



Equality Information and Objectives

Castle Cary Primary School

Public Sector Equality Duty (Updated February 2022)

Public Sector Equality Duty

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.

Castle Cary Primary School is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth. We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

Our approach to equality is based on the following key principles:

1. All learners are of equal value
2. We recognise and respect difference
3. We foster positive attitudes and relationships and a shared sense of cohesion and belonging
4. We observe good equalities practice in staff recruitment, retention and development.
5. We aim to reduce and remove inequalities and barriers that already exist.

6. We have the highest expectations of all our children.

Equality Information

Number of pupils on roll at the school: 202

Age of pupils: 4-11

Information on pupils by protected characteristics

The Equality Act 2010 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.

In order to ensure that all pupils are protected from discrimination, the school collects information on protected characteristics.

Information on other groups of pupils

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

- Pupils eligible for Free School Meals (FSM)
- Pupils with Special Educational Needs (SEN)
- Disadvantaged group
- Pupils with English as an Additional Language (EAL)
- Young carers
- Looked after children
- Other vulnerable groups

Race/Ethnicity

%

Any other Asian background
Any other Black background
Any other ethnic group
Any other mixed background
Any other White background
Bangladeshi
Black - African
Black Caribbean
Chinese
Indian
Pakistani
Refused
White - British
White - Irish
White and Asian
White and Black African

White and Black Caribbean

Gender: % male, % female

Pupils eligible for Free School Meals (FSM): %

**Pupils eligible for Pupil Premium Funding: % Pupils
with Special Educational Needs (SEN): %**

Pupils with English as an Additional Language (EAL): %

Young carers: - %

Looked after children: %

Through rigorous tracking and monitoring of individuals and of all the groups of children, including progress and attainment, and by providing equal opportunities to access the curriculum and activities, we aim to ensure that any gap in attainment for pupils within any of the above different groups is removed, or at least remains less than the gap nationally.

Eliminating discrimination and other conduct that is prohibited by the Act

The information provided here aims to demonstrate that we give careful consideration to equality issues in everything that we do at Castle Cary. 'Due regard' ensures that we work towards eliminating discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act.

We are committed to working for equality for all our staff, parents/carers and children to meet our duties under the Equality Act 2010.

We eliminate discrimination by:

- Our behaviour policy ensures that all children feel safe at school and addresses prejudicial bullying
- Reporting, responding to and monitoring all racist incidents which are also reported to the Trust board
- Regularly monitoring the curriculum to ensure that the curriculum meets the needs of our pupils and that it promotes respect for diversity and challenges negative stereotyping
- Teaching is of the highest quality to ensure children reach their potential and all pupils are given equal entitlement to success
- Tracking pupil progress to ensure that all children make rapid progress, and intervening when necessary
- Ensuring that all pupils have the opportunity to access extra-curricular provision
- Listening to and monitoring views and experiences of pupils and adults to evaluate the effectiveness of our policies and procedures

Advancing equality of opportunity between people who share a protected characteristic and people who do not share it

We advance equality of opportunity by:

- Using the information we gather to identify underachieving groups or individuals and plan targeted intervention
- Listening to parents/carers
- Listening to pupils at all times

Fostering good relations across all characteristics - between people who share a protected characteristic and people who do not share it

We foster good relations by:

- Ensuring that Castle Cary is seen as a community school within our local community
- Ensuring that equality and diversity are embedded in the curriculum
- Ensuring that equality and diversity are embedded in collective worship.

Equality Objectives

| Objective | Which group(s) with protective characteristics will this benefit? | Alignment with Values | Actions and who will be involved | Timescale | Which general duty(ies) will it address | How will we measure our success |
|--|---|-----------------------|--|---------------------------------|--|---|
| To promote cultural development and understanding through a rich range of experiences both in and beyond school to ensure a deeper respect, tolerance and understanding of our communities' beliefs and cultural background. | Disability Gender Race Religion or Belief Sexual Orientation Gender reassignment | Integrity | Programme of visits to include places of worship. Visitors to share different faiths and cultures. Use collective worship as an opportunity to celebrate festivals of a range of cultures and countries. Use events like Olympics, World Cups to explore other cultures. | Programme in place and ongoing. | Will eliminate unlawful discrimination, harassment, victimization and other conduct prohibited by the Act. Greater understanding and respect for differences. | Pupils will have a wide experience of a diverse society. Children understand they are part of a multi-faith and multi-cultural society. |
| To ensure the school environment is as accessible as possible to all pupils, staff, volunteers and visitors. | Disability Gender | Collaboration | Keep Accessibility Plan up to date (see plan) SENDCO | Ongoing | Advance equality of opportunity between people who share protected characteristics and those who do not | All pupils, visitors and staff able to access learning environment. |
| To monitor assessment data to ensure children are not being disadvantaged by belonging to a protected group | SEND Gender Race Religion or Belief | Equity | Careful tracking of attainment and progress for pupils with protected characteristics. Where appropriate to work with external agencies to achieve the best outcomes for children | Ongoing | Advance equality of opportunity between people who share protected characteristics and those who do not | By outcomes and progress of pupils |

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|--|---|------------------|--|----------------|---|--|
| <p>To ensure that each child has a voice and it is heard in accordance to the rights of the child and in line with our Safeguarding Procedures</p> | <p>Gender SEND Race Religion or Belief</p> | <p>Equity</p> | <p>Pupil surveys are periodically undertaken and analysed with further actions identified School safeguarding procedures and process are effective Pastoral support systems in school allow pupils to voice any concerns</p> | <p>Ongoing</p> | <p>Ensure all children have opportunities to raise Safeguarding concerns and are able to make disclosures in safe environment knowing that their voice will be heard.</p> | <p>Outcomes of pupil surveys monitoring pupil voice Measures in pastoral systems such as assessment tools</p> |
| <p>To monitor and eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Act</p> | <p>Disability Gender Race Religion or Belief Sexual Orientation Gender reassignment</p> | <p>Community</p> | <p>Review of anti-racism policy Monitor incidents and undertake appropriate steps to inform and educate children and their families</p> | <p>Ongoing</p> | <p>Will eliminate unlawful discrimination, harassment, victimization and other conduct prohibited by the Act. Greater understanding and respect for differences.</p> | <p>Outcome of the reporting of incidents to the governors and Trust board Children appreciate the diverse community they are part of</p> |