

Equality Statement- Chapel Street Infants and Nursery

Our school is a safe and happy place to learn. Our children are nurtured as individuals with different abilities and talents which are celebrated and developed. Our stimulating and reflective curriculum inspires children to ask questions and develop positive attitudes to learning both now and for the future.

Our school fosters positive relationships with everyone in our community. We value the involvement of our parents and families, recognising they are an integral part of their child's learning. At Chapel Street Infants and Nursery we understand the importance of belonging and contributing to our local, national and global community.

We encourage our children to grow into responsible citizens and learn the skills and attitudes required for life in the 21st century.

This Equality Policy is intended to respond to the spirit as well as the letter of the Equality Act (2010). The policy recognises that the school has a duty to remove discrimination, advance equality of opportunity and foster good relations, by integrating equality into the school's core priorities and functions.

This Equality Policy will inform our School Improvement Plan as this will enable us to:

- Demonstrate how promoting equality and eliminating discrimination can help raise standards
- Ensure that equality and diversity are part of the school's core business both as a school and as an employer
- Ensure that our priorities for raising standards support our equality objectives

What do we mean by Equality and Diversity?

Equality refers to outcomes, making sure that all social groups benefit equally from our activities. Diversity recognises that we can only achieve equality by taking into account the different needs of the population. Equality is impossible to achieve without recognising diversity.

What do we mean by a Protected Characteristic?

The Equality Act (2010) introduced the concept of a Protected Characteristic. This is an aspect, or characteristic, of a person's identity that is protected from discrimination. The concept recognises that we are all individual, however that our individuality is made up of characteristics we share with others. The following are the nine Protected Characteristics recognised by the Equality Act:

- Gender
- Marital status and civil partnership

- Pregnancy/Maternity
- Transgender
- Disability
- Ethnicity
- Age
- Religion and Belief
- Sexual Orientation

What is discrimination?

Discrimination is a type of negative treatment that affects a whole group of people who share a Protected Characteristic, or an individual because they belong to a group. In the Equality Act this is called a Protected Characteristic. Discrimination is shaped by social assumptions that feed into:

- The way people behave towards each other
- The way in which institutions operate

Discrimination gives rise to long term patterns of inequality in terms of:

- Educational attainment
- Employment opportunities
- Distribution of wealth and resources
- Health
- Involvement in the criminal justice system

Direct discrimination is when a person is treated less favourably than others because of their (real or perceived) ethnicity, disability, age, sexuality, religion/belief or gender.

Indirect discrimination is when there are rules or procedures that have the effect of discriminating against certain groups of people.

- This Equality Policy applies to staff, governors, pupils, parents/carers, visitors and any other members of the wider school community.
- The Equality Policy will be disseminated to extended services offered at the school i.e. Dalton Children's Centre, community sports and after school clubs.
- Ofsted 2020 made the following specific comments about our school's inclusive ethos:

"The school is at the heart of a tight knit community. It provides a warm and caring environment for all pupils. They are happy and proud of their school."

"Pupils with special educational needs and/or disabilities (SEND) learn alongside their peers. The curriculum is carefully planned to ensure that their needs are met. Consequently, pupils with SEND are included in all aspects of school life. "

"The school provide a wide range of opportunities for pupils beyond the academic curriculum."

- We will make a commitment to listening to staff, pupils, parents and other school users on developing the Equality Policy and action plan through a staff working party, parents' questionnaires and through the school website.
- The Equality Policy and the school's responsibilities therein will be promoted within the school community through Parents' meetings, being available on the school website and by paper copies on request. It will also be included in the staff induction pack too. The Equality Action Plan will be reviewed annually with specific objectives set and monitored.
- The Headteacher and Governors will have the responsibility for managing this Equality Policy.

Profile of our school

There are 51 boys and 67 girls currently on roll. 114 of these children are White British.

The majority of the children speak English as their first language.

There is one accessible toilet in the school. Access to the main entrance and Nursery entrances are suitable for wheelchair access.

Through our PSCE and citizenship teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

We have Pupil Voice Assemblies every Monday where all children are involved in decisions about school.

Ethnicity Equality Policy

What are the key Race Equality issues for our school?

The majority of our children are White British but this year the following ethnic groups are also represented:

White/Black Caribbean

Black African

Turkish

White Other

The majority of the children speak English though an increasing number of children do not speak English as a first language.

The wider school community is also predominately white heritage.

Our key issue is to educate the children about other cultures and remove stereotypes.

What is our school's performance on Ethnicity and attainment?

- We understand that, although we only have a small ethnic cohort, '1' is a significant statistical number.
- To be mindful that some children may need some additional language support.

What steps has the school taken to address racial incidents and racist bullying?

- There have been no racial incidents within the school community.
- Annual pupil survey which reveals that children feel safe in school.
- See also our Behaviour and Anti-bullying Policies.
- Staff take the time to explain what the difference is between 'calling names' and 'racist names'. If necessary, parents would be informed if incidents occur.

What impact have we already had on race equality in our school?

- Person and rapid response systems in place.
- Pupil questionnaire

Positive steps the school has already taken to address race equality are:

- people from history curriculum work to ensure wide cultural coverage of personalities.
- R.E. curriculum where individuals are studied – broad coverage of culture and people.
- School visit to raise awareness of other cultures e.g. Manjushri Centre
- PSHE curriculum and assemblies including discrimination and bullying (see also our R.E. and PSHE policies).
- Arts and Culture Week annually.

The school has embedded an anti-racist ethos throughout the school as opposed to a tokenistic approach by:

- Our School Caring Code "Everyone is Special... Believe in yourself!"
- educating the children about other cultures and removing stereotypes creatively throughout the curriculum.

Disability Equality Policy

Social and medical models of disability

One of our key goals is to challenge the view that the inequality faced by disabled people is down to their medical 'problems'.

The medical model has fed negative stereotypes held by non-disabled people such as:

- Focusing only on what a person cannot do.
- Making assumptions about what is best for the disabled person.
- Thinking that disabled people lack intelligence.
- Feeling embarrassed among disabled people.
- Bullying and harassing disabled people.

What is a disability and how many disabled people are there in the UK?

Disability is any condition that affects a person in their day to day life. This can happen suddenly, for example as a result of an accident, or gradually as a result of a condition such as arthritis.

In the Disability Discrimination Act (DDA) this is called an impairment. The DDA now recognises around 400 impairments including:

- Mobility impairments (requiring aids such as sticks or wheelchairs to move about).
- Sensory impairments (hearing or sight loss).
- Mental ill health (including depression, stress, Alzheimer's disease and schizophrenia).
- Cognitive developmental impairments (including learning disabilities, dyslexia, and autism).
- Muscular impairments (including spinal injuries).
- Asthma
- Cancer
- HIV/AIDS
- Phobias
- Arthritis
- Acquired brain injuries.

Reasonable adjustments

The school is required to improve access to the curriculum, our buildings and our other services to disabled people. This also means that we need to take a proactive stance and anticipate what we may need in the future for disabled users.

To enable all children to access the curriculum:

- School visits are planned accordingly.
- If necessary, staff allow for the additional time required by some disabled pupils to access tasks e.g. use equipment in practical work
- Staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education
- Teachers and teaching assistants have the necessary training to teach and support disabled pupils
- Staff seek to remove all barriers to learning and participation
- Accessibility plan.

The building has been enhanced so that:

- Areas to which pupils, staff and visitors have access are well lit
- Emergency and evacuation systems are set up to inform ALL pupils, including pupils with SEN and disability. Alarms with both visual and auditory components would be considered if a child was admitted with such needs.
- The exterior of the building is accessible to all pupils.

Recruitment and Retention of disabled staff

Our school welcomes a diverse workforce and we wish for an ethos where potential and existing staff feel able to disclose any impairment that they have. This is not just for data collection purposes, but in order for the school to make any reasonable adjustments for this member of staff. All disclosures will be treated sensitively and confidentially.

Disability and special educational needs

Not all pupils who are defined as disabled will have special educational needs. For example, those with severe asthma or diabetes may not have SEN but may have rights under the DDA.

Similarly, not all children with SEN will be defined as having a disability.

What are the key issues for our school?

- We have cognitive development groups in school eg. Speech and language and children with moderate learning difficulties.
- The application for appointment form for all new staff provides for the recording of any disability.
- We seek to ensure that staff training is up to date and relevant.
- Systems are in place to enable access for the temporary disabled, i.e. children on crutches.
- Health care plans are in place for children with specific medical needs and made known
 - to staff.
- Risk assessments for school visits ensure equality of access.
- Updates on impairments are linked to annual equality action plan and evaluated.
- Ongoing discussions with governors, parents and the pupils in developing this scheme and action plan.

What is your school's performance on Disability and attainment?

- Teacher assessments are used to monitor progress and attainment for children with

disabilities through liaison with the SENCO.

- Performance in RAISE of SEND children is carefully analysed.
- Half termly pupil progress meetings.
- Annual review of profiles each year.

What steps has the school taken to address incidents of bullying against disabled people or that promote stigma about disability?

- We are not aware of any incidents of bullying against disabled children in school.
- See Behaviour and Anti-Bullying policies.
- Teaching assistants use Children's Society resources to support an understanding of disability issues with SEND children.
- KIDSAFE programme for safeguarding delivered annually to all pupils in Reception and K.S. 1

What impact have we already had on disability equality in our school?

- The school has highlighted the Paralympics equally to the Olympics and promotes the values of both games in assemblies.
- Class teachers review SEND profiles each year as part of the transition process.
- School have held fundraising event with visiting Paralympian to promote disability within school.

Gender Equality Policy

What is gender?

Gender refers to the social construction of female and male identity, rather than biological differences between men and women. It includes the ways in which those differences, whether real or perceived, have been valued and used to classify women and men and to assign roles and expectations to them. Gender identity is not always fixed and the Gender Equality Duty urges us to have due regard to the needs of transgender people.

Gender has a major influence on the ways in which boys and girls perceive themselves in terms of their identities, their aspirations for their future, and their expectations about how people should treat them. In Cumbria there are a number of persistent gender inequalities which could be influenced positively by a school adopting a conscious Gender Equality policy.

These include:

- Attitudes towards domestic and sexual violence.
- Reduction of gender segregation in employment
- Reduction of gender gaps in attainment and reduction of gender preferences for

specific subjects.

- Development of healthy lifestyles that prevent future health risks that males and females are likely to suffer from in later life.

What are the key issues for our school?

The key issues for our school are:

- 'What are perceptions'?
- Remove the stereotypical 'girls v. boys'.
- Increase the School's awareness of the number of children in one parent families.
- A need to work closely with the community.

What is your school's performance on Gender and attainment?

Our most recent data shows that girls outperformed boys at the end of Key Stage 1 although this has not always been the case.

What impact have we already had on gender equality in our school?

We have:

- Mixed sex sports teams
- Dining hall helpers – boys and girls
- Mixed Key steps 1 gym team
- History of gender inequality – People from History work.
- Anti-bullying policy
- Mixed sex "Pupil voice".
- Steps taken to improve boys and girls reading and writing through selected texts
- Support from other agencies where domestic violence is an issue and support for one parent families.

Age Equality Policy

The Equality Act protects people from unfair treatment on the grounds of age. In terms of the school population, the Equality Act recognises that people aged below 16 can be treated differently and the Act is aimed at unfair treatment that is not justified by the policies of the school. This has particular application to staff employment policies.

There may be cases where a pupil's prime carers are teenagers, young adults, or grand parents, and that age equality can apply to norms and expectations that parents fit a standardised age group.

What are the key issues for our school?

- Involving children in the decision making process.

What impact have we already had on age equality in our school?

We have:

- A good knowledge of children's home backgrounds eg. Home Visits EYFS
- Children who are young carers – supported
- School Council – Pupil voice
- KIDSAFE training and programme onwards to support children in regards to safeguarding.

Religion/Belief Equality Policy

The Equality Act recognises that Religion and Belief as a Protected Characteristic.

Whether a school is denominational or not, every school is bound by the Public Sector Equality Duty in terms of its treatment of pupils, families and staff.

All policies need to ensure that they do not treat any person unfairly on the grounds of their Religion and Belief, and that where a person belongs to a religious minority, their faith is taken into account.

The policy also needs to treat atheists and agnostics on an equal footing to people who profess a faith. Also schools need to consider faith in relation to the curriculum.

What are the key issues for our school?

The key issue for our school is broadening the children's outlook thereby ensuring an understanding of major world faiths and removing stereotypes.

What impact have we already had on religion/belief equality in our school?

We have addressed religion/belief equality through:

- The RE curriculum
- Trips and visits
- Visitors to school
- Assemblies
- Behaviour and Anti-bullying policies
- Arts and Culture Week

Pregnancy and Maternity

The Equality Act recognises that Pregnancy and Maternity is a Protected Characteristic. Every school is bound by the Public Sector Equality Duty in terms of its treatment of pupils, families and staff.

It is important to ensure that all policies do not treat any person unfairly who is pregnant or who has recently given birth and that the person is not discriminated on those grounds. Female members of staff are already covered under existing employment legislation.

What are the key issues for our school?

Our pupils are mixed sex, aged between 2 and 7 years of age.

There are no key issues for our school at this time.

All staff to receive training about identity-based prejudice and related incidents.

What provision do we already have in place for female students who are pregnant or have maternity needs within our school?

Risk assess as soon as pregnancy is reported and address any issues.

Good Relations Policy

This has now been incorporated into the Public Sector Equality Act as a Duty to Foster Good relations between people who share a Protected Characteristic and people who do not.

What is meant by good relations?

Good relations between people from different backgrounds exist when:

- There is a common vision and sense of belonging for all communities
- The diversity of backgrounds and circumstances are appreciated and valued
- Similar life opportunities are available to all
- Strong and positive relationships exist and continue to be developed in schools and our communities
- There is a coherent and robust policy on all types of bullying, along with specific measures to address bullying related to identity.

Schools and their communities

Good community relationships have to be owned by all organisations and community groups if it is to be effective. Schools belong to many different communities. Our school's communities include:

- the *school community* – our pupils, their families, school staff, school governors, users of the school's facilities
- the *local community* – our school in its geographical community and the people who live or work in the area
- the *UK community* – we are by definition part of this
- the *global community* – formed by international links
- Furness Primary Headteachers' group and Peer to Peer group
- Cumbria Primary Heads Association

What are the key issues for our school?

- Developing good networking relationships.
- Actively involving parents in children's education
- Contributing to fostering good community relationships.

All staff to receive refresher training about identity-based prejudice and related incidents

What impact have we already had on community cohesion in our school?

- Curriculum information sharing eg. Reading, Science, Maths etc
- Parents' evenings
- Open afternoon
- Positive relationships through sports day, fund raising events etc.
- End of term pupil reports
- Multi agency work
- 'Friends of School' group
- Parents (and other relatives) accompanying school visits and general help in school.

Teaching, learning and curriculum

- Promoting shared values through our core values/vision
- Building pupils' understanding of their own identity and the diversity around them:
 - _ 'Good to be me' and "Anti-Bullying" SERIS materials/ topic
 - _ Trips and visits
 - _ Ethos of reflection and self assessments - "Everyone is special.....Believe in Yourself!"
 - _ Global topics and Half Termly Assemblies
- Having high expectations of all pupils
- Skilling pupils to challenge prejudice, discrimination and stereotyping through assemblies, KIDSAFE programme and PSHE curriculum
- Support for pupils for whom English is an additional language
- Assemblies
- Involving members from local communities
- Global citizenship in the curriculum

Equity and excellence

- Analysing assessment results to identify performance of different groups
- Tackling underperformance by any particular group
- Removing barriers to access to the school for all groups
- Behaviour policies
- Anti- Bullying policies
- Admission policies
- Data analysis and intervention to address underachieving groups

Engagement with extended services

- Building positive relations with different groups
- Building meaningful partnerships with the local authority, parents, local community groups and voluntary groups
- Enabling the pupil voice to be heard and enable change
- Linking with other schools, nationally and internationally
- Safer Schools Partnership with Cumbria Constabulary - PCSO's

The school's extended services have reached out to different groups through:

- Children's Services
- Dalton Children's Centre
- Family Learning
- Family Action
- CAMHS.

Chapel Street Infants and Nursery School

Date agreed by Governors: February 2021

Review Date: February 2024