



Equality Policy

Approved by
Education Committee

Last reviewed on
October 2019

Next review due
October 2021



Vision and Values

The University of Cambridge Primary School is committed to equal opportunities. Our school will make all members of our school community feel welcome irrespective of race, colour, creed or impairment. Our vision and values promote equality and tackle discrimination. This policy includes an equality impact action plan that includes the pre-opening phase of the UCPS.

Our school:

- Will build an inclusive 'Learning without Limits' philosophy that resists notions that ability is fixed and allows every child to surprise us.
- Will respond to children's diverse needs
- Will seek to overcome potential barriers to learning

The University of Cambridge Primary School will have high ambitions for every child – and will work to ensure that children with different needs and its disabled pupils and will expect them to participate and achieve in every aspect of school life. Our vision is underpinned by the following **guiding principles**:

All learners are of equal value

We see all learners and potential learners and their parents and carers as of equal value:

- Whether or not they are disabled
- Whatever their ethnicity, culture, national origin or national status
- Whatever their gender and gender identity
- Whatever their religious or non-religious affiliation or faith background
- Whatever their sexual identity or orientation

We recognise and respect difference

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities will not discriminate but will nevertheless take account of difference of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face in relation to:

- Disability, so that reasonable adjustments are made
- Ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- Gender so that the different needs and experiences of girls and boys and women and men are recognised
- Religion, belief or faith background
- Sexual identity and orientation

We foster positive attitudes and relationships and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:

- Positive attitudes towards disabled people, good relations between disabled and non-disabled people and an absence of harassment of disabled people
- Positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious

affiliation, national origin or national status and an absence of prejudice-related bullying and incidents

- Mutual respect and good relations between boys and girls and women and men and an absence of sexual and homophobic assessment

We observe good equalities practice in staff recruitment, retention and development

We will ensure that policies and procedures benefit all employees and potential employees, for example in recruitment and promotion and in continuing professional development:

- Whether or not they are disabled
- Whatever their ethnicity, culture, religious affiliation, national origin or national status
- Whatever their gender and sexual identify and with full respect for legal rights relating to pregnancy and maternity

We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts of our policies, we will take opportunities to maximise positive impact by reducing and removing inequalities and barriers that may already exist between:

- Disabled and non-disabled people
- People of different ethnic, cultural and religious backgrounds
- Girls and boys, women and men

We consult and involve widely

We will engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies and in the review of existing ones. We will consult and involve:

- Disabled people as well as non-disabled
- People from range of ethnic, cultural and religious backgrounds
- Both women and men and girls and boys
- Lesbian, Gay, bisexual and transgendered people as well as straight

Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally by fostering greater social cohesion and greater participation in public life of:

- Disabled people as well as non-disabled
- People of a wide range of ethnic, cultural and religious backgrounds
- Both women and men, girls and boys
- Lesbian, Gay, bisexual and transgendered people as well as straight

We base our practices on sound evidence

We maintain and publish quantitative and qualitative information showing our compliance with the public sector duty (PSE) set out in clause 149 of the Equality Act 2010.

Objectives

We will formulate and publish specific and measurable objectives, based on the evidence we have collected and published and the engagement in which we have been involved. The objectives that we identify will take into account national and local priorities and issues as appropriate. We will keep our equality objectives under review and report annually on progress towards achieving them.

2. Context

The University of Cambridge Primary School and UTS is a new-build school that will ultimately fill to capacity of 630 children plus nursery provision for 78 children. Training facilities for professional learning are also provided on site. The school design has placed accessibility and inclusion at the heart. All classrooms have level access to the outdoors. Disabled toilet facilities are provided throughout. The UCPS and office facilities upstairs are also accessible via a lift.

Extended provision will be provided for an hour before school starts each day and after school until 6pm each evening. Holiday clubs will also be provided.

The nursery will work closely with the University of Cambridge pre-school (housed in the Community Centre adjacent to the school) and will offer flexible provision for all families.

Our school and UTS facility is committed to meeting its public sector statutory duties as detailed below. We understand that the duties apply to service delivery and employment and staff management as well as policy development and implementation.

3. Legal Background

Public Sector Equality Duties

We are committed to meeting the public sector equality duties (PSED)

The Equality Act 2010 protects pupils from discrimination and harassment based on protected characteristics. The protected characteristics for school provision are:

- Age (for staff only)
- Disability
- Ethnicity and race
- Gender (sex)
- Gender identity and reassignment
- Pregnancy, maternity and breast feeding
- Religion and belief
- Sexual orientation
- Marriage and civil partnership (for staff only)

At the University of Cambridge Primary School and UTS we implement accessibility plans which are aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improving the availability of accessible information to disabled pupils

General duties

Disability general duty – *Disability Discrimination Act 2005*

We have a statutory duty to carry out our functions with due regard to the need to:

- promote equality of opportunity
- eliminate unlawful discrimination
- eliminate disability-related harassment
- promote positive attitudes towards disabled people
- encourage disabled people's participation in public life
- take steps to take into account people's disabilities

Gender general duty – *Sex Discrimination Act as amended by the Equality Act 2006*

We have a statutory duty to promote gender equality with due regard to the need to:

- eliminate unlawful sex discrimination; and
- promote equality of opportunity and good relations between women and men, girls and boys

Race general duty – *Race Relations Amendment Act 2000*

We have a statutory duty to promote race equality with due regard to the need to:

- eliminate unlawful discrimination
- promote equality of opportunity; and
- promote good relations between people of different racial groups

Community cohesion duty – *Education and Inspections Act 2006*

In addition to addressing the duties outlined above, our school is committed to taking action on other equality strands (e.g. religion and belief, 'vulnerable' children) and we will also work hard to meet the duty to promote community cohesion. We will increase our focus on helping children and young people to learn to understand others, to value diversity whilst also promoting shared values, to promote awareness of human rights and to apply and defend them, and to develop the skills of participation and responsible action. We are committed to following DfES guidance in providing:

- teaching and curriculum provision that supports high standards of attainment, promotes common values, and builds pupils' understanding of the diversity that surrounds them
- lessons across the curriculum that promote common values and help pupils to value differences and challenge prejudice and stereotyping
- a programme of curriculum-based activities whereby pupils' understanding of community and diversity is enriched through fieldwork, visits and meetings with members of different communities
- support for pupils for whom English is an additional language to enable them to achieve at the highest possible level in English

Specific duties: disability, gender and race

The specific duties ask schools to prepare and publish their policies and plans for meeting the general duties. All the specific duties have informed the production of our equality scheme. Section 4 (Roles and Responsibilities) details the involvement of all staff in the implementation of the scheme.

Action relevant to disability, gender, race, community cohesion and other diversity strands is specifically identified in the Action Plan.

We will adapt documents to facilitate those with a disability to access information about the school. Our information is available in electronic and paper versions; most of which can be access in the school office on request.

4. Roles and Responsibilities

The UCPS Trust, supported by the Headteacher and staff, is responsible for ensuring the implementation of this scheme.

Commitment to implementation

The Headteacher will assume overall responsibility for ensuring that the action plan is delivered effectively.

Every 12 months, managers and key staff will report to the Headteacher on actions and progress.

Every 12 months there will be a report on equality and diversity to the Trust.

All staff are responsible for delivering the scheme both as employees and as it relates to their area of work.

Responsibility for	Key person
Single equality scheme	Headteacher
Disability equality (including bullying	Headteacher
SEN/LDD (including bullying incidents)	Assistant Headteacher / SENCo
Children Looked After / Pupil Premium	Assistant Headteacher
Safeguarding & Vulnerable children	Headteacher
Accessibility	Premises / Health and Safety Committee
Gender equality (including bullying	Headteacher
Race equality (including racist incidents)	Headteacher
Equality and diversity in curriculum	All teaching staff / trainees / support staff
Equality and diversity – behaviour	All staff
Participation in all aspects of school life	All staff
Impact assessment	Senior Leadership Team / Trust
Stakeholder consultation	Headteacher / Trust
Policy review	Headteacher / Trust
Communication and publishing	Headteacher / Web manager / Admin

Commitment to review

The school equality scheme will be aligned with the School Development Plan and Premises / Accessibility Plan. Its implementation will be monitored within the school's self-evaluation and other review processes as well as being updated at least annually. Following this impact assessment, the whole equality scheme will be reviewed at least every four years.

Commitment to publish

The University of Cambridge Primary Primary School strives to be known as a highly inclusive and ambitious for all.

We are committed to sharing information about our equality scheme as broadly as appropriate. We will also publish the results of a full scheme review every four years – in which we will make proposals for future action.

Commitment to action 2017 onwards:

UCPS Trust will:

- Policy Development • Provide leadership and drive for the development and regular review of the school's equality and other policies
- Policy Implementation • Provide leadership and ensure the accountability of the Headteacher and senior staff for the communication and implementation of school policies
- Behaviour • Highlight good practice and promote this policy throughout the school and wider community
- Behaviour • Provide appropriate role models for all managers, staff, trainee teachers and pupils
- Behaviour • Congratulate examples of good practice from the school and among individual managers, staff and pupils
- Behaviour • Ensure a consistent response to incidents, e.g. bullying cases and racist incidents
- Public Sector Duties • Ensure that the school carries out the letter and the spirit of the statutory duties

Headteacher and senior staff will:

- Policy Development • Initiate and oversee the development and regular review of equality policies and procedures
- Policy Development • Consult pupils, staff and stakeholders in the development and review of the policies
- Policy Implementation • Ensure the effective communication of the policies to all pupils, staff and stakeholders
- Policy Implementation • Ensure that managers and staff are trained as necessary to carry out the policies
- Policy Implementation • Oversee the effective implementation of the policies
- Policy Implementation • Hold line managers accountable for effective policy implementation
- Behaviour • Provide appropriate role models for all managers, staff and pupils
- Behaviour • Highlight good practice from departments, individual managers, staff and pupils
- Behaviour • Provide mechanisms for the sharing of good practice
- Behaviour • Ensure a consistent response to incidents, e.g. bullying cases and racist incidents
- Public Sector Duties • Ensure that the school carries out its statutory duties effectively

Line managers will:	
Policy Development	<ul style="list-style-type: none"> ● Respond to consultation requests by creating opportunities for pupils and staff to share their comments, suggestions and feedback, ensuring that all voices are heard
Policy Implementation	<ul style="list-style-type: none"> ● Implement the school's equality scheme, holding staff accountable for their behaviour and providing support and guidance as necessary ● Be accountable for the behaviour of the staff team, individual members of staff and pupils ● Use informal and formal procedures as necessary to deal with 'difficult' situations
Behaviour	<ul style="list-style-type: none"> ● Behave in accordance with the school's policies, leading by example ● Respond appropriately to the behaviour of pupils and staff, as a whole, and individuals (praising/challenging as necessary)
Public Sector Duties	<ul style="list-style-type: none"> ● Contribute to managing the implementation of the school's equality scheme

All staff: teaching and non-teaching will:	
Policy Development	<ul style="list-style-type: none"> ● Contribute to consultations and reviews ● Raise issues with line managers which could contribute to policy review and development
Policy Implementation	<ul style="list-style-type: none"> ● Maintain awareness of the school's current equality policy and procedures ● Implement the policy as it applies to staff and pupils
Behaviour	<ul style="list-style-type: none"> ● Behave with respect and fairness to all colleagues and pupils, carrying out the letter and spirit of the school's equality scheme ● Provide a consistent response to incidents, e.g. bullying cases and racist incidents
Public Sector Duties	<ul style="list-style-type: none"> ● Contribute to the implementation of the school's equality scheme

5. Stakeholder Consultation

The UCPS will regularly consult stakeholders through questionnaires and headteacher forums to gain valuable information about the success of the implementation of our equality policy.

6. Impact Assessment

As part of the school's regular evaluation , the impact of our equality policy on the wider life of the school (including but not limited to the Curriculum, SEND, Accessibility Policy and Teaching and Learning handbook etc.)

7: Equality Impact Action Planning

Priority issue and objective	Category	Task	Responsibility	Date	Review/impact assessment
<i>Provide small teaching spaces for children who need periods of withdrawal for speech therapy, small group tuition etc</i>	Learning needs	<ul style="list-style-type: none"> Provide small areas within design additional to BB99 requirements 	Consultant Headteacher Architects	January	Annual review
		<ul style="list-style-type: none"> Provide accessible learning spaces where children can work alongside others without feeling 'separate' from main teaching activity 	Consultant Headteacher Architects	January	

Priority issue and objective	Category	Task	Responsibility	Date	Review/impact assessment
<i>Provide facilities for dispensing and storing medicines</i>	Disability	<ul style="list-style-type: none"> Medical room with storage provided in school design 	Headteacher	ongoing review	In place when school opens Sept 2015
		<ul style="list-style-type: none"> Training for all staff re first aid, use of epipens etc 	Headteacher	Beginning of each academic year	

<ul style="list-style-type: none"> School policies agreed re dispensing of medicines 	Headteacher / Trust	Beginning of each academic year
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Priority issue and objective	Category	Task	Responsibility	Date	Review/impact assessment
<i>Provide resources that celebrate the global community of tthe new district of Eddington</i>	Race	<ul style="list-style-type: none"> Provide welcoming culture in the school 	All staff	Review through consultation and pulse surveys throughout the school year	Celebration of international diversity
		<ul style="list-style-type: none"> Ensure that curriculum resources include positive images of black and minority ethnic children 	All staff / budget holders	Sept 2015	
		<ul style="list-style-type: none"> Celebrate home languages and global community of school & UCPS population 	All staff	Sept 2015 ongoing	
		<ul style="list-style-type: none"> Build and maintain links with children and families from across the world 	All staff		
		<ul style="list-style-type: none"> Staff recruitment encourages diversity of applicants 	HR Committeee	Ongoing each year	

Priority issue and objective	Category	Task	Responsibility	Date	Review/impact assessment
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Enhance understanding of Roma and Traveller communities

<ul style="list-style-type: none"> ● Include examples of Traveller communities when choosing literature, resources etc 	Headteacher	Ongoing and reviewed in our curriculum July each year	Build understanding of traveller communities
<ul style="list-style-type: none"> ● Challenge stereotypical views through PSHE 	All teachers	Sept 2015 ongoing	

Priority issue and objective	Category	Task	Responsibility	Date	Review/impact assessment
<i>Working together with parents / carers</i>	Disability	<ul style="list-style-type: none"> ● Publicise admissions criteria that state priority to children with an Education, Health & Care plan 	Trust	Website	Number of children who apply under this criteria
		<ul style="list-style-type: none"> ● Ensure that information sent home is accessible to prospective families & subsequently to the established school community 	Consultant Headteacher / Web developer / Trust	Annual in Spring	
		<ul style="list-style-type: none"> ● Publish Inclusion Policy and Special Education Needs and Disability School Offer on the UCPS website 	Trust	Annually	
		<ul style="list-style-type: none"> ● Parents / Carers will be invited to attend a hand over meeting at the end of each year so that new staff teams are fully aware of how best to support each child. 	Headteacher / All teachers	Annually in Summer	

<ul style="list-style-type: none"> To provide opportunities for parents to make suggestions about whole school improvements that would benefit their child – biannual survey with results reported to parents and Trust 	Headteacher / Trust	Ternly
<ul style="list-style-type: none"> Ensuring that all colleagues are aware of the home experience that parents can provide 	SENCo / Deputy	SEND events termly

Priority issue and objective	Category	Task	Responsibility	Date	Review/impact assessment
<i>Ensure that gender is not a barrier.</i>	Gender	<ul style="list-style-type: none"> Purchase resources for the school library & classrooms that provide positive role models for same sex relationships 	Headteacher	Annual review	Subject leadership evaluations
		<ul style="list-style-type: none"> Staff recruitment encourages diversity of applicants 		ongoing	
		<ul style="list-style-type: none"> Review sports and other extra curricular opportunities to ensure equality of access 	PE lead	Autumn 2016	
		<ul style="list-style-type: none"> Review attainment data to ensure that there is no gender bias. Compare attainment data with national data. 		Termly	

Priority issue and objective	Category	Task	Responsibility	Date	Review/impact assessment
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Provide positive role models

Disability

• Provide a range of resources such as library books, posters etc that promote positive images of disability	Headteacher	Ongoing
• Establish links with local SEN(D) provision	Headteacher / SENCo	Ongoing
• Staff recruitment encourages diversity of applicants	Headteacher / HR Committee	Ongoing

Review as part of the leadership evaluation of the school's work, termly