

Cavendish Church of England  
Primary School  
Equality Act 2010  
Action Plan 2021-2022



Signed: On behalf of Governing Body	
Signed: Headteacher	
Date:	September 2021
Date to be Reviewed:	September 2022

## Our Vision

In our school our Christian vision shapes all we do.

*Challenge, Creativity, Compassion: Create a pure heart in me - Psalm 51:10*

Our School Vision Statement reflects this commitment as children and staff are taught to challenge inequality, prejudice, bullying and harm; to respond with compassion and sensitivity to individual need and to respect the rights of all individuals to be safe and nurtured within God's world.

We encourage children to respond creatively to internal and external challenges in life, with compassion for others, including consideration for creation and the planet itself. Thus we show how to live justly and with a pure heart, reflecting the teachings of Jesus and God's love within our school environment

This action plan is to comply with the specific duty for schools to publish information about progress towards meeting the three general duties listed below.

Three general duties:

- Eliminate discrimination, harassment and victimisation
- 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, people who live with and support those with protected characteristics, and people who do not share it.

The protected characteristics, under the Equality Act 2010 are:

- age;
- disability;
- gender reassignment;
- marriage and civil partnership;
- pregnancy and maternity;
- race;
- religion or belief;

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- sex;
- sexual orientation

The definition of disability under the law is a wide one. A disabled person is someone who has a physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.

The definition includes people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included. Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV are deemed disabilities. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included.

If a person has been disabled in the past (for example, cancer and people with a history of mental illness) they are still covered by the legislation for the rest of their life.

It is likely that every school has disabled pupils, staff members and service users.

Area	How we currently monitor	Does this meet the need (yes/no)	Future improvements
Pupil attainment	Termly data through cross referencing to the SEND & vulnerable groups register	yes	Governors to report on tracking and compare differing groups for outcomes.
Pupil progress	Termly data through cross referencing to the SEND vulnerable groups register	yes	Subject leaders and SENCD to track different groups within specific subjects.
SEND register	Staff meeting termly update; Census submission; Case studies are updated at least annually or as significant changes require.	yes	

SEND & vulnerable groups	<p>Register of identified vulnerable groups as classified by Ofsted/ equality act.  Shared &amp; updated termly by staff. Reported anonymously to governing body.  Referenced to benchmarking data, SIMS data, census returns.</p> <p>Staff training and CPD in attachment awareness and PACE Spring 2021.  Staff qualifications include mental health first aider, trained wellbeing and feelings staff.  School holds TISUK (Trauma Informed Schools Practitioner status).  2 staff Level 3 Forest School Leaders.</p> <p>Range of whole school, class, small group and individual interventions and support offered to support emotional health and wellbeing.</p>	yes	
Prejudice related incidents	<p>These are reported in the head teacher's termly report to the governing body. Any incidence cross-referenced to SEND/Vulnerable groups register.</p>	yes	<p>Individual action plan accompanies any identified incident.  Wider support sought from families.</p>
Exclusions	<p>School is proactive in working collaboratively with families and external agencies to avoid the use of exclusion.  Reported in the head teacher's termly report to the governing body.  Governing body training 2019.</p>	yes	

Most Able	Through cross referencing to the SEND vulnerable groups register. Extension tuition and activities offered to Most Able in receipt of Pupil Premium.	Yes	Further develop outreach support. See Most Able policy 2021
The Curriculum	<p>School curriculum is topic linked, selected from Curriculum 2014 programme of study. For RE, the school follows the Suffolk scheme of work which includes studies of 6 main faiths, those of no faith and humanism</p> <p>PSHE - half termly focus for each life skill. Pregnancy, gender, identity and single sex relationships are discussed as part of Key Stage 2 Relationships and Sex Education and Health Education - in line with statutory guidance (July 2020). Programme of study approved by the governing body 2018.</p> <p>SRE policy 2021 in light of national changes. Parent consultation Summer 2020.</p> <p>School worked with Newham as part of CPD to increase awareness. Part of Diocesan BAME education group 2021-22</p> <p>As a Church of England School, our Collective Worship follows the values for life programme. Christianity is seen as a global faith. French is studied as a global language. School actively promotes global and international events such as World Religion Day, International Human Rights Day, Diwali, Sukkot, Wesak.</p> <p>The school follows a 4 year rolling programme so that places of faith engaged with and/or visited for each of the six main religions followed in Britain today, as reflected by the Suffolk Curriculum.</p>	To extend & develop	<p>Track subject areas to ensure balance of cultures, faiths, ethnicity &amp; characteristics represented in provision of works studied.</p> <ul style="list-style-type: none"> <li>• Art and artists completed 2015-16</li> <li>• Music and composers completed 2016/17</li> <li>• Map open &amp; challenging question topic links to support Prevent (PVE) awareness 2017-18</li> <li>• PSHE provision reviewed 2018, again 2020. New scheme of work written to reflect SMSC, British Values, Safeguarding and SIAMS framework. Implemented 2019-20. Reviewed 2020-21 in line with national guidance.</li> <li>• Multicultural and diverse exemplars of half termly CW mapped 2020. One</li> </ul>

	<p>Forest School provision updated and reviewed 2018-19. Reasonable adjustments to ensure access for identified children. Provision reviewed 2020 in light of mental health and wellbeing response to pandemic.</p>		<p>page summaries 2021, and reallocation of worship foci 2021.</p> <ul style="list-style-type: none"> <li>• Audit literature and guided reading texts 2021-22 in line with DfE reading review</li> <li>• Develop for scientists 2021-22 as part of subject development</li> </ul> <p>Ensure activities promote and foster relations between those with and without protected characteristics.</p> <p>Explicit curriculum topic links are mapped to British Values &amp; SMSC.</p> <p>School uses language screening tool (Language Link) since 2019. Inclusive in approach; additional support to develop vocabulary and cultural capital.</p>
<p>Percentage pupil take up in extra</p>	<p>Clubs database termly, crossed referenced to SEND vulnerable register. Most clubs are provided free of charge at point of service to</p>	<p>Yes</p>	<p>Future development to include % of hard to reach participation through survey</p>

curricular activities	<p>ensure equality of access. Inclusive approach adopted; adjustments to individual need as required.</p> <p>Clubs e.g. art are developed to support creativity as means of self-expression to support well-being.</p> <p>Financial costs met by school for children in receipt of PP</p>		<p>and discussion to inform new programme.</p> <p>School achieved Gold Level PE Mark. Achievement reflects % take up of clubs.</p>
Parental involvement	<p>Tracking of % take up for parent evening meetings referenced to send vulnerable groups register. (100% attendance - achieved by CTs offering alternative meetings/ telephone consultations for hard to reach.)</p> <p>School has adopted policy based on DfE "Parental Responsibility" January 2016 document.</p> <p>Family category for school vision statement competition 2019.</p> <p>Newsletter weekly, on website or to individual email.</p> <p>Hard copies available.</p> <p>Outreach support and family liaison during pandemic as part of holistic support.</p>	Yes	<p>Attendance registers are kept for parental workshops/volunteer training. Copies of presentations sent home to families unable to attend.</p>
Admissions	<p>School application form for SIMS data entry collects voluntary responses to identifying categories of age, race &amp; religion.</p> <p>Reviewed September 2012, 2014.</p> <p>Updated 2017 to include birth country as per census data return.</p> <p>Ensure data collection and collation meets GDPR compliance, May 2018.</p> <p>One consent form introduced 2019 in line with DfE education visit guidance.</p>	Yes	<p>Increase CT engagement with feeder settings. This ensures potential barriers are shared before point of transition. If required a transition plan will be put into place.</p>

Staff composition	Characteristics are collated through the county issued recruitment application form. These are separated before short listing to ensure equality of opportunity. Open door policy. Any concerns followed up.	Yes	Vulnerable groups register for staff created 2018-19. Reviewed annually through staff self identification.
Volunteers & Visitors	All volunteers receive in school training and are Enhanced DBS checked. Annual update training takes place including equality duty, child protection, safeguarding, contextual safeguarding, prevent and FGM duties of schools. Following lockdowns all volunteers resubmit for DBS and volunteer training.		Volunteer training programme to include refresher training on inclusion and protected characteristics. Increase range of opportunity and diversity by including visitors/workshops to school. Ensure that school displays and information support inclusiveness and remove unnecessary gender references.

#### Priority Actions

- 1) Audit of curriculum - phased stages as listed above - extend to wider curriculum areas
- 2) Subject leaders to track progress by identified groups
- 3) Staff CPD through dissemination of BAME education working group led by Diocese, and Education Endowment Fund working group to review vulnerability in rural areas.