Cannon Lane Primary School

EQUALITIES STATEMENT AND OBJECTIVES

Date reviewed by Governors: March 2023

Date for review:

- **Pupil group analysis - March 2024**
- **Equality Objectives – March 2027**

CANNON LANE PRIMARY SCHOOL

EQUALITY STATEMENT

(Public Sector Equality Duty)

Context

Cannon Lane Primary School is a large all through school serving an ethnically diverse community. Appendix A provides an analysis of pupil groups by ethnicity, religion and language spoken.

This policy should be read in conjunction with other school policies which are available on the school website.

Aims and Values

Cannon Lane 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 regardless of race, disability, gender identity, age, family circumstances, religion or belief and sexual orientation. We endeavour to promote positive relationships with parents, governors and members of the wider community.

At Cannon Lane 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.

We aim to:

- Provide a learning environment where all individuals see themselves reflected and feel a sense of belonging;
- Prepare children for life in a diverse society in which children are able to see their place in the local, regional, national and international community;
- 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 gender identity, ethnicity, disability, sexual orientation, religion or belief;
- 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 policies and procedures;

- Publish and share our policies and impact assessments 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.

Equalities Information

We recognise that we have duties under the Equality Act 2010 in relation to the school community to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct under the Equality Act
- Advance equality of opportunity between people who share a protected characteristic and those who do not
- Foster good relations between people who share a protected characteristic and those who do not

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act

We have also involved staff, pupils, parents and others in the following ways:

- *Parent questionnaires*
- *Involvement of the school council*
- *Staff surveys*
- *Regular newsletters*
- *Activities promoted on our school web site*
- *Pupil questionnaires*

Principles

To fulfil our legal obligations, we are guided by a number of principles that reflect the value we place on all children, their families and our staff to ensure that we treat them equally and in a way that reflects their individual needs.

1. All pupils, families and staff are of equal value

We see all children, their parents and carers, and staff as of equal value:

- Whether or not they are disabled
- Whatever their ethnicity, culture, national origin or national status
- Whatever their gender and gender identity
- Whatever their religious and non-religious affiliation or faith background
- Whatever their sexual orientation
- Whatever their marital status
- Whether they are currently pregnant or have recently given birth
- Whatever their age

2. ***We recognise and respect difference***

We recognise that treating people equally does not necessarily involve treating them all the same and our practice reflects this and the age of our children with whom we work. We recognise that our policies, procedures and activities must not discriminate but must take account of diversity and the kinds of barriers and disadvantage that staff, parents/carers or pupils may face in relation to their protected characteristics:

- Disability – we note that reasonable adjustments may need to be made
- Gender (including transgender) – we recognise that girls and boys, men and women have different needs
- Religion or belief – we note that reasonable requests in relation to religious observance and practice may be made and complied with
- Ethnicity and race – we note that all have different experiences as a result of our ethnic and racial backgrounds
- Age – we value the diversity in age of staff, parents and carers
- Sexual orientation – we respect that individuals have the right to determine their own sexual identity and that they should not experience disadvantage as a result of their preference
- Marital status – we recognise that our staff, parents and carers may make their own personal choices in respect of personal relationships and that they should not experience disadvantage as a result of the relationships they have
- Pregnancy and maternity – we believe that our staff, parents and carers should not experience any unfair disadvantage as a result of pregnancy or having recently given birth

3. ***We foster positive attitudes and relationships, and a shared sense of cohesion and belonging***

We intend that our policies, procedures and activities should promote:

- Positive attitudes and interaction between groups and communities different from each other
- An absence of harassment, victimisation and discrimination in relation to any protected characteristics

4. ***We observe good equalities practice in relation to staff***

We ensure that our policies and practices for all staff and potential staff throughout the employment lifecycle, i.e. from recruitment through to the cessation of employment and beyond, are applied fairly and consistently across all groups with full respect for legal rights, taking into account aspects applicable to particular groups (e.g. duty to make reasonable adjustments for disabled staff).

5. ***We aim to reduce and remove inequalities and barriers that already exist***

We intend that our policies, procedures and activities avoid or minimise any possible negative impacts and we aim to reduce inequalities that exist between groups and communities different from each other.

6. ***We consult and involve to ensure views are heard***

In our development of policies, we engage with groups and individuals, including pupils who are affected by a policy or activity to ensure that their views are taken into account. For policies and activities affecting pupils, we will take account of views expressed by children through the School Council; for parents, through parent governor representation and for staff, through staff governor representation. Where necessary, we will consult more widely with specific groups.

7. ***We aim to foster greater community cohesion through the development of the spiritual, moral, social and cultural understanding of our children.***

We intend that our policies, activities and curriculum foster greater social cohesion and provide for an equal opportunity to participate in public life irrespective of the protected characteristics of individuals and groups.

We fulfil our responsibilities through our work on 'Rights, Respect and Responsibility' activities, PSHE and the development of our approach to the spiritual, moral and social (SMSC) context of our school community.

8. ***We set ourselves specific and measurable equality objectives***

We develop measurable objectives based on the evidence that we have gathered and the engagement we have encouraged by others.

Objective 1: Undertake an analysis of recruitment data and trends with regard to race, gender and disability on an annual basis, and report on this to the Finance and Personnel Committee of the Governing Board.

Objective 2: Train all members of staff and Governing Board involved in recruitment and selection on equal opportunities and non-discrimination on an annual basis.

Objective 3: Educational trips and school events will be considered through an equalities impact assessment which will be carried out by school trip leaders and event organisers ensuring school trips and events are accessible and inclusive for pupils and staff.

Objective 4: The curriculum is used proactively to promote anti-racism and gender equality – to increase the number of reading and library books which feature characters from a Black, Asian or Minority Ethnic background, which are written by Black, Asian and Minority Ethnic authors, and have themes of diversity and equality

Application of the principles within this statement:

The principles outlined in this statement will also be applied and reflected in:

- The delivery of the school curriculum
- The teaching and learning within the school

- Our practice in relation to pupil progress, attainment and achievement
- Our policies and practice in relation to attendance
- Our policies and practice in relation to staff
- Our care, guidance and support to pupils, their families and staff
- Our policies and practice in relation to pupil behaviour, discipline and exclusions
- Our partnership working with parents and carers
- Our contact with the wider school community

Addressing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice including but not limited to prejudice related to protected characteristics. We will ensure that prejudice-related incidents in relation to staff and pupils are recorded and dealt with appropriately.

Roles and responsibilities

The Governing Board is responsible for ensuring that the school complies with legislation, and that this statement and its related procedures and action plans are implemented and that arrangements are in place to deal with any concerns or unlawful action that arises.

The Headteacher is responsible for implementation of this statement, ensuring that all staff are aware of their responsibilities and given appropriate training and support and for taking appropriate action in any cases of unlawful discrimination, harassment or victimisation.

All staff are expected to work in accordance with the principles outlined in this statement to:

- Promote an inclusive and collaborative ethos in their practice
- Deal with any prejudice-related incidents that may occur
- Plan and deliver curricula and lessons
- Support pupils in their class who have additional needs

Appendix A - March 2023

Analysis of pupil groups by ethnicity, language spoken and religion

Ethnicity	Number	%
Any other Asian Background	102	12.5
Any other Ethnic group	16	2
Any other Black Background	1	0.1
Any other Mixed Background	31	3.8
Any other White Background	30	3.75
Bangladeshi	7	1
Black African	10	1.25
Black Caribbean	4	0.5
Chinese	6	0.75
Indian	408	51
Pakistani	51	6.5
White British	71	9
White and Asian	34	4.25
White Irish	1	0.1
White and Black African	2	0.25
White and Black Caribbean	7	0.75
Declined to offer	20	2.5
First Language Spoken	**Number**	**%**
Arabic	25	3.12
Bengali	6	0.74
Chinese	15	1.87
Classification Pending	0	
Danish	1	0.12
English	300	33
Finnish	1	0.12
French	5	0.62
Gujarati	127	12.42
Guarani	1	0.12
Hindi	93	9.61
Hungarian	2	0.24
Italian	1	0.12
Japanese	1	0.12
Kannada	5	0.62
Kashmiri	1	0.12
Katchi	3	0.37
Maithili	1	0.12
Malayalam	4	0.49
Marathi	15	1.87
Nepali	2	0.24
Pashto	3	0.37

Persian	9	11.2
Polish	3	0.37
Portuguese	5	0.62
Punjabi	25	3.12
Romanian	14	1.74
Russian	2	0.24
Sindhi	3	0.37
Sinhala	3	0.37
Somali	6	0.74
Spanish	0	
Swedish	0	
Tamil	55	6.86
Telugu	10	1.24
Turkish	6	0.74
Ukrainian	3	0.37
Urdu	42	5.24
Uzbek	1	0.12
Vietnamese	1	0.12
Xhosa	1	0.12
Religion	**Number**	**%**
Brethren	0	
Buddhist	5	0.5
Christian	59	7.25
Hindu	374	46.5
Jain	25	3.2
Jehovah's Witness	1	0.5
Jewish	12	1.5
Muslim	162	20.05
No Religion/Declined	109	13.5
Other	11	1.5
Roman Catholic	11	1.5
Sikh	32	4