



OFFORD
PRIMARY
SCHOOL

PUPIL EQUALITY AND DIVERSITY POLICY

Written by:	Senior Leadership Team
Approved by:	Governing Body
Review Cycle:	Annually
Last review:	November 2023
Next review:	Academic Year 2024-25



Introduction

As part of the CAM Academy Trust, Offord Primary School upholds the core principles and values of the Trust.

Children can only achieve **excellence** in their education if the barriers that lead to unequal outcomes are successfully removed. Education can be only truly **comprehensive** if every child has an equal chance to thrive at school. This can only be achieved by effective **partnership** with key external organisations and strong links through the local **community**. It is only with a genuinely **international** outlook that children will truly understand and value global diversity.

Offord Primary School is an inclusive school with children coming from a range of communities.

Meeting our Duties

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). The Equality Act establishes 9 protected characteristics:

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

Age and marriage and civil partnership are 'protected characteristics' which apply in law only to employment, not pupils in education.

As a primary school we commit to teaching about these 9 protected characteristics in an age-appropriate way and demonstrating through our actions, inclusion for children and their families who live with these protected characteristics.

Aims and objectives

- We aim to eliminate discrimination, harassment and victimisation for children and their families in our school.
- We will advance equality of opportunity for children who share a protected characteristic and those who do not.
- We will foster good relationships between children who share a relevant protected characteristic and those who do not.

We will publish information which demonstrates its compliance with the need to have due regard for the three aims above in general and also publish specific and measurable objectives which we will pursue to help us achieve these aims.

The Equalities Objectives for 2021- 2025:

- To continue to improve the curriculum and specifically STEM subjects so that it is not a barrier to our low cohort of girls.
- To continue to improve the progress of children with English as an additional language (EAL) so the gap narrows between them and their non-EAL peers.
- To improve the progress and attainment of children who have a disability.

These objectives will be monitored by the local governing body and by the Trust.

As a public organisation, the Cam Academy Trust has its own equalities objectives. These are:

- To narrow the gap between the progress made by disadvantaged boys and those of non-disadvantaged pupils nationally.



- To narrow the gap between the attendance of disadvantaged boys and that of non-disadvantaged pupils nationally
- To narrow the gap between the proportion of disadvantaged boys who receive fixed-term exclusions and non-disadvantaged pupils nationally.

These were adopted in January 2020 and will be reviewed in January 2024.

Below we will set out how we meet our responsibilities to pupil equality and diversity through the work of the school:

Our curriculum

We have designed a curriculum that promotes celebration of diversity and prepares children for a life in a diverse society. Our teaching through multi-cultural stories, R.E., PSHCE and other subjects is part of what we do. In assemblies, through values teaching we also show our children that we are all different and that is a good thing. We celebrate our differences in many ways and all children are encouraged to be proud of their talents.

Removing barriers to learning

We recognise that some children will require extra support to reach their potential. We believe in equity to ensure equality. We do this in a number of ways:

- Our environment is inclusive, and children are provided with extra support aids, if they are needed, to access and move around the site and to access the learning.
- All our children have equal access to the curriculum with their peers. The only exception to this is for children who cannot access areas of the curriculum without tailored extra support which means they need extra support outside the classroom environment.
- We encourage children and families to celebrate cultural and religious festivals without damaging their educational opportunities.
- We make reasonable adjustments for the particular needs of children.
- Our school policy is inclusive and promotes equality. We support disadvantaged children with uniform if needed.

Challenging discriminatory behaviour, harassment and bullying

We ensure through our teaching and day to day behaviour that we model for all children that prejudice-based behaviour will not be tolerated in our school. We are mindful of our responsibilities as a primary school with young children who can mirror the behaviour of their known adults. It is therefore even more important we teach the children another narrative that this behaviour is wrong and is a crime.

- We will support any child who is a victim of prejudice-based behaviour and work with them and their families to ensure it stops.
- We will work with perpetrator of such behaviour and their parents to ensure they change their behaviour.
- Any incidents of prejudice-based behaviour will be reported to the local governing body and the local authority.

Evaluating the impact of policies and practice

Our policies and practices are kept under constant review. We track groups of children to ensure there is no pattern to protected characteristics.

The governors are trained to challenge the school with questions about the progress and attainment of children in these groups e.g. boys/girls, disadvantaged/ non-disadvantaged, children with SEND/ children without SEND, EAL children/ children who are not EAL, and other protected characteristics.