capacity to live as an independent, self-motivated person in the realisation of their potential. As a school, we aim to ensure that:

- All pupils have access to the curriculum
- Teaching, learning and the curriculum promotes equality, community cohesion and celebrates diversity.
- Discrimination, harassment or victimisation are eliminated to ensure no one is unfairly disadvantaged due to protected characteristics.

School Responsibility in Law

Legislation requires schools both to avoid discrimination and to promote equality for pupils, staff and others using school facilities. As a school, we welcome our duties under the Equality Act 2010. The general duties are to:

- Eliminate discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010
- Advance equality of opportunity between people of different groups; and
- Foster good relations between people of different groups.

Definitions of Discrimination

Under the law, there are different categories of discrimination, with differences in the legal framework surrounding them. These are:

- **Direct Discrimination:** when a person is treated less favourably than others in comparable circumstances because of a special characteristic such as sex, race or a disability. In the case of direct age discrimination, this is unlawful only if it cannot be objectively justified.
- **Indirect Discrimination:** occurs when a provision, criterion or practice is applied equally to all but has a different impact on members of one or more protected groups, of which the complainant is one, and is placed at a disadvantage as a result. Indirect discrimination is unlawful unless it can be justified for reasons unrelated to the characteristic in question. (An example might be a physical strength test, which would discriminate against women, and which might be justified in relation to a job necessitating heavy lifting, but not in relation to teaching.)
- **Victimisation:** treating a person less favourably because they have taken action in respect of discrimination, e.g. by bringing a complaint or giving evidence for a colleague – is also unlawful.
- **Harassment:** unwanted conduct which violates a person's dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment for them, on grounds of one of the relevant characteristics such as sex or race – is also unlawful in many of the situations covered by discrimination law.

Guidance on Discrimination:

The school will not discriminate on any grounds against pupils, staff or parents. This will include age, disability, gender reassignment, marriage and civil partnership, pregnancy or maternity, race, religion or belief, sex and sexual orientation. The school will seek to apply all policies and procedures with a view to promoting the equality of all.

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Promoting Equality

We are committed to promoting:

- **the uniqueness of the individual** *We believe that every person is a unique individual. We are committed to treat every person with equality of esteem, respect and dignity.*
- **the search for excellence** *We celebrate the enrichment of the total community which flows from diversity of age, gender, racial and social origins, abilities, culture and religion. We are therefore committed to ensure that all are to be given every opportunity to develop their talents to the full.*
- **the education of the whole person** *We offer young people the experience of life in a community founded on our values and working in harmony. Through this and a variety of educational experiences and interactions we aim to prepare young people for a life working with others in communities which maybe diverse socially, culturally and religiously. We recognise that it is also important to help pupils to understand their own ethnic identity and cultural heritage as well as helping them to understand that of others irrespective of whether the school serves or is located in an ethnically diverse community.*
- **the education of all** *We have the duty to care for all and to ensure that we provide for those who are socially, academically, physically or emotionally disadvantaged.*

Consequently, we will strive to ensure that:

- any person recruited to the service of the school, whether as a member of staff or as a volunteer, is made fully aware of our aims and objectives and required to support them;
- children who are admitted to the school and their families are fully aware of our aims and objectives and undertake to support them;
- all of our structures and policies are evaluated and kept under constant review in order to see that no individual is subject in any way to unlawful discrimination, whether intentional or unintentional, and to ensure that all are enabled to reach their full potential.

Finally, we acknowledge that minority groups have often suffered disadvantage due to prejudice or ignorance. We recognise that it is all too easy for the structures of institutions to result in “inequality by default”. We therefore commit ourselves to take positive steps to examine our policies and practice and to change them where necessary.

Race Equality

In addition to our above stated aims, through the active implementation of the Racial Equality policy, The Cambridge Primary School aims specifically to:

- Protect individuals from any form of racial discrimination
- Promote equality of opportunity; and
- Promote good relations between people of different ethnic groups.

These last three points are the duty of the school under the Race Relations Act of 1976, as amended in 2000. In the Commission for Racial Equality’s guidance for schools, pursuant to this amendment, the following is stated:

“When a school judges relevance, the size of the ethnic minority population in your area does not matter. Race equality is important, even if there is no one from an ethnic minority in your school or local community. Education plays a vital role in influencing young people, because the views and attitudes they form as pupils or students will probably stay with them for the rest of their lives.” (p.6 A Guide for Schools 2001).

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Areas for Consideration:

The school will endeavour to address racial discrimination in the following policy areas:

- Curriculum policies
- Policy for teaching and learning (including language and cultural needs)
- Assessment and Monitoring policies
- Behaviour policy
- PSHE policy
- Staffing policies
- Membership of the Local Advisory Committee
- Community policies

Through attention to all of these areas, the school intends to:

- i. meet all the pupils' needs, encouraging them to reach their full potential and raise educational standards
- ii. create a positive, inclusive atmosphere, based on respect for people's differences, and show commitment to challenging and preventing racism and discrimination
- iii. prepare pupils to be full citizens in today's multi-ethnic society
- iv. make full use of the skills and knowledge of people from different racial groups

Leadership and Management

The Cambridge Primary School has prepared this policy as a commitment to work towards racial, cultural and linguistic equality within the school. In addition, Racial Equality is an intended aim in all school policies and will be included in those as they become due for renewal within the framework of the School Development Plan. The Local Advisory Committee will consider all applications equally and monitor all recruitment and selection activities.

Curriculum, Teaching & Assessment

The Cambridge Primary School is committed to ensuring that ethnic minority interests and issues are built into all schemes of work throughout the curriculum, and that steps are taken to promote cultural diversity and challenge racism.

At The Cambridge Primary School teachers and all the staff respond to pupils' diverse needs by creating effective learning environments which take into account the cultural background of pupils and diversity in the wider community, as follows:

- The contributions of all pupils are valued
- All pupils can feel secure and are able to contribute appropriately
- Stereotypical views are challenged and pupils learn to appreciate differences in others, whether arising from race, sex, ability or disability
- Pupils learn to take responsibility for their actions and behaviour
- All forms of bullying, including harassment, are challenged
- Children are encouraged to concentrate and are motivated to learn through the use of:

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- : a variety of teaching approaches appropriate to different learning styles
- : the use of a range of organisational approaches, including different groupings and settings
- : planning appropriately challenging work for those whose ability and understanding are in advance of their English language skills
- : planning activities and using materials which allow all children to succeed, through reflecting social and cultural diversity and providing positive images of race, gender and disability
- : using materials which are free from stereotyping and discrimination

Equal Opportunities for staff

This section deals with aspects of equal opportunities relating to staff. We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

- All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.
- We are also concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.
- As an employer, we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.
- We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.
- We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

Promotion of Policy

The policy will be actively promoted to the whole school community using assemblies, newsletters and posters. Parents will be made aware of the existence and opportunity to read the policy on the school's website.

Equality Objectives

The school sets Equality Objectives to improve outcomes for vulnerable pupils and monitors progress on reaching these objectives. Progress is reviewed annually and the overall outcomes are reviewed every 4 years and available on our website.

Monitoring

The policy will be monitored and reviewed annually by the Local Advisory Committee and will make use of the regular review of other policies containing statements on equal opportunities. The Local Advisory Committee will also monitor the achievements of pupils from ethnic minorities and disadvantaged groups in the school. Consideration will be given to the impact of the policy on the school community.

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