



Equality Information and Objectives Statement

We welcome our duties under the Equality Act 2010. The school's general duties with regard to equality are:

- Eliminating discrimination.
- Fostering good relationships.
- Advancing equality of opportunity.

We will not discriminate against, harass or victimise any staff member, pupil, prospective pupil, or other member of the school community because of their:

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

We aim to promote pupils' spiritual, moral, social and cultural development, with special emphasis on promoting equality and diversity, and eradicating prejudicial incidents for pupils and staff. Our school is committed to not only eliminating discrimination, but also increasing understanding and appreciation for diversity.

Aims to eradicate discrimination

The Governing Board of the Cledford Primary School and Gainsborough Primary & Nursery School Federation are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter, irrespective of ethnicity, attainment, age, disability, gender or background.

We aim to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different groups of children within our school such as:

- * girls and boys;
- * minority ethnic and faith groups;
- * children who need support to learn English as an additional language;
- * children with special educational needs;
- * Gypsy / Roma travellers

There are a variety of ways that demonstrate our commitment to equality and inclusion.

Examples include:

- * The **anti-bullying team** to prevent bullying and to tackle any cases of bullying effectively;
- * The **Pupil Premium Strategy** which aims to ensure that funding reaches those pupils who need it the most so that there is no significant gap between the achievement of pupils eligible for the Pupil Premium and other pupils in the school;
- * The **accessibility review**, carried out to inform the school **Accessibility Policy & Plan**, to ensure that the environment enables full curriculum access, and that all pupils, staff, parents and visitors are valued, regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs
- * The school **behaviour system and behaviour policy** ensures that all pupils are treated fairly and consistently but also recognises that some pupils may need an individual pupil support plan to that is personalised to specific needs;
- * The school follows the **local authority admissions arrangements** to ensure that school admissions are fair. We also encourage families to visit the school if they are considering applying for a place and welcome all families irrespective of ethnicity, attainment, age, disability, gender or background;
- * Promoting tolerance, mutual respect and equal opportunities through the curriculum, **British values**, assemblies and visitors to school;
- * Promoting equality through our relationships education
- * The school aims to provide a caring, supportive and accessible environment in which all pupils are valued equally and are given the opportunity to develop their full potential including those with **special educational needs or disabilities**. School follows DFE, local authority and other relevant guidelines when educating SEND pupils and works collaboratively with a wide variety of outside agencies and parents to help support these pupils;
- * Having a **clear vision and set of values** that celebrate difference in a respectful, nurturing and inclusive environment
- * Rigorously **following up any concerns** or reports of racism, bullying or any other discriminatory behaviour in school
- * Ensuring that promoting the welfare of children is everyone's responsibility and taking safeguarding very seriously. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively we consider at all times what is in the best interests of the child and have an effective **Safeguarding Team** that work to support pupils and their families;
- * When **tracking pupil progress and attainment**, ensuring that groups of pupils are also tracked in order to identify any groups that are underachieving so that targeted support or interventions can be arranged as necessary;
- * Enabling pupils to access a supervised indoor playtime called **Safe Play** so that children who have may have emotional or social difficulties can still access playtime, as can those pupils that may have a medical issue that may prevent them from being outside on the playground.

The school will monitor and evaluate data relating to incidents of discrimination; this data will be broken down by the different protected characteristics, in order to inform the school of training needs to support pupils.

We believe that a greater level of success from pupils and staff can be achieved by realising the uniqueness of individuals. Creating an inclusive environment where individuals feel confident and at ease is a commitment of the school. This environment will be achieved by:

- Being respectful.
- Always treating all members of the school community fairly.
- Developing an understanding of diversity and inclusion and the benefits it can have.
- Adopting an inclusive attitude and ensuring that the whole school community understands what inclusive behaviour looks like in the school and how this aligns with the school's values.
- Adopting an inclusive curriculum that is accessible to all.
- Encouraging compassion and open-mindedness.
- Challenging bias and calling it out in order to move the conversation forward.

We are committed to having a balanced, diverse and fair curriculum. We believe that our pupils should be exposed to ideas and concepts that may challenge their understanding, to help ensure that pupils learn to become more accepting and inclusive of others. Challenging and controversial concepts will be delivered in a way that prevents discrimination and promotes inclusive attitudes.

Dealing with prejudice and celebrating diversity

We do not tolerate any form of prejudice-related incident. Whether direct or indirect, we treat discrimination against all members of our school very seriously. When an incident is reported, our school is devoted to ensuring appropriate action is taken and a resolution is put into place which is both fair and firm.

Our pupils are taught to be:

- Understanding of others.
- Celebratory of diversity.
- Eager to reach their full potential.
- Inclusive (we are proud to be a recognised 'No Outsiders' school)
- Aware of what constitutes discriminatory behaviour.

The school's employees will not:

- Discriminate against any member of the school community.
- Treat other members of the school community unfairly.

The school's employees will:

- Promote diversity and equality.
- Encourage and adopt an inclusive attitude.
- Lead by example.
- Seek training if they need to improve their knowledge in a particular area.

Throughout the year, the school provides a variety of opportunities to celebrate diversity, including:

- Through assemblies & awareness days
- Inviting guest speakers to talk to pupils about diversity.
- Incorporating lessons about diversity into the curriculum.

Equality and dignity in the workplace

We do not discriminate against staff with regard to their:

- Age.
- Disability.
- Gender reassignment.
- Marital or civil partner status.
- Pregnancy or maternity.
- Race.
- Religion or belief.
- Sex.
- Sexual orientation.

Equality of opportunity and non-discrimination extends to the treatment of all members of the school community. All staff members are obliged to act in accordance with the school's various policies relating to equality.

We will guarantee that no redundancy is the result of direct or indirect prejudice. All disciplinary procedures are non-prejudicial, whether they result in warnings, dismissal, or any other disciplinary action.

Diversity and representation

We will always seek to ensure that all groups are represented in the school community. For example, school council, governing board, PTA etc.

Inclusion

We want to deliver a curriculum that enables our children to understand and respect the benefits that exist in a society where difference and diversity are celebrated. **We want our children to champion inclusion, to feel that they are never an outsider and to welcome all that they meet.** The principle of equality is that everyone is treated fairly without suffering discrimination or prejudice. We have introduced a programme called 'No Outsiders', a resource to promote equality for all sections of the community. This aligns with our aim that children leave our school confident about living in a community full of rich diversity and difference. 'No Outsiders' is a proactive approach to encourage the children to accept, acknowledge and respect each other. It complements perfectly our school rules to 'Be Ready, Be Respectful and Be Safe'.

'No Outsiders' uses a progressive range of 35 picture books through which all children from reception up to year 6 are taught about diversity.

Closing statement

Prejudice is not tolerated in this school and we are continuously working towards an accepting and respectful environment for our school community.