



Cinnamon Brow C of E Primary School

'For I know the plans I have for you... Plans to give you hope and a future.'

Jeremiah 29:11

[Equality Policy and Objectives] (Whole School Policy)

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Equality Duty review	February 2027
Objectives review	yearly

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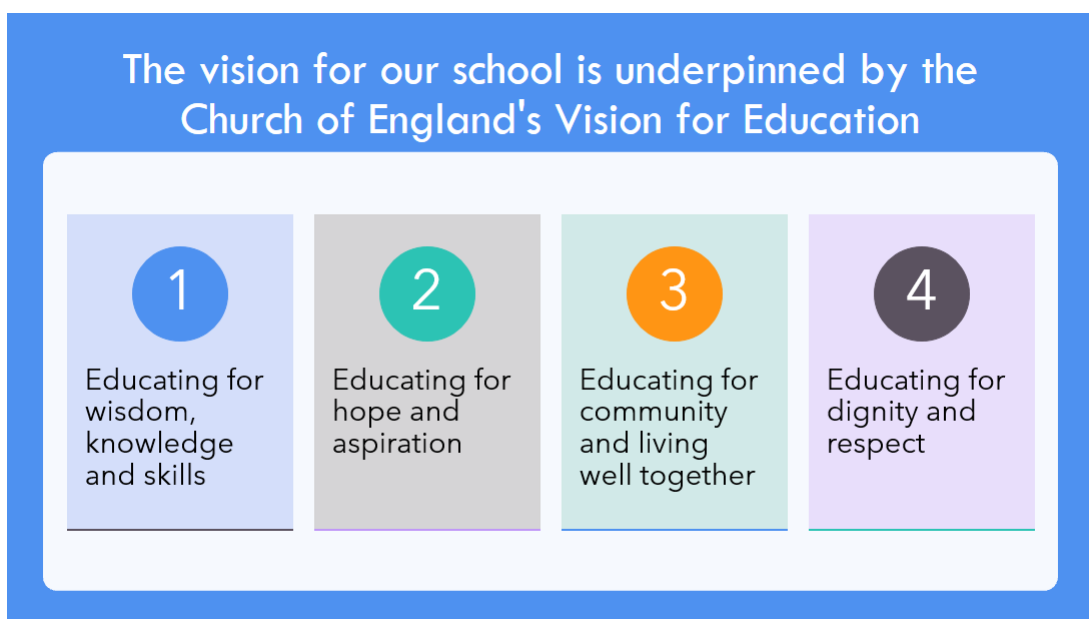
Vision

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This verse was God's word to the Israelites given by the prophet Jeremiah. The Israelites were in a time of desperation as captives. In Jeremiah 29:10, Jeremiah speaks God's word to the Israelites. He specifies that God will fulfil his promise after 70 years of exile. They would have a real time of difficulty but they had God's hope of a future to see them through.

God gave the Israelites a hope that their future would be bright. This is our aim for our school community: children, parents, governors, staff and local community. By providing an excellent well-rounded education, we will give our pupils and their families hope for their future, by enabling them to flourish.



1. Aims

Our school aims to meet its obligations under the public sector equality duty 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

Cinnamon Brow CE Primary School is committed to the Church of England's vision for an education that enables people to live life in all its fullness and fulfils the words of Jesus in John 10:10, "I came that they might have life, and have it abundantly". Central to this, is the truth that every single one of us is made in the image of God and every one of us is loved unconditionally by God.

Cinnamon Brow CE Primary School offers a community where everyone is a person known and loved by God, supported to know their intrinsic value.

Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#)

What actions and behaviours are unlawful under the Act?

The Act defines a number of types of unlawful behaviour, including:

- Direct discrimination
- Indirect discrimination
- Failing to make reasonable adjustments for disabled pupils or staff
- Discrimination arising from disability
- Harassment related to a protected characteristic
- Victimisation of someone because they have made, or helped with, a complain about discrimination

The Act uses the term 'protected characteristics' to refer to aspects of a person's identity. Treating a person less favourably because they have one or more of these characteristics would be unlawful. The protected characteristics are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

The protected characteristics of age and marriage and civil partnership apply to schools as employers, but not in relation to their provision for pupils.

2. Roles and Responsibilities

The governing board will:

- Ensure that the school complies with the appropriate equality legislation and regulations
- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents and that they are reviewed and updated at least once every four years.
- Ensure that the school's policies and procedures are developed and implemented with appropriate equality impact assessments informing future plans
- Ensure equal opportunities in its staff recruitment and promotion practices, professional development programme and in membership of the governing board
- Ensure that the school is meeting the equality duty and reviewing the information shared on a yearly basis
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the head teacher

The Headteacher will:

- In partnership with the governing board and leadership team, provide leadership and vision in respect of equality and model its implementation
- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Work with the leadership team to identify staff training needs and delivery training as necessary
- Update the equality objectives at least every four years
- Review how the school is meeting its equality duty on a yearly basis and provide information to governors
- Take appropriate action in response to any prejudice-related incidents
- Monitor the impact and success of the policy on pupils from different groups, eg. SEND, children in care, minority ethnic including EAL pupils and free school meals in the following recommended areas:
 - Admissions
 - Attendance
 - Pupil progress and attainment

- Behaviour, discipline and exclusions
- Incidents of prejudice related bullying and all forms of bullying
- Parental involvement
- Visits and visitors
- Staff recruitment and retention

Employees will have the responsibility for the implementation of this policy, including:

- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping
- Ensuring they do not discriminate on grounds of any protected characteristic
- Promoting equality and keep up to date with equalities legislation
- Working to achieve the equality objectives as set out in this document

Pupils will:

- Actively encourage and promote equality and diversity in the school by contributing their cultural experiences and values
- Demonstrate Heartsmart values in all that they do which promotes and supports equality
- Report any incidents of bullying or harassment, whether to themselves or to others, to their class teacher or another member of staff

3. Eliminating discrimination

The school is aware of its obligation under the Equality Act 2010 and complies with non-discrimination provisions. We believe that our Christian ethos and vision supports this work as well as our approach to pastoral support.

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. Where this has been discussed during a meeting, it is recorded in the meeting minutes. New staff receive training on the Equality Act as part of their induction.

4. 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 which are connected to a particular characteristic they have (e.g. pupils with disabilities)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils / staff to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school clubs)

In fulfilling this aspect of the duty, the school will collect information and data that will:

- Inform SEF (self –evaluation form)
- Inform SIP (school improvement plan)
- Support provision of opportunities and outcomes for targeted groups of pupils
- Support decision making around adaption of practice
- Support the reviewing of policies
- Guide the school in appropriate and required staff CPD

5. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Ensuring that our curriculum (linked to one of the four drivers of our curriculum being 'diversity'), promotes tolerance, friendship, respect and understanding of a wide range of religions and cultures. This includes teaching in RE, PSHE and is interwoven into all other curriculum areas.
- Planning themed weeks with the inclusion of visitors that provide positive role models from a range of cultures, faith groups and other groups who share a particular protected characteristic
- School trips and activities based around the local community
- Encouraging and implementing initiatives to deal with challenges between different groups of pupils within the school. For example, our school parliament has representatives from different year groups and is formed of pupils with a range of different backgrounds.
- All pupils are encouraged to participate in the school's activities, such as sports clubs.
- We also work with parents to promote knowledge and understanding of different cultures
- Meet the teacher sessions and open events are organised for parents regularly
- The headteacher / member of the SLT and welfare officer are on the playground gates every day to engage with parents and carers

6. Equality considerations in decision-making

The Equality Act covers all aspects of school life to do with how a school treats pupils and prospective pupils, parents and carers, employees and members of the community.

Everything a school does must be fair, non-discriminatory and not put individuals or groups of people at a disadvantage. In particular, a school must not discriminate, harass or victimise a pupil or potential pupil in relation to:

- Admissions
- The way it provides education for pupils
- How it provides pupils access to any benefit, facility or service
- Excluding a pupil or subjecting them to any other detriment

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

7. **Equality Objectives**

Objective 1
To monitor (termly) and analyse pupil achievement and progress by race, gender, economic background (PPG) and disability, acting on patterns where additional support / challenge is required, responding appropriately.
Why have we chosen this objective?
At Cinnamon Brow CE Primary School, our school vision is for every child to have hope and a future. It is essential that we ensure that all children are making good progress and aspire to high outcomes for attainment. If there are specific trends that highlight gaps in our provision, we want them to be identified quickly and appropriate actions taken to narrow the gap.
To achieve this objective, we plan to:
Use data from assessment weeks and highlight any trends that occur in relation to children with specific characteristics Review curriculum provision to see where improvements can be made or where new opportunities can be taken Discuss with the class teaching team what acceleration and intervention opportunities can be utilised to narrow the gap Work with SENCO, attendance and welfare team to see where further support can be enlisted e.g. partner external agencies
Progress we are making towards this objective:
Objective 2
To monitor (termly) and analyse pupil attendance by race, gender, economic background (PPG) and disability, acting on patterns where additional support / challenge is required, responding appropriately.
Why have we chosen this objective?
To achieve this objective we plan to:
Progress we are making towards this objective:
Objective 3

To monitor the social and emotional wellbeing of all pupils and staff, in order to develop greater resilience and to equip everyone with appropriate strategies and approaches to improve and sustain positive mental health and wellbeing

Why have we chosen this objective?

We are aware of the continued impact that the Covid 19 pandemic has had and continues to have on pupils and staff across the school community. In addition, the economic challenges that have presented since Covid have added to this. We want to equip all members of our community in order to deal with the experiences they have faced and also to ensure that in the future they are able to draw on strategies to support good and positive mental health and wellbeing

To achieve this objective we plan to:

Leadership team to complete trauma informed practice training to implement whole school
Leadership team to complete specific mental health and wellbeing training (Anna Freud / Advanced Solutions training)
Headteacher to complete Senior Mental Health Lead training and provide training and support to all staff
Implementation of Heartsmart behaviour curriculum
Regular training and focus on Heartsmart within staff meetings / training
Use of Heartsmart mindfulness / brain breaks during afternoons and as required
Increased focus within curriculum time on teaching and applying strategies to support mental health and wellbeing for children
Pupil and staff surveys regularly undertaken to monitor attitudes towards mental health and wellbeing
Continue to work with staff on implementation of wellbeing initiatives that support staff
Utilise links with the EMHP worker for specific individuals who needs additional support
Work with parents to alert them to external avenues of support e.g. Advanced Solutions

Progress we are making towards this objective:

Objective 4

To develop and embed a respectful understanding and appreciation of the characteristics of positive relationships with particular reference to all friendships, family relationships and relationships with other children and with adults incorporating our curriculum driver of 'diversity'

Why have we chosen this objective?

We want to ensure that all children/staff feel respected and valued rather than judged on the basis of a particular characteristics. We want to eliminate any prejudice-based incidents or bullying and instead promote a community that thrives on tolerance and acceptance.

To achieve this objective we plan to:

Continue to embed our behaviour curriculum based upon the PSHE Heartsmart programme
Continue to raise the profile of Heartsmart principles across the school
Provide staff training on responding to prejudice based incidents within school
Celebrate the diverse nature of our school community
Widen our children's understanding, respect and value of diversity through our inter-faith weeks and inclusion week plus the carefully chosen inclusion of books and topics within our curriculum
Provide learning opportunities that embed tolerance and resilience

Understand an annual review of our approach to relationships education and ensure it is relevant, consistent and appropriate to the changing needs of the school Pupil and staff surveys regularly undertaken to monitor attitudes and understanding Continue to use
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Progress we are making towards this objective:
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Monitoring arrangements

We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and their parents and carers through publishing it on the school website.

All staff have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

Equality Act Data (see on website page)