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Equal Opportunities Policy

(including objectives)

**Cathedral Primary School**

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| Reviewed by: | Filiz Scott |
| Last reviewed during: | December 2022 |
| Next review due by: | December 2023 |

**Introduction**

At Cathedral Primary School, we recognise that children are growing up in a diverse society where everyone has the right to be respected and the responsibility to respect others.

As a Church of England school we have a particular duty to nurture all individuals as children of God and to ensure they feel safe.

Cathedral Primary School does not tolerate racism and all forms of discrimination on the grounds of ethnic origin, religion, gender, Special Educational Need or disability.

We are committed to giving all our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied experiences and needs. We offer a broad and balanced curriculum, and have high expectations of all children. The achievements, attitudes and well-being of all our children matter. This Equal Opportunities Policy extends to adults: staff, parents and carers.

This policy is in accordance with The Equality Act 2010, which replaced all previous legislation in relation to equal opportunities. In line with that legislation, it seeks to ensure that this school provides equal opportunity for all children and adults, giving due regard to groups with ‘protected characteristics’, in terms of gender, race, disability, sexual orientation, religion/belief, age, gender reassignment, pregnancy/maternity and marriage/civil partnership, in accordance with the Act.

# Aims

 Cathedral School aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

* Eliminate discrimination 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 characteristics – between people who share a protected characteristic and people who do not share it

# In addition we aim to

* Promote tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, PSHE, but also activities in other curriculum areas. This is a priority on the School Development Plan.
* Value each pupil's worth, celebrating the individuality and cultural diversity of our school community, and showing respect for all.
* Use our Fruits of Friendship with God (school values) and school motto to foster inclusivity
* Draw on our 4 Curriculum Intent Goals to ensure all children have equal access to the depth and breadth of our curriculum
* Ensure that all recruitment, employment, promotion and training processes are fair to all, and provide opportunities for everyone.
* Provide a safe and welcoming place for all of its members.
* Support the Local Education Authority in its equal opportunities policies and guidance and to take the appropriate action to deal with any form of discrimination.
* The school aims to foster good relations between those who share a protected characteristic and those who do not share it.

# Equality objectives

These will be reviewed annually.

# Equality Objective 1

To continue to ensure that our curriculum celebrates inclusivity and is accessible to all

# Equality Objective 2

To ensure that our curriculum reflects and celebrates the diverse nature of the UK, our local area and Cathedral School in order to meet the needs of our children

We will do this by:

* Ensuring topics and resources used are inclusive
* Regularly reviewing and monitoring the curriculum to ensure that topics and resources
* Ensuring that all children are accessing this inclusive curriculum through high expectations and high-quality teaching to enable children to meet their full potential
* Adhering to the 4 goals of the Curriculum Intent Statement

# Equality Objective 3

* To continue to promote equality of opportunity in enrichment activities.

We will do this by:

* Ensuring that there is a range of activities to meet the needs of the school community
* Ensuring all children have access to enrichment activities

# Equality Objective 5

 To work towards closing the attainment gap for identified groups

We will do this by:

* Ensuring all staff have the necessary information, training and resources to implement high quality lessons
* Regularly monitoring attainment through analysing data and tracking pupil progress
* Ensuring that appropriate early interventions are put in place where underachievement is identified

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# 4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings. The senior leadership team and the governors monitor equality issues.

 **Advancing equality of opportunity**

* As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:
* Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have.
* Taking steps to meet the particular needs of people who have a particular characteristic

In fulfilling this aspect of the duty, the school will:

* Analyse the data to determine strengths and areas for improvement, implement actions in response and publish this information
* Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
* Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

# 7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

* Cuts across any religious holidays
* Is accessible to pupils with disabilities
* Has equivalent facilities for boys and girls

# The role of the class teacher

Class teachers do their best to ensure that all pupils are treated fairly and with respect. We do not knowingly discriminate against any child.

When selecting classroom material, teachers strive to provide resources which give positive images, and which challenge stereotypical images of minority groups, or of boys and girls.

All staff ensure that the language they use does not reinforce stereotypes or prejudice.

We seek to implement this policy when designing our curriculum, both in our choice of topics to study, and in how we approach sensitive issues.

All our teachers and support staff challenge any incidents of prejudice or racism.

We record any incidents and draw them to the immediate attention of the head teacher.

# The role of the head teacher

It is the head teacher’s role to:

* -ensure that the school's policy on Equal Opportunities is implemented effectively;
* ensure that all staff are aware of the school policy on Equal Opportunities, and that teachers apply these guidelines fairly in all situations;
* ensure that all appointments panels give due regard to this policy, so that no one is discriminated against;
* promote the principle of equal opportunity when developing the curriculum for pupils, and in providing opportunities for professional development for staff;
* -promote respect for other people in all aspects of school life e.g. in school assemblies
* -manage all incidents of unfair treatment, and any racist incidents, with due seriousness, and in line with this policy.

# The role of governors

In this policy statement, the governing body has set out its commitment to equal opportunities and accessibility, and it will continue to do all it can to ensure that all members of the school community are treated both fairly and equally.

The governing body analyses and evaluates a range of school data. We check that all pupils are making the best possible progress and that no group of pupils is underachieving.

To do this we monitor:

* -admissions;
* Accessibility Policy
* -attainment;
* -exclusions;
* -rewards and sanctions;
* -parents' and pupils' questionnaires.

The governing body seeks to ensure that people from the ‘protected groups’ as defined by The Equality Act 2010 are not discriminated against when applying for jobs at our school.

The governors welcome all applications to join the school, whatever background or minority group a child may come from. (Although as a Church of England Primary School we follow a Christian faith selection process in accordance with our entry requirements)

The governors take all reasonable steps to ensure that the school environment properly accommodates people with disabilities.

The governing body ensures that no child is discriminated against whilst in our school on account of their gender, religion or race. So, for example, all children have access to the full range of the curriculum, and regulations regarding school uniform will be applied equally to boys and girls. If a child's religion has a bearing on school uniform, then the school will deal with each case sensitively, and with respect for the child's cultural traditions.

# Monitoring and review

It is the responsibility of our governing body to monitor the effectiveness of this policy. The governors will therefore:

-monitor the progress of pupils from minority groups, comparing it with the progress made by other pupils in the school;

* monitor the staff appointment process, so that no one applying for a post at this school is discriminated against;

-require the headteacher to report to governors annually on the effectiveness of this policy;

-take into serious consideration any complaints from parents/carers, staff or pupils regarding equal opportunity

monitor the school's Behaviour Policy, and the numbers of exclusions, to make sure that pupils from minority groups are not unfairly treated.

This policy will be reviewed by the governing body every three years or sooner if it is considered necessary.

# Links and External Agencies

* The Education Welfare and Attendance Service
* Southwark Support Services