



Cumwhinton School

SINGLE EQUALITY SCHEME

2022 – 2025

¹ The Governing Body/Academy Trust are free to delegate approval of this document to a Committee of the Governing Body, an individual Governor or the Head Teacher.

² Part 2 of this Policy (information to demonstrate compliance with the Public Sector Equality duty) will be reviewed, updated and published annually. Equality Objectives (Part 3) will be prepared and published at least every 4 years.

REVIEW SHEET

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any).

Version Number	Version Description	Date of Revision
1	Original	June 2012
2	Reformatted only	June 2017
3	Updated with information on what must be published on the school website and timescales for publication	September 2017
4	Reviewed – links checked	October 2019
5	No significant policy changes but some significant cuts to wording, increase in spacing and text size for readability, and updates in the language used to talk about disability (e.g. people with disabilities because they are people first), race (e.g. people of BAME origin because they are people first) sex, gender, gender reassignment, updated definitions and links to further resources.	May 2021
6	Updated information to ensure terminology is correct. Very minor changes.	February 2022

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SINGLE EQUALITY SCHEME STATEMENT

The Public Sector Equality Duty (PSED) requires schools to consider how their policies, practices, and day-to-day activities impact staff and pupils (including prospective staff and pupils and in some circumstances former staff and pupils) with regard to their protected characteristics: age and marriage & civil partnership (in relation to staff only), and disability, race, sex, gender reassignment, sexual orientation, pregnancy & maternity, and religion or belief (including lack of belief).

At Cumwhinton School we are committed to ensuring equality of education and opportunity for all pupils, staff, parents, and carers receiving services from us, irrespective of any legally protected characteristic they might have, or their socio-economic background (e.g., pupils from low income families, Children Looked After, those with Child Protection plans, young carers, and those with English as an additional language, even though these are not legally protected characteristics), and to showing that we have “due regard” for the need to:

- Eliminate unlawful discrimination, harassment, and victimisation, including by association (treating a pupil less favourably because they have a black boyfriend), or by perception (treating a pupil less favourably because it is thought they are gay will be discrimination due to sexual orientation even if they are not gay);
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not.

We aim to develop a culture of inclusion and diversity in which all those connected to our school feel proud of their identity and can participate fully in school life. To do this we look to remove barriers and if we can't, we look to achieve equity for all in everything school does from setting policy and implementing procedures to teaching practice, recruitment, and budget allocation which means sometimes we treat people differently because they have different needs.

We will work to:

- Remove or minimise disadvantages;
- Take steps to meet different needs;
- Encourage participation when it is disproportionately low.

The achievement of pupils will be monitored according to any relevant protected characteristic that we might reasonably be expected to know they have and their socio-economic background, and we will use this data to support pupils, raise standards and ensure inclusivity.

We will tackle discrimination by promoting equality, challenging bullying & stereotypes, and creating an environment which champions respect for all. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Our Single Equality Scheme (SES) demonstrates how our school has worked with and listened to our staff, pupils, parents, carers, and other members of our wider school community to inform development of our objectives and help us understand the need and commitment necessary to ensure our Scheme is a success and is key to how we foster good relations. It also shows our commitment to being a good employer and fully inclusive of all community users, including parents and carers.

We will publish information to demonstrate how we are complying with the equality duty annually (SES: Part 2) and one or more specific and measurable equality objectives every 4 years (SES: Part 3).

PART 1 - SINGLE EQUALITY SCHEME

1. Aims of the Single Equality Scheme

- To describe this school's commitment to equality throughout all policies and practice.
- To help us ensure that everyone who belongs to, or comes into contact with, our school community is valued and respected.
- To promote equality of opportunity and eliminate unlawful discrimination, harassment or victimisation.
- To comply with statutory duties under equalities legislation in one document.

2. Purpose of the Equality Scheme

To comply with our legal duties under the Equality Act 2010 (see Appendix A), our Scheme describes how we are trying to systematically set and implement good practice in equality and diversity as follows:

- Develop and review the SES and our objectives with appropriate timescales for the future;
- Eliminate discrimination;
- Eliminate harassment or victimisation related to any aspect of social identity or diversity;
- Promote equality of opportunity;
- Promote positive attitudes to all aspects of social identity and diversity;
- Encourage participation by people with disabilities and people representing different aspects of social identity in public life;
- Take steps to take account of difference even where that involves treating some people more favourably than others;
- Take proportionate action to address the disadvantage faced by particular groups of pupils, employees, or other members of the school community like pupils' parents or carers.

3. Planning to Eliminate Discrimination and Promote Equality of Opportunity

Part 3 of our Scheme is an Action Plan which identifies what we will be doing over the coming year and beyond to make our school more accessible to the whole community, irrespective of background or need. We prepare this plan through consultation with key stakeholders including pupils, parents & carers, governors, staff, and others in the school community.

We also have an Accessibility Plan which specifically focuses on how we will improve equality of access to education for pupils with disabilities, to work for employees with disabilities, and to work or a family life for visitors and other members of our school community with needs that we must make reasonable adjustments for (reasonable and proportionate steps to overcome barriers that may impede some people), alongside other protected groups. We publish them together because they overlap and we want to make sure we are meeting our duties to promote positive outcomes in relation to disability, *and* actions to address other social identities.

Progress towards the Objectives in Part 3 and the Accessibility Plan is reported on regularly to the Governing Body and reviewed annually. Part 2 of our Scheme is an annually updated Information Report about diversity in our school and how we are doing against our Equality Objectives.

We take steps to ensure our Single Equality Information Report (Part 2) and our Objectives (Part 3) are understood and implemented by all staff and are published on the school website. It will be made available in different formats and in different languages on request to the school office.

[Delete this paragraph and following list if you do **not** employ **more than 150** people] We also publish *anonymous* information about our workforce in line with PSED and the expectations of the Equalities and Human Rights Commission [say where] as follows:

- the race, disability, gender, and age distribution of our workforce at different grades, and whether they are full or part time,

- an indication of the likely representation on sexual orientation and religion and belief, provided that no-one can be identified as a result,
- an indication of any issues for transgender staff, based on engagement with those staff or equality organisations,
- gender pay gap information,
- information about occupational segregation,
- grievance and dismissal information for people with relevant protected characteristics,
- complaints about discrimination and other prohibited conduct from staff,
- details and feedback of engagement with staff and trade unions,
- quantitative and qualitative research with employees e.g. staff surveys,
- records of how we have had due regard to the aims of the duty in decision making with regard to our employment, including any assessments of impact on equality and any evidence used,
- details of policies and programmes that have been put into place to address equality concerns raised by staff and trade unions.

4. Roles and Responsibilities for Implementing the Single Equality Scheme

The Governing Body

The Governing Body will:

- ensure our school complies with all relevant equalities legislation;
- undertake relevant and up-to-date training in our equalities duties;
- designate a governor with specific responsibility for the Single Equality Scheme;
- draw up, publish and implement our school's equality objectives;
- establish our SES action plan is part of our School Development Plan;
- support the Head teacher in implementing any actions necessary;
- ensure people are not discriminated against when applying for jobs at our school on grounds of a protected characteristics (disability, race, sex, gender reassignment, sexual orientation, pregnancy & maternity, age, marriage & civil partnership, and religion or belief, including lack of belief).
- take all reasonable steps to ensure our school environment is accessible to people with disabilities, and strive to make school communications as inclusive as possible for parents, carers and pupils;
- welcome all applications to join our school, whatever a child's socio-economic background, race etc.;
- ensure that no child is discriminated against whilst in our school because of their sex, disability etc.;
- inform and consult with parents, carers and the wider school community about the Scheme;
- evaluate and review the information supporting the Scheme annually;
- evaluate the objectives and action plan/school development plan at least every 4 years.

The Head teacher

The Head teacher/ will take steps to ensure:

- staff and parents are informed about the Single Equality Scheme;
- staff understand the broad legal definition of disability;
- the Scheme is implemented effectively;
- they manage any day to day issues arising from the Scheme whether for pupils, for our school as an employer or for our local community;
- staff have access to training which helps implement the Scheme;
- they monitor the Scheme, Objectives and Action Plan and report to the Governing Body at least annually, on their effectiveness;
- the SLT are kept up to date with any developments which affect the Scheme or action plan;
- appropriate support and monitoring is in place for all pupils and specific and targeted pupils under the Scheme, with assistance from relevant agencies;
- all appointments panels give due regard to this plan, so that no one is discriminated against when it comes to employment or training opportunities;

- the principles of equal opportunity are promoted when developing the curriculum, respect for other people, and equal opportunities to participate in all aspects of school life;
- all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, are appropriately recorded and treated with due seriousness and in line with the Whole School Behaviour Policy and procedures;
- complaints of discrimination, harassment, or victimisation are dealt with speedily and complainants are notified of the outcome and actions taken;
- appropriate action is taken according to who is being affected e.g. pupil, member of staff, volunteer etc. in the event of equality expectations not being met.

All Staff: teaching, non-teaching and other adults involved with our School

All staff, both paid and unpaid are required to:

- understand and accept that equality is a whole school issue and support our Single Equality Scheme;
- be aware of the Single Equality Scheme and Objectives and how they relate to them and their work;
- keep themselves up to date with relevant legislation and attend any training/information events;
- ask for support if they have questions or need training;
- ensure all pupils are treated fairly, equally (or equitably e.g. giving more or less support than to others to achieve the same aims), and with respect;
- strive to include materials that provide positive images, especially based on race, sex, and disability and that challenge stereotypical images;
- ensure that all pupils with a protected characteristic are included in all activities and have full access to the curriculum;
- promote equality and diversity through teaching and our relationships with pupils, staff, parents, and the wider community;
- understand how to deal with incidents of concern, and how to identify and challenge bias and stereotyping;
- know our procedures for reporting incidents of racism, harassment or other forms of discrimination.

Pupils

Pupils are expected and will be supported to:

- be involved in the development of the Scheme to help them understand how it relates to them in an age or ability appropriate way;
- to act in accordance with any relevant part of the Scheme;
- experience a curriculum and environment which is respectful of diversity and difference and prepares them well for life in a diverse society;
- understand the importance of reporting discriminatory bullying and racially motivated incidents;
- help us ensure our peer support programme promotes understanding and supports pupils who are experiencing discrimination.

5. School Aims Statements

Staffing and Employment

To ensure no employee or other adult working at, or potential employee applying for jobs at our school is discriminated against on grounds of a protected characteristic we will:

- ensure staff are appropriately trained in their equality duties and the needs of protected groups in our school community, and have mechanisms in place to identify areas for development;
- make necessary reasonable adjustments to prevent a person with disabilities from being at a substantial disadvantage in comparison with people who are not disabled;
- monitor recruitment and retention;
- invest in relevant continued professional development opportunities for all staff;
- make efforts to ensure the diversity of our workforce reflects our local community and wider society;

- not enquire about the health of an applicant or require them to complete a generic health questionnaire as part of the recruitment process until a job offer has been made unless the questions are necessary to find out if an applicant needs reasonable adjustments to access the recruitment process fairly (such as for an assessment or interview), or when the question relates to a person's ability to carry out a function that is intrinsic (or absolutely fundamental) to that job e.g. a PE teacher who must also be able to perform all aspects of first aid including resuscitation;
- ensure the safety and well-being of our staff and take seriously and act on incidents of harassment, discrimination, or victimisation recognising that our staff may be either victims or perpetrators.

Pupils' Attainment and Progress

This school recognises and values all forms of achievement, has high expectations of all pupils while challenging them to reach their full potential'. We will particularly monitor and analyse pupil performance by race or ethnicity, sex, disability, special educational needs or disability, and social background. Disparities we identify will be addressed through targeted curriculum planning, teaching, and support.

Curriculum Development and Delivery

To provide all pupils with the opportunity to achieve their full potential, we will:

- use contextual data to improve the ways we provide support to individuals and groups of pupils;
- monitor achievement data by race or ethnicity, sex, disability and any other relevant protected characteristic as well as socio-economic background in some cases, and act to close any gaps;
- encourage pupils to become independent and assist them in taking responsibility for the management of their own learning and behaviour;
- use self-assessment as a teaching and learning strategy, and provide all pupils with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress;
- take account of the achievement of all pupils when planning for future learning and set appropriately challenging targets;
- ensure equality of access for all pupils and prepare them for life in a diverse society;
- use materials that reflect the diversity of our school population and local community in terms of race, sex, sexual orientation, and disability, without stereotyping;
- promote attitudes and values that will challenge racist or discriminatory behaviour or prejudice;
- provide opportunities for pupils to appreciate their own culture and celebrate the diversity of others;
- promote activities that celebrate our common experience and that recognise diversity and foster understanding and respect for the culture, religion, and beliefs of all our pupils and their families;
- try to involve all parents and carers in supporting their child's education and personal development;
- encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and their impact on learning.

Pupil Welfare and Pastoral Care

To promote the health, safety and welfare of all our pupils and staff, and provide a caring and supportive pastoral system that takes account of their needs, we will:

- develop and continually review our Health, Safety and Welfare Policy;
- ensure details of this Scheme are shared with all teaching, non-teaching, and ancillary staff;
- expect all staff and volunteers working in our school to foster a positive atmosphere of mutual respect and trust among boys and girls from all ethnic groups and range of abilities;
- challenge stereotypes and foster pupils' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequality;
- take account of religious, cultural and ethnic differences, special educational needs, disability and the experiences and needs of all pupils, throughout our pastoral support;
- provide appropriate support for pupils learning English as an additional language (EAL) and encourage pupils to use their home and community languages to enhance their learning;

- give appropriate support (using external agencies if required) to victims of harassment and bullying and deal with perpetrators in line with our Whole School Behaviour Policy providing them with relevant support to consider and modify their behaviour;
- ensure guidance and support for pupils or staff is delivered in a way that does not discriminate against pupils with unseen (e.g. cognitive, visual, hearing, mobility/bodily function, severe allergic reactions, conditions prone to seizure) impairments;
- provide appropriate and discreet facilities for pupils who require personal or intimate care to protect their dignity and foster respect for their individual needs;
- empower staff to raise any concerns with SLT about their health, safety and welfare by having clear procedures and promoting wellbeing strategies among staff.

The Quality of Provision – Curriculum and Other Activities

To provide an appropriate curriculum for pupils of all backgrounds we will:

- monitor and evaluate its effectiveness through target setting and attainment analysis;
- ensure that all pupils participate in the mainstream curriculum of the school;
- develop and continuously monitor a curriculum which builds on pupils' starting points and is differentiated appropriately to ensure the inclusion of:
 - boys and girls
 - pupils learning English as an additional language
 - pupils from minority ethnic groups, including Gypsies and Travellers
 - pupils who are gifted and talented
 - pupils who are pregnant or who have recently given birth
 - pupils who are undergoing gender reassignment
 - pupils with special educational needs
 - pupils with disabilities
 - pupils who are looked after by the Local Authority
 - pupils who are at a risk of disaffection and exclusion
 - lesbian, gay or questioning young people
 - pupils who are the subject of a child protection plan
- ensure that each area of the curriculum is planned to include the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social and cultural development of all pupils;
- deliver a curriculum which reflects and values diversity and that encourages pupils to explore bias and to challenge prejudice and stereotypes;
- ensure extra-curricular activities and special events e.g. school performances, cater for the interests and capabilities of all pupils and take account of parental preferences about religion and culture;
- ensure educational visits and excursions take account of the capabilities of all pupils including both physical and cognitive disabilities and cultural differences;
- make use of web-based technologies (websites and the Virtual Learning Environment) to support a high-quality learning and teaching experience to all our pupils irrespective of disability.

Behaviour and Attendance

We expect high standards of behaviour from all pupils appropriate to their age or stage of development, all staff and from others who work with or connected to school. For more information, please see [insert link to Whole School Behaviour Policy].

Through our school ethos and curriculum, we want our pupils to understand better diversity in society. We want to provide opportunities for them to explore the subtleties and complexities to prevent and respond to incidents and situations. We will address the experience, understanding and needs of the victim, the perpetrator, bystanders and the wider school community through our actions and responses.

To ensure that the Whole School Behaviour Policy and associated policies are equitable, we:

- have procedures for disciplining pupils and managing behaviour that are fair and applied equally to all and we expect all staff to operate consistent systems of rewards and sanctions;

- recognise that cultural background and disability may affect behaviour and we take this into account when dealing with incidents of unacceptable behaviour;
- recognise that hate incidents or prejudice-based bullying behaviour is driven by negative assumptions, stereotypes or misinformation (directed against an individual or group, based on real or perceived difference, and linked to racism, homophobia, ableism, sexism etc.) and we will act to prevent, challenge and eliminate such behaviour;
- have clear anti-bullying procedures in place to record, monitor and deal promptly, firmly and consistently with all incidents including cyberbullying, sexting and other forms of harassment and victimisation, especially related to racism, ableism, sexism and homophobia;
- ensure that all staff are trained to deal effectively with bullying of all types, racist incidents, racial harassment and prejudice and are offered support in handling such matters;
- encourage staff to explore their own views and attitudes to difference and to monitor their practice in relation to this Scheme, especially in leading by example and having high expectations of all pupils;
- take steps to ensure that pupils, staff and parents are aware of our policies and procedures for dealing with harassment, and know that language or behaviour, which is extremist, racist, sexist, homophobic or potentially damaging to any equality group, is always unacceptable;
- provide information and advice on attendance, behaviour, and exclusion to parents and carers in accessible formats such as relevant community languages and large print;
- have strategies in place to reintegrate long-term non-attenders and excluded pupils, which address the needs of all pupils;
- ensure that families are aware of their rights and responsibilities in relation to pupil attendance and absence and that cases are always followed up in a way that takes account of cultural issues or matters relating to disability;
- make provision for leave of absence for religious observance for staff as well as pupils;
- monitor attendance by race or ethnicity, sex, disability, special educational needs or disability, and social background, and address disparities we identify between different groups of pupils;
- fully support children with long-term medical needs who may have an erratic attendance because they are in and out of hospital or not well enough to attend school on a regular basis;
- expect full-time attendance of Traveller and Gypsy pupils whilst they are on the school roll.

Partnership with Pupils, Parents, Carers and the Wider Community

We have established good links with our local and wider community, and we engage in visits and we welcome them into our school. From them, we learn about equality issues outside school and can establish mechanisms for addressing them in school.

To help us understand diversity in school and sensitively promote participation in our Single Equality Scheme we will:

- involve all stakeholders including pupils, staff, parents and other users of the school in meeting our equality duties by providing information and asking for opinions and support;
- ensure that school premises, grounds and facilities are equally available and accessible for use by all groups within the community
- take into account the preferred means of communication for those with whom we are consulting e.g. translated materials or interpretation facilities for people with disabilities or those for whom English is an additional language or who are newly arrived in this country;
- include representation from the widest range of relevant groups that we can reasonably achieve;
- monitor parental involvement and have strategies to raise the participation of under-represented groups of parents and sections of the community.
- Provide clearly written progress reports to parents that are free from jargon to encourage participation in their child's education (incl. in other formats/languages as above). Parents with a disability or with learning difficulties will be able to access school's information;
- fully involve parents and carers in plans for their child with special educational needs or disabilities and ensure they understand the purpose of any intervention or action plan and are told about the parent partnership service when SEND is identified;

- encourage participation of under-represented groups in areas of employment e.g. through work experience placements;
- ensure that any informal events we hold are designed to include the whole community and at times may target minority or marginalised groups;
- work in partnership with parents and the community to address specific incidents and to develop positive attitudes to difference.

Leadership and Management

We have a clear admissions policy and procedures which are in line with those issued by our Local Authority. To ensure our admission process is fair and equitable to all pupils and our employment practices reflect equality and diversity, we will:

- not discriminate against a pupil with disabilities in determining admission arrangements;
- admit pupils with already identified special educational needs and disabilities. Pupils with Education Health and Care Plans will always be admitted unless, through the statutory assessment process, it is demonstrated that we cannot cater to a child's specific needs through reasonable adjustments;
- gather comprehensive information about pupils' ethnicity, first language, religion or belief, physical needs, diet etc. either via the admissions form or at the admissions interview;
- adhere to recruitment and selection procedures which are fair, equitable and in line with statutory duties of the Governing Body
- take steps to encourage people from under-represented groups to apply for positions at all levels in the school and ensure recruitment and selection processes are monitored;
- ensure that everyone associated with the school is informed of the contents of this Scheme and that all staff and visitors must support the ethos of the school, promoting equality and challenging bias and stereotyping wherever they find it;
- ensure that staff training continually highlights equality issues, including in the induction programme for new staff or volunteers;
- recognise and value the skills of all staff, including non-teaching and part-time staff and ensure all staff are given status and support and encouraged to share their knowledge.
- ensure that staff handbooks and regular professional development activities are available for all staff members to support their practice in relation to this Scheme;
- ensure that resources and displays in our school reflect the experience and backgrounds of pupils, promote diversity and challenge stereotypes. They are reviewed regularly to ensure that they reflect the inclusive ethos of the school e.g. images of people from different equality groups, their prominence in displays at eye level etc.

Linguistic Diversity

We recognise and celebrate the linguistic diversity in British society. We look for opportunities to enrich the curricular experience of all our pupils by:

- highlighting how English has borrowed from other languages;
- raising awareness of the similarities and differences between English and other languages;
- reflecting the multilingual nature of wider society in our resources and displays;
- acknowledging the differences in syntax with non-spoken forms of English e.g. British Sign Language.

Sex and Gender Reassignment Equality

We are committed to combating sex discrimination and sexism and promoting the equality of women and men, and boys and girls.

We are also committed to ensuring the rights under the Equality Act of people undergoing gender reassignment (defined as applying to anyone who is proposing to undergo, is undergoing, or has undergone a process or part-process, for the purpose of reassigning their sex by changing physiological or other attributes). This means that in order to be protected under the Act, pupils or staff will not necessarily have to be undertaking a medical procedure to change their sex but must be taking steps to live in the opposite gender or proposing to do so. So far, the law has not acknowledged non- binary or

genderless individuals, but we want to act appropriately to safeguard and include all members of our communities.

We will give due regard to the need to:

- eliminate unlawful discrimination, harassment, and victimisation on the grounds of sex or gender reassignment, including domestic violence, sexual violence, bullying, and exploitation;
- promote equality of opportunity between women and men in all our functions;
- recognise that society has stereotypes for both women and men, and both women and men can lose opportunities because of these stereotypes;
- be aware that staff with caring and domestic responsibilities may need to work part-time or flexible working hours;
- work in partnership with other agencies to eliminate sexual harassment, domestic violence and other hate crimes.

Admissions and Exclusions

Our admissions arrangements are fair and transparent, and do not unlawfully discriminate on protected characteristics or socio-economic factors.

Exclusions will always be based on our Whole School Behaviour Policy and we will:

- Closely monitor exclusions by sex, race or ethnicity, special educational need or disability, and background to avoid potential adverse impacts and ensure any discrepancies are identified.
- Take action to address any disparities we find between different groups of pupils;
- Take all reasonable steps to prevent the exclusion of a pupil for a reason related to their disability.

PART 2 – Single Equality Information Report Demonstrating compliance with the Public Sector Equality Duty

Cumwhinton School

Reviewed Annually – September 22

1. Our School Profile

	COMPARISON WITH NATIONAL	COMMENT / EVIDENCE
Number on Roll	School NOR: 193	<p>There is one class per year group from Reception – Year 6</p> <p>Reception -30</p> <p>Y1 -30</p> <p>Y2 -28</p> <p>Y3 -29</p> <p>Y4 -30</p> <p>Y5 -27</p> <p>Y6 -19</p> <p>There is no nursery or pre-school provision.</p> <p>There is a school-led breakfast and afterschool childcare facility which runs from 7:45am until 9am and 3:20pm until 6pm</p>
School Deprivation Indicator	<p><u>Well below</u> national average</p> <p>School 0.01 / National 0.21</p> <p>Index of Multiple Deprivation: Decile</p> <p>(1 = most deprived and 10 = least deprived)</p>	The majority of children attending Cumwhinton School come from The Garlands estate; a large private estate on the outskirts of Carlisle.
Attainment on entry to school	<u>Broadly typical</u> for developmental age band	
Free School Meals (Ever 6)	<p><u>Significantly below</u> national average</p> <p>School 8%/ National 20.8%*</p> <p>(15 children)</p>	<p>FSM (current)</p> <p>1 Ever 6</p> <p>3 Post-LAC</p>

<p>Black and Minority Ethnic Groups</p>	<p><u>Well Below</u> national average School 0% / National 33.9%</p>	<p>The proportion of pupils from minority ethnic origins is significantly lower than the national average. At Cumwhinton School, approximately 99.5% are 'White British', far higher than the national average White British ethnic group of 64.9%. 0.25% - white, other 0.25% - refused</p>
<p>First language not English or believed not to be English</p>	<p><u>Well Below</u> national average School 0% / National 20.9%</p>	<p>There are currently no children whose first language not English or believed not to be English.</p>
<p>Special Educational Needs and/or Disabilities</p>	<p>SEN Support(not including EHCP) <u>Below</u> national average School 6.7% (13 children) / National 12.8%</p> <p>SEN EHCP <u>above</u> national average School 2.5% (5 children) / National 1.8%</p> <p>Total SEN: 9.8%</p>	<p>In total 9.3% of pupils have special educational needs and/or disabilities from Rec Y6. (18 children) (September 2022)</p> <p>Reception ~ 0 children (2 x SEND EHA) Year 1 ~ 0 children Year 2 ~ 3 children (SLCN) Year 3 ~ 2 children (SLCN) Year 4 ~ 1 children (SLCN) Year 5 ~ 1 children (SEMH) Year 6 ~ 2 children (SLCN, SEMH)</p> <p>EHCP (September 2022) Reception ~ 0 children Year 1 ~1 (SLCN) Year 2 ~ 0 children Year 3 ~ 1 children (SLCN) Year 4 ~ 2 children (HI, ASD) Year 5 ~ 0 children Year 6 ~ 1 children (SLCN)</p> <p>* EHCP awarded ~ 5 children * EHCP assessment – 0 children</p>
<p>Mobility</p>	<p><u>3.5%</u> <u>Well below</u> national average (15%)</p>	<p>Stability is 96.5% which is above the national average of 85%.</p>

Information for parents and others is provided in verbal and written form and we offer it in alternative formats on request e.g. another language, braille etc.

Recruitment procedures are based on those provided by our LA with all advertising being processed through the Council HR and Advertising Team.

Note: If we do not provide actual figures in relation to pupils or staff from ethnic minorities or any other equality group with protected characteristics it is because they are a small number of people and we must maintain their privacy. We are also not required to collect any statistical data which we do not already collect routinely

Disability Equality Duties

Our commitment to achieving equality of opportunity for pupils with disabilities, their families, school staff, and other school users has a number of objectives:

We will promote equality for people with disabilities by:

- removing barriers to the accessibility of education, employment, services, information and buildings;
- encouraging good practice by our partners by giving relevant advice or instructions;
- ensuring we take their needs into account when procuring goods and services from our providers;
- promoting positive images of people with disabilities;
- challenging patronising or discriminating attitudes;
- making the environment as safe as possible for and challenging antisocial or bullying behaviour against, or harassment of pupils, staff or other school users with disabilities.

We plan to increase access to education for disabled pupils by:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- increasing the inclusion of positive images of disabled people across the curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery of information to disabled pupils, to the standard of which is provided in writing for pupils who are not disabled;

We welcome the requirements of the Disability Equality duty and this section sets out our commitment to meeting the duty. Our Scheme shows how we promote disability equality across all areas of the school, to disabled pupils, staff, parents, carers and other school users.

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

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

3. Racial Equality Duties and Community Cohesion

We recognise that people of Black, Asian and Minority Ethnic (BAME) origin experience discrimination based on colour, race, nationality, religion, and ethnic origin. Racial harassment and violence are the most serious consequences of racism, damaging people emotionally and physically and limiting life choices and opportunities.

To ensure this school takes all necessary steps to prevent and tackle racial harassment and to help people of BAME origin live free from harassment, feel safe and enjoy and achieve throughout their education or working life at our school, we will take steps to:

- keep accurate records of all groups of faith or ethnicity, their backgrounds and needs and how we respond to them;
- encourage dialogue between different racial groups on the suitability of our educational provision;
- prevent racial discrimination, and promote equality of opportunity and good relations between members of different racial, cultural and religious groups;
- encourage pupils and their families of all ethnic groups to participate fully in all aspects of school life;
- use our support for the voluntary and community sector to promote good race relations;
- counter myths and misinformation that may undermine good community relations;
- ensure our staff and other adults working in our school, pupils and their families, as well as our partners and the wider community fully understand the principles of good race relations.

4. Sex and Gender Reassignment Equality Duties

We are committed to combating sex discrimination and sexism and promoting the equality of women and men, and boys and girls.

We are also committed to ensuring the rights under the Equality Act of people undergoing gender reassignment (defined as applying to anyone who is proposing to undergo, is undergoing, or has undergone a process or part-process, for the purpose of reassigning their sex by changing physiological or other attributes). This means that in order to be protected under the Act, pupils or staff will not necessarily have to be undertaking a medical procedure to change their sex but must be taking steps to live in the opposite gender or proposing to do so. So far, the law has not acknowledged non- binary or genderless individuals, but we want to act appropriately to safeguard and include all members of our communities.

We will give due regard to the need to:

- eliminate unlawful discrimination, harassment, and victimisation on the grounds of sex or gender reassignment, including domestic violence, sexual violence, bullying, and exploitation;
- promote equality of opportunity between women and men in all our functions;

Religion and Belief Equality Duties

This school recognises that people can face discrimination because of attitudes in society towards the religion, faith, or belief they hold or faith community they belong to. Faith-based hate crime has a character that is distinct from race-based hate crime. We also recognise that a person's religious (or similar) beliefs may mean that they have different needs, demands and expectations, which require flexibility. We understand this means we must assess the impact that our policies, functions and procedures have on promoting equality for people based on their religion, belief or non-belief.

5. Sexual Orientation Equality Duties

This school is committed to combatting unlawful discrimination, harassment and victimisation faced by people who are lesbian, gay, bisexual, transgender, or questioning (LGBTQ or LGBT+) and we aim to ensure equality of opportunity in education, services, and employment.

We will respect the rights of individuals to be open about their sexual orientation, tackle homophobia, challenge stereotyping and improve knowledge about LGBTQ communities, both inside the community and across wider society.

We are committed to taking a proactive approach to preventing all forms of homophobia in the school community and will assess the impact of our policies, functions and procedures on promoting sexual orientation equality as part of the Equality Impact Assessment process.

6. Pregnancy and Maternity Equality Duties

This school is committed to ensuring that staff who are pregnant or have recently given birth are protected from both direct and indirect discriminatory practices, disadvantage and unfavourable treatment. For more information please see [insert HR policy on pregnancy/maternity].

We are also committed to ensuring pupils are protected from discrimination as entitled if they:

- are or have been pregnant;
- have given birth and unfavourable treatment occurred within 26 weeks of and including the day of the birth;
- are breastfeeding and unfavourable treatment occurs within 26 weeks of the birth as above;
- experienced a still birth, as long as the pregnancy reached 24 weeks;

7. Publication of the Single Equality Scheme

Our Single Equality Scheme (Part 1) is published in English and in pdf format with our Report (Part 2) and our Objectives Action Plan (Part 3) on our school website. A printed copy is available on request from the school office. It can also be made available in other formats e.g. another language, or braille.

We update and re-publish the detail of our Scheme (Part 1) as necessary, Part 2 annually to account for the September intake or staffing changes and how they affect diversity in school, and Part 3 no less than every 4 years. We will also review Part 3 in brief annually in light of our new Part 2 to ensure our longer-term goals remain relevant.

8. Complaints

If a member of the public feels that they have suffered discrimination, harassment, or victimisation from this school because of their protected characteristic i.e. race (including nationality, ethnic group, regional or national origin), sex, gender reassignment, sexual orientation, age, marital or civil partnership status, pregnancy or maternity, disability, or religion or belief (including lack of belief), they should report it using our normal School's Complaints Procedure.

Complaints by staff will be dealt with under the Grievance Procedure, as appropriate.

We take all complaints seriously and will take appropriate action to eliminate discriminatory behaviour.

We will monitor complaints to help establish whether we are meeting our equality duties and report regularly to the Governing Body about the nature of complaints made and action taken.

9. Cumwhinton School Objectives

Objective 1: To promote spiritual, moral, social and cultural development through all appropriate curricular opportunities, with particular reference to issues of equality and diversity.

To achieve this we plan to: Have a carefully planned assembly schedule and 'Messy' Day (MSSC) programme with a clear focus on themes which address equality and diversity issues

Objective 2: To promote cultural development and understanding through a rich range of experience, both in and beyond the school

To achieve this we plan to: whole school plan for visits and experiences beyond the classroom

Objective 3: To tackle prejudice and promote understanding in relation to people with disabilities.

To achieve this we plan to: Use Key Stage assembly platforms to promote disability in a positive light: Inspirational people and stories. Re-designed whole school curriculum to ensure that everyone is promoted in a positive way.

Objective 4: To allow equal access to information for all parents

To achieve this we plan to: Engage with parents through a range of platforms Those parents/carers with EAL we will provide support and translators in order that they have equal access to information. Annual questionnaires to parents/carers on communication to gain feedback on how we are doing.

Objective 5: To increase staff's understanding of equality and its implications on a day to day basis

To achieve this we plan to: Plan in regular CPD opportunities to keep equality issues at the forefront of our practice. Regularly review curriculum opportunities to develop equality and diversity learning opportunities across the school.

Key Legislation Summary

EQUALITY ACT 2010

On 1 October 2010, the Equality Act 2010 replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act to consolidate it.

The Act protects staff, pupils and others from discrimination and harassment based on ‘protected characteristics’:

- Disability
- Sex
- Race or ethnicity
- Age (staff only)
- Religion or belief
- Gender reassignment
- Marriage and Civil Partnership (staff only)
- Pregnancy and maternity

This relates to:

- Prospective pupils and staff
- Pupils and staff at the school
- In some limited circumstances, former pupils and former staff

Public Sector Equality Duties

Public sector equality duties are legal requirements on public bodies to have ‘due regard’ when they are exercising their public functions for to the need to:

- Eliminate conduct that is prohibited by the Act,
- 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.

The Equality Act 2010 made this a *single* equality duty on public bodies effective from April 2011. The purpose is not to be process driven and bureaucratic but rather an outcome-based method of ensuring that schools are best meeting the needs of all their pupils.

New Protection in Schools

The Act extended protection against discrimination to pupils who are pregnant or have recently given birth, or who are undergoing gender reassignment.

Health Related Questions for Job Applicants

It is now unlawful for employers to ask health-related questions of applicants before a job offer, unless the questions are specifically related to fair access to the recruitment process or an intrinsic function of the work (or for very limited other reasons like equality monitoring). This means schools can no longer require job applicants to routinely complete a generic health questionnaire as part of the application procedure. Current DfE Staffing and Employment Advice for Schools (p 21 s5.11-5.12) clearly states that a school must establish the fitness and ability to teach or carry out “relevant activities” of “teachers and other school staff” as required by the Health Standards (England) Regulations 2003) but makes no reference to Equality Act compliance. Schools may decide to ask necessary health questions after a job offer and should ensure they are targeted, necessary and relevant to the job applied for. Schools should review existing practices to ensure they are complying with both the Health Standards Regulations 2003 and Section 60 of the Equality Act 2010.

Positive Action

New Positive Action provisions will allow schools to target measures that are designed to alleviate disadvantages experienced by, or to meet the needs of, pupils with protected characteristics. Such measures will need to be a proportionate way of achieving the relevant aim. Previously a school providing – for example – special catch-up classes for Roma children or a project to engage specifically with alienated Asian boys might have been discriminating unlawfully by excluding children who didn't belong to those groups.

Victimisation

It is now unlawful to victimise a child for anything done in relation to the Act by their parent or sibling.

Auxiliary Aids

The Act extends the reasonable adjustment duty to require schools to provide auxiliary aids and services to pupils with disabilities.

Publication of the Scheme

Details of a school's Single Equality Scheme and the first objectives must be published by 6 April 2012 and annually.

ACCESSIBILITY PLANNING

Accessibility planning is a statutory duty and can be incorporated into the Single Equality Scheme. Your Accessibility Plan can, if you wish, be provided as an Appendix to the Single Equality Scheme.

Schools must plan for:

- Increasing access for children and young people with disabilities to the school curriculum
- Improving access to their physical environment; and
- Improving the delivery of written information to children and young people with disabilities and their families as well as staff and volunteers.

The first plans were required to be in place by April 2003 so as schools come to review their accessibility plans, they should consider building the actions into their Equality Scheme.

Process Chart: The Development and Review of a Single Equality Scheme, Objectives and resulting actions



