



Cranbrook Primary School

Equality Policy and Statement

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EQUALITY STATEMENT

We, the adults and children at Cranbrook Primary School, embrace every member of our community and their race, ethnicity, religion, gender, physical and mental ability, beliefs etc. We recognise all that they contribute to the school. Every person is unique and brings varying life experiences, beliefs and cultures. They positively add to the rich learning environment of our community. We will respect, value and learn from all of these, ensuring that we treat everyone as would wish to be treated.

This will uphold the Cranbrook Values of:
Equality, Respect, Resilience and Kindness

We will challenge any individual or group who does not support this ethos. If we fully encompass the diversity of Cranbrook Primary School. Our children today will develop a broad outlook on life which will impact positively on their future tomorrow.

School Policy Statement on Equality and Community Cohesion

Our school is committed to equality both as an employer and a service-provider:

- We try to ensure that everyone is treated fairly and with respect
- We want to make sure that our school is a safe, secure and stimulating place for everyone
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same
- We recognise that for some pupils extra support is needed to help them to achieve and be successful
- We try to make sure that people from different groups are consulted and involved in our decisions, for example through talking to pupils and parents/carers, and through our School Council
- We aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, colour (race) or national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.

We welcome our general duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations, and our specific duties to publish information every year about our school population; to explain how we have due regard for equality; and to publish equality objectives which show how we plan to tackle particular inequalities, and reduce or remove them.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We welcome the emphasis in the Ofsted inspection framework on the importance of narrowing gaps in achievement which affect, amongst others:

- pupils from certain cultural and ethnic backgrounds
- pupils who belong to low-income households and pupils known to be eligible for free school meals
- pupils who are disabled
- pupils who have special educational needs
- boys and girls in certain subjects.

In addition to this short statement, we also have a full school policy statement on equality and community cohesion. Please ask for a copy if you would like to see it.

For more information please contact:

School Link: Cassim Bana Tel: 020 8518 2562

Governing Body Link: Angela St Ville

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- **Eliminate unlawful discrimination, harassment, victimisation** and any other conduct prohibited by the Equality Act 2010
- **Advance equality of opportunity** between people who share a protected characteristic and people who do not share it
- **Foster good relations** between people who share a protected characteristic and people who do not share it.

Part 1: Information about the pupil population

Number of pupils on roll at the school: 896 (as at December 2021)

Information on pupils by protected characteristics

The Equality Act protects people from discrimination on the basis of ‘protected characteristics’. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

Disability

The Equality Act defines disability as when a person has a ‘physical or mental impairment which has a substantial and long term adverse effect on that person’s ability to carry out normal day to day activities.’

There are pupils at our school with different types of disabilities and these include: both medical and physical needs.

| Pupil Special Educational Needs (SEN) Provision | | |
|---|---------------------|-------------------------------------|
| | Number of pupils | Percentage (%) of school population |
| Number with Special Education Needs | 102 | 11.4% |
| | Boys 62 Girls 40 | 6.9% 4.5% |
| SEN Support | 64 | 7.2% |
| | Boys 33 Girls 31 | 3.7% 3.5% |
| Statement/Education, Health & Care plan | 38 | 4.2% |
| | Boys 29 Girls 9 | 3.2% 1% |

| Ethnicity and Race | | | |
|-------------------------------|-------------|--------------|--------------|
| | Boys | Girls | Total |
| Asian or Asian British | | | |
| Bangladeshi heritage | 86 | 67 | 153 |
| Indian heritage | 66 | 44 | 110 |
| Other Asian heritage | 46 | 90 | 136 |
| Pakistani heritage | 125 | 103 | 228 |
| Black or Black British | | | |
| Black African | 11 | 15 | 26 |
| Caribbean heritage | 6 | 8 | 14 |
| Other Black heritage African | 5 | 3 | 8 |
| White | | | |
| British heritage | 9 | 12 | 21 |
| Non-British heritage | 54 | 48 | 102 |
| Mixed heritage | 34 | 33 | 67 |
| Chinese | 2 | 2 | 4 |
| Any Other Ethnic Group | 14 | 13 | 27 |

| Religion and Belief | | | |
|----------------------------|-----|----------------|----|
| Buddhist | 5 | Sikh | 39 |
| Christian | 133 | No religion | 33 |
| Hindu | 55 | Other religion | 14 |
| Jewish | 3 | Unknown | 22 |
| Muslim | 592 | | |

| Gender | |
|---------------|-----|
| Male | 463 |
| Female | 433 |

Gender identity or reassignment

- We do not collect data on pupils who are planning to undergo, who are undergoing or who have undergone gender reassignment.

Sexual orientation

- We do not collect data on the sexual orientation of our pupils.

Information on Other Groups of Pupils

Ofsted inspections look at how schools help "all pupils to make progress, including those whose needs, dispositions, aptitudes or circumstances require additional support."

In addition to pupils with protected characteristics, we wish to provide further information on the following groups of pupils:

| Pupil with English as an additional language (EAL) | | | | |
|--|-------------|--------------|--------------|--|
| | Boys | Girls | Total | Percentage of school population |
| Number of pupils who speak English as an additional language | 331 | 299 | 630 | 70.3% |

| Pupils from low-income backgrounds | | | | |
|---|-------------|--------------|--------------------|--|
| | Boys | Girls | Total (844) | Percentage of school population |
| Number of pupils eligible for free school meals | 64 | 64 | 128 | 14.3% |
| Number of pupils eligible Pupil Premium | 64 | 64 | 128 | 14.3% |

Looked after children

| |
|---|
| 3 |
|---|

Young carers

| |
|---|
| 0 |
|---|

Other vulnerable groups

| |
|---|
| 0 |
|---|

Part 2: Our Main Equality Challenges – Links to Part 5

This is a summary of the issues that we are most concerned about.

We are already developing strategies and interventions to tackle some of these concerns.

For some of these issues we have also set and published **equality objectives**. Details of these are in Part 6 of this document.

- Creating a climate of understanding and acceptance by all pupils of those with differences – racial , religious, gender, special educational needs, emotional needs, range of backgrounds and family circumstances
- Achievement for disadvantaged pupils from low income families
- Training for staff and governors on Equality and Diversity.

Part 3: How we show due regard for Equality

The information provided here aims to show that we give careful consideration to equality issues in everything that we do.

Schools are required to have due regard to the need to **eliminate discrimination, harassment and victimisation** and other conduct that is prohibited by the Equality Act 2010.

The information below is a summary of how we are aware of this particular requirement and how we respond to it. Please contact us if you would like to see copies of any of our school policies.

- We are aware of the requirements of the Equality Act 2010 that it is unlawful to discriminate, treat some people less fairly or put them at a disadvantage
- We aim to provide training for our governors on the Equality Act 2010. When governors consider equality issues in relation to policies, decisions and services, a record of this is kept in the minutes and papers of governing body meetings
- We endeavour to keep an accurate record, when possible and appropriate, of the protected characteristics of our pupils and employees
- We have a school behaviour policy that treats all children fairly and takes into account their many differences, including culture, ethnicity and ability
- We deal promptly and effectively with all incidents and complaints of bullying and harassment that may include cyber-bullying and prejudice-based bullying related to disability or special educational need, ethnicity and race, gender, gender reassignment, pregnancy or maternity, religion and belief and sexual orientation. We keep a record of all such incidents and notify those affected of what action we have taken. We provide training to all staff in relation to dealing with bullying and harassment incidents
- We have a special educational needs policy that outlines the provision the school makes for pupils with special educational needs
- We have an accessibility plan that supports all members of our school community to reach their potential through full access to all areas of school life
- Our admission arrangements are those set out by the LA, giving priority to pupils with special educational needs and those in care

- Our complaints procedure sets out how we deal with any complaints relating to the school
- We aim to observe and implement the principles of equal opportunities and non-discrimination in our employment practices
- We have procedures for addressing staff discipline, conduct and grievances
- We have a staff code of conduct that states clearly that discrimination or prejudice of any kind will not be tolerated.

Under the Equality Act 2010, we are also required to have due regard to the need to **advance equality of opportunity** and **foster good relations**. This includes steps we are taking to tackle disadvantages and meet the needs of particular individuals and groups of pupils.

3.1 Disability

We are committed to working for the equality of people with and without disabilities.

Summary information (including data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils)

- There are no significant inequalities, including those in relation to attainment and access to learning and facilities
- The relationships between disabled pupils and others are very good.

How we advance equality of opportunity:

- We support disabled learners and staff by meeting their individual needs
- We make reasonable adjustments to ensure that disabled pupils are not put at a disadvantage compared to other pupils
- We involve disabled learners, their families and disabled staff in the changes and improvements we make and consult them on issues affecting them
- We carry out accessibility planning for disabled pupils that increases the extent to which they can participate in the curriculum, improves the physical environment of the school and increases the availability of accessible information to disabled pupils
- We are developing a curriculum that supports all pupils to understand, respect and value difference and diversity
- We enable all pupils to learn about the experiences of disabled people and the discriminatory attitudes they often experience
- We promote the understanding of difference and of disability and special educational needs through circle times, PSHE and assemblies
- We tackle prejudice and any incidents of bullying based on disability
- We have no recorded instances of bullying or prejudice based on special educational needs or disability
- Pupils treat each other with understanding, care and consideration, taking due account of each individual's differences
- We review our disability & accessibility action plan annually to ensure that all physical barriers to learning are removed
- We are committed to working for the equality of people with and without disabilities.
- All areas of the school's learning spaces are disability access friendly via our access arrangements (two lifts)

3.2 Ethnicity and race (including EAL learners)

We are committed to working for the equality of all ethnic groups.

Summary information (including performance against national and local benchmarks, data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils):

- There are no significant inequalities from different ethnic groups
- Performance is measured against national and local benchmarks, some ethnic groups may underperform where this is highlighted practice within school is reviewed to address any needs
- We involve and consult pupils, families and communities from different ethnic and cultural backgrounds on issues that might affect pupil achievement or wellbeing.

How we advance equality of opportunity:

- We monitor the attainment and progress of all our pupils by ethnicity
- We set targets to improve the attainment and progression rates of particular groups of pupils where necessary
- We identify and address barriers to the participation of particular groups in learning and other activities
- We develop particular initiatives to tackle the motivation and engagement in learning of particular groups as required
- We involve parents, carers and families in initiatives and interventions to improve outcomes for particular groups
- We link with groups, organisations and projects in the local community
- We are developing a curriculum that supports all pupils to understand, respect and value difference and diversity
- We provide all pupils with opportunities to learn about the experiences and achievements of different communities and cultures
- We ensure that the curriculum challenges racism and stereotypes
- We take part in events such as Black History Month and Refugee Week
- The curriculum is supported by resources that reflect the diverse communities of modern Britain
- The school is quick to deal with any incidents of bullying or harassment on the basis of race, ethnicity and culture, involving parents and keeping a record in order to inform the LA and governing body
- We have no major incidents of bullying or harassment on the basis of race, ethnicity or culture. Where incidents have taken place, they have been directed at our children from the Black ethnic group. They incidents have been dealt with appropriately and in a timeous manner.
- We review our procedures for newly arrived learners – including a welcome pack and initial assessment.

3.3 Gender

We are committed to working for the equality of women and men.

Summary information (including performance against national and local benchmarks, data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils)

- The most recent published data (July 2021) shows that there are no significant inequalities, including gaps in attainment between boys and girls (except in Early Years)
- Performance against national and local benchmarks is at or above average for both boys and girls
- We consult boys and girls on issues that might affect their achievement and well-being.

How we advance equality of opportunity:

- We monitor the attainment of all our pupils by gender
- Neither boys nor girls are treated as homogeneous groups
- We set targets to improve the attainment and rates of progress of particular groups of boys and girls
- We are identifying and addressing barriers to the participation of boys and girls in activities
- Both male and female parents and carers are encouraged to be involved in the work of the school and contribute to their children's learning and progress, for example parents are invited to come and talk about their work as part of the curriculum
- We ensure that young people have access to information about different sector workplaces and occupations to challenge outdated images and ideas about careers and employment
- The school promotes the spiritual, moral, social and cultural development of all pupils through assemblies, P4C and PSHE lessons and the general curriculum
- We ensure we respond to any sexist bullying or sexual harassment in line with the school policies
- We encourage pupils to develop an understanding of the experiences of different genders in society and challenge sexism and negative stereotypes
- Ensuring the inclusion of positive, non-stereotypical images of women and men, girls and boys across the curriculum.
- There are no significant gaps in attainment or inequalities between girls and boys at the school, except in Early Years, where we have introduced many successful strategies to address this.
- We will continue to be committed to equality of opportunity for men and women, boys and girls.

Gender identity or reassignment

We are committed to ensuring that pupils and staff who are proposing to undergo, are undergoing or have undergone a process to reassign their sex, are protected from discrimination and harassment.

Summary information (including data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils)

- It is rare for pupils - particularly very young pupils - to want to undergo a gender reassignment. When a pupil does so a number of issues arise that will need to be sensitively handled. This will involve working with parents, families and outside agencies.
- Any pupil or staff member who have or are going through gender reassignment, with or without medical treatment, will be fully supported by the school, ensuring they are treated fairly and equally by staff, students and the local community.

3.4 Pregnancy and maternity

We understand that pupils who are pregnant or who have recently had a baby can experience discrimination, and barriers to accessing or continuing their education.

Summary information (including data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils)

- Not applicable – but we will deal with this sensitively if or when it arises.

3.5 Religion and Belief

We are committed to working for equality for people based on their religion, belief and non-belief.

Summary information (including data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils)

- We have a wide diversity of faith backgrounds in the school, including Christian, Sikh, Hindu and Muslim, with latter group being the highest
- The school respects the religious beliefs and practice of all staff, pupils and parents, and complies with reasonable requests relating to religious observance and practice
- We have no issues in relation to the needs of groups of pupils with particular faith backgrounds
- There are good relations between pupils who share a religious faith and others
- We aim to involve and consult pupils, families and others from different faith communities in developing policies and the curriculum.

How we advance equality of opportunity:

- We tackle any barriers that might prevent pupils with particular beliefs from taking a full part in school life
- We support pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society

- Through assemblies, P4C and PSHE lessons, the school actively promotes the spiritual, moral, social and cultural development of all pupils
- Our curriculum, including RE, supports pupils to be accepting of one another's lifestyles and beliefs, as well as exploring shared values
- The RE curriculum enables pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice and discrimination
- There are daily assemblies that give opportunities to celebrate a variety of faiths and beliefs
- Children have the opportunity to visit local places of worship representing a variety of faith communities
- If they arose we would tackle prejudices relating to racism and xenophobia, including those that are directed towards religious groups and communities, such as anti-Semitism and Islamophobia
- We have good relations between all religious groups and a strong feeling of community cohesion
- We aim to continue our spiritual, moral, social and cultural development policies and to promote equality based on religion belief and non-belief.

3.6 Sexual Orientation

We are committed to providing a safe environment for all pupils. We aim to tackle any discrimination faced by pupils and staff who are lesbian, gay or bisexual.

Summary information (including data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils).

- We have no significant inequalities or other concerns
- We teach the children about prejudice-related bullying and the use of inappropriate language through assemblies, P4C and PSHE lessons
- Our school ethos includes celebrating difference and diversity as a way of developing tolerance understanding and respect for one another.

How we advance equality of opportunity:

- Diversity and inclusion are threaded through the curriculum. Books and resources include images of a range of different kinds of families
- We are considering how to integrate sexual orientation appropriately into the curriculum in a positive and constructive way, which enables both heterosexual and gay pupils to understand and respect difference and diversity
- We would ensure that gay, lesbian and bisexual staff feel comfortable, and are supported to be open about their sexual orientation
- The school promotes the spiritual, moral, social and cultural development of all pupils through all aspects of the curriculum and school life
- We support pupils to develop the skills to be confident learners and accepting of one another's lifestyles and beliefs, through the PSHE curriculum.
- We use opportunities in circle time to talk about difference and different families to ensure all children, including those with gay and lesbian parents, feel included and know it's alright to be different
- All staff, including lunchtime supervisors and teaching assistants, will be trained in how to deal with homophobic language and how to work positively with different families
- We work with positive role models to help reduce bullying, provide support and make young people feel confident and comfortable

- We are committed to providing a safe environment for all pupils
- We aim to tackle any discrimination faced by pupils and staff who are lesbian, gay or bisexual.

Part 4: Consultation and Engagement

We aim to engage and consult with pupils, staff, parents and carers, and the local community so we can develop our awareness and information, learn about the impact of our policies, set equality objectives and improve what we do.

Our main priorities for the future are to develop consultation and engagement through:

- inviting parents and carers to join a working group for consulting with and engaging pupils, staff, families and the community about equality issues
- SMT and Governors to be involved in drawing up equality objectives
- School council involvement and pupil voice.

Part 5: Our Equality Objectives

The Equality Act 2010 requires us to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other information. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages.

We will regularly review the progress we are making to meet our equality objectives.

Equality objective 1:

Provide training for all staff and governors on Race and Equity

Progress we are making on this objective:

- INSET timetable reflects training sessions for staff.
- Governors to attend Local Authority training as and when available.
- Staff have attended an INSET session in November on Race and Equity. Jas covered the concept of **race and equity** through the vocabulary related to **language** around race and ethnicity and the concept of **Unconscious Bias**.
- We have recently signed up to be a Redbridge Race and Equality Aware School. This project is run by REWT (Redbridge) psychologists (trainee psychologists). Being part of the project will enable us to get support and resources in addressing the needs of our children, staff and community, on the journey in removing any discriminatory practices.
- Training will also be given to school leaders, which can be delivered to all stakeholders.
- The team have attended two training sessions thus far and have been involved extensively in discussions around the training needs for our school setting.
- We are also establishing a parent work party to support us addressing the area of race and equity within school – getting viewpoints and experience of our children from Black ethnic groups and other minority groups within school.

Equality objective 2:

Initiate a greater awareness and action around Race and Equity in relation to the Equality protected characteristics.

Progress we are making on this objective:

-We used to annually celebrate the achievements of prominent Black people during Black History Month only but have moved towards recognising and celebrating these achievements throughout the year through our curriculum.

- As a staff team, we are on an exciting journey to 'decolonise' our curriculum and **deconstruct systemic racism** by critically interrogating the actions of our predecessors, and how the past has shaped the events and challenges faced by people abroad and in the UK. Through our curriculum we celebrate perspectives throughout world history, particularly in relation to ethnic groups within our school community. We want all children to know, feel and believe that their heritage is equally valued and that they have the right to achieve success in life.

-Through subjects such as English, Humanities, PSHE and P4C, the topic of racial equality is addressed.

-We are using **texts written** by authors from Black and other minority groups, for English. However, we need to continue to identify a full range of texts and develop a robust, inclusive curriculum that deals with issues around the lived experiences minority groups that will transfer to a good sense of equity for all people.

-Children cover aspects of race and equity throughout anti-bullying assemblies (We celebrated anti-bullying Week)

-Y5/Y6 attended the **BRAVE** (Building Resilience Against Violence and Extremism) workshop at school

-Y6 attended an **anti-bullying** workshop hosted by a local outside agency.

Considerations for next steps in our journey:

- Training needs for staff in dealing with difficult conversations around race and equity, including addressing the unconscious bias.

- Developing our list of words and phrases that are not acceptable to use in school (or in society as a whole).

- We are looking at opportunities to highlight and recognise the contributions of people from minority groups in subjects such as Science, Art, Maths, PE and Music.

- We need to make our children aware of the **role in different media** reinforcing negative views about Black and other minority groups. Negative media attention leads to negative self-image.

- The influence of **film needs to be critically analysed** as it has a huge role in internalising negative stereotypes.

- The concept of '**Racial Based Trauma**' must be addressed. When we use text that contain words that offend or are derogatory terms used for a certain group of people, we need to prepare our children (especially from that group) prior to covering the text to reduce the likelihood of racial stress. Racial slurs in books make children uncomfortable e.g. use of 'N word' without warning adds to trauma.

-Discussing topics such as **slavery** needs careful planning and consideration. We need to be aware of texts that depict white saviour trope (which a white character rescues non-white characters from unfortunate circumstances). Any literature that we use that was written a long time ago can be used but needs to be grounded in current times to mitigate the use of certain language and the depicting of certain concepts.

- We would like to make links with organisations such as BLAM UK – an organisation based in South London (Black Learning Achievement and Mental Health), to assist in addressing any curriculum gaps addressing racial inequality.

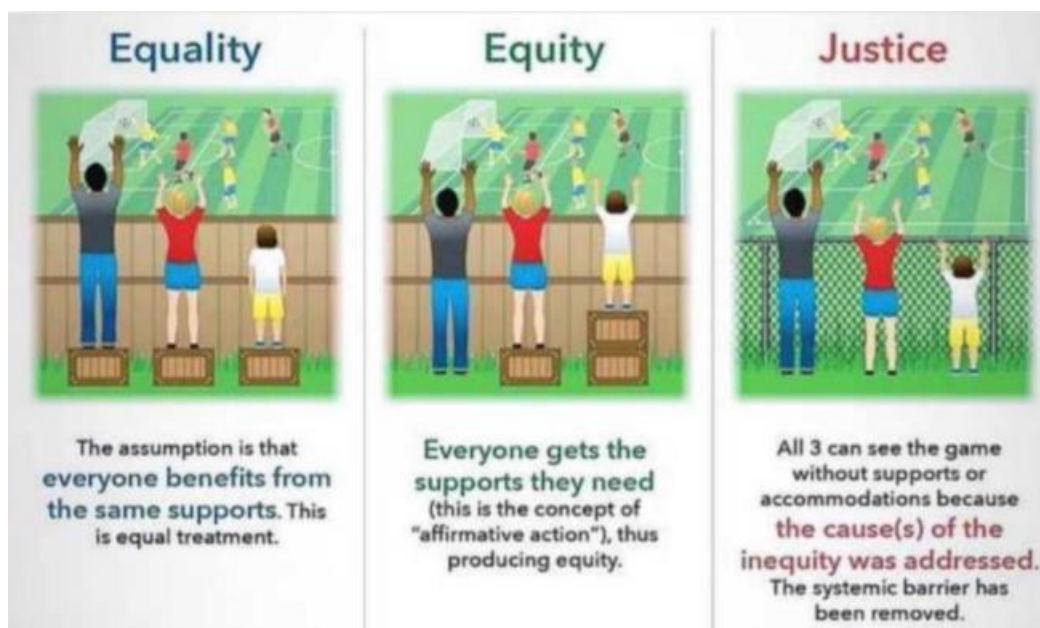
Terminology used with regards to Race and Equity

Racial equity: corrective justice for those who are or have been oppressed in the past.

Explicit and deliberate racism: This has hate as the main ingredient

Colour-blind racism: refers to an ideology in which it is believed that not seeing and not talking about race is a solution to ending racism

Unconscious/Implicit Bias: These are unconscious attitudes, reactions, stereotypes, feelings and thoughts that affect how we behave towards and understand other people. In education, teachers can hold assumptions about students' learning behaviours and their capability for academic success which are tied to students' identities, race and/or socioeconomic backgrounds, and these assumptions can impede student growth (Staats, et. al, 2017).



Racial Trauma: Racial trauma, or race-based traumatic stress (RBTS), refers to the mental and emotional injury caused by encounters with racial bias and ethnic discrimination, racism, and hate crimes

Equality objective 3:

Widen the horizons and progress and achievement of pupils who have SEND needs.

(High needs (Complex), EHCP and School Support)

Progress we are making on this objective:

-Continue to support our children through reasonable adjustments and appropriate differentiation on academic and social emotional mental health needs through our current practice (Practice over the previous years)

- As a school we wanted to build on our good practice through introspection and challenge

-Inset day training provided by D. Visvanathan (Experienced head and executive head) and former OFSTED Inspector) on whole school SEND needs started us on a new journey in our SEND provision

-Follow up inset delivered by Jas on what the new vision for SEND will look and feel like in a practical sense. A mind shift from teaching in near isolation to more inclusion (equal opportunities)

-Continuous CPD for TAs/LSA

- Some of the significant adjustments (Based on Equality Act and the right to an education) were:

To facilitate our children with high needs in the classroom with their peers (equal opportunities) and accessing the hubs for specific and tailored interventions.

To better meet the needs of our children on EHCP and school support through QFT and through small group support within the classroom – including interventions that can reasonable be delivered in class (reduce unnecessary time away from the class)

- Reassess, personalise and implement interventions that have greater impact on children's needs

-Staff develop the professional judgement on when is suitable and appropriate for children to be outside the classroom for interventions (with the view of only on a child's needs basis).

-Progress meetings (IEPs) conducted between teachers and parents and were necessary also included SENDCos.

-Statutory review or annual reviews conducted for children with EHCPs

-Further develop the assessment of children with high needs (complex) – the use of B Squared measures small steps of progress which give a clearer rate of progression. Will be used for children who cannot assess the National Curriculum

- SEND review conducted by D. Visvanathan (whole day engagement through learning walks and meetings with all stakeholders (children, staff, SLT, parents and governor)

-The report was very positive and recommendations and a plan of action for recommendations has been put in place.