



# Equality Information and Objectives

<b>Governors' committee normally reviewing:</b>	Full Governing Body
<b>Date approved by Governors:</b>	11.2023
<b>Review Cycle:</b>	3 Years
<b>Yearly Updates:</b>	10.2024
<b>Author(s):</b>	Kelly Hawker, Lesley Flower-Harris

## **Cherry Garden School Statement on Equality**

Cherry Garden School is committed to equality both as an employer and a service-provider. 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 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 are committed to:**

- Making our school a safe, secure and stimulating place for everyone.
- Promoting spiritual, moral, social and cultural development through all appropriate curricular and extra-curricular opportunities. We aim to meet this objective with particular reference to issues of equality and diversity.
- Reducing prejudice and increase understanding of equality through direct teaching across the curriculum.
- Promoting cultural development and understanding through a rich range of experience, both in and beyond the school.
- Using teaching styles and resources that take account of pupils' cultural backgrounds, language needs and different learning styles
- Encouraging, supporting and helping all pupils and staff to reach their full potential.
- Recognising that people have different needs and that promoting equality will involve addressing those needs rather than treating everyone the same.
- Ensuring that everyone is treated fairly and with respect.
- Consulting and involving people from different groups in our decisions, for example, through talking to pupils and parents/carers

We welcome our duty under the Equality Act 2010 which requires us to publish information demonstrating 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.

This statement meets our specific duty to publish information every year which sets out how we are doing this. **Please also see our SEN Report and Accessibility Plan**

## **Part 1: Information (accurate as of Oct 2023)**

### **Pupil population**

Number of pupils on roll 89.

Male – 59

Female – 30

Afghan	1
Any Other Black Background	1
Any Other Mixed Background	3
Any Other White Background	2
Arab Other	1
Bangladeshi	1
Black African	23
Black and Any Other Ethnic Group	3
Black Caribbean	1
Black Ghanaian	1
Black Nigerian	7
Black Sierra Leonian	1
Black Somali	2
Black Sudanese	1
Chinese	1
Chinese and Any Other Ethnic Group	1
Latin/ South/ Central American	2
Other Black African	1
Other Ethnic Group	2
Other Mixed Background	2
Pakistani	1
Refused	2
White and Black African	3
White and Black Caribbean	1
White and Indian	1
White British	19
White Eastern European	1
White Irish	1
White Other	3

Prejudice related incidents and bullying – 0

Exclusions – 0

## **Part 2: How we are meeting our equality duty to advancing equality, eliminate discrimination and foster good relationships**

The information and data provided shows that we give careful consideration to advancing equality in everything that we do and the steps we are taking to eliminate discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010.

### **Training**

Whole school Anti-racist Practice and SEN training led by Liz Pemberton (The Black Nursery Manager) September 2021-July 2022. Our journey continues with this important work and is imbedded into our school values.

Training provided by Emma Ayerie of Safeguarding Now around working with BAME families, FGM and Safeguarding over the 2022-2023 and 2023-2024 academic years.

### **Record keeping and monitoring**

We keep an accurate record, when possible and appropriate, of the protected characteristics of our pupils and employees.

We keep a record of prejudice related incidents and bullying.

We keep a record of exclusions.

### **Policies which particularly contribute to the promotion of equality**

School Behaviour Policy

Special Educational Needs Information Statement

Complaints Procedure - sets out how we deal with complaints relating to our school.

Staff discipline and grievance

ICT & E-safety Policy

Teaching and Learning Policy

Relationship and Sex Education Policy

PHSE and Wellbeing Policy

### **Curriculum**

- Is highly positive, offering memorable experiences and rich opportunities that contribute to pupils' spiritual, moral, social and cultural development.
- Includes a broad range of areas of study within Citizenship, PSHE and Well Being Education, to eliminate discrimination, harassment and victimisation. (See schemes of work in PSED, website and Twitter for video/photo evidence).
- Encourages children to experience a wide range of opportunities within the school and community in order to reflect about the world in which they live and to broaden their experience and understanding of others' beliefs, cultures and faiths.

- Promotes British Values of democracy, rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs. This is evidenced by the positive role modelling by the whole school community and the assembly themes.
- Makes use of resources which challenge stereotypes. For example picture books with different family set ups and role play areas with diverse cultural themes.

### **Engagement/consultation**

Staff: The staff wellbeing survey provides a broad understanding of the strengths of the school in supporting staff as well as identifying areas for improvement. Our wellbeing policy and action plan sets out how we aim to address areas of need and continue our collaborative process to positively impact staff wellbeing.

Engagement with whole school training has been very positive and is driving reflective practice throughout the school.

Pupils: All staff know the children in their class extremely well and interpret their likes, dislikes and feelings through different communication strategies bespoke to that child. For children who are at a pre-formal communication stage the adults interpret likes/dislikes by observing their responses to activities and resources.

Parents: We have a range of successful strategies for engaging with our parents and carers, including those who might traditionally find working with the school difficult. This is evidenced by:

- the number of parents who have enrolled in Tapestry to observe their child's progress through written observations, photos and videos.
- Positive feedback from parent workshops.
- Parents evening attendance.
- Attendance at Annual Reviews.

## **Disability**

We are committed to working for the equality of people with disabilities

Please see our Accessibility Plan, SEN Information statement and policy for supporting children with medical needs

## **Data summary of achievement and progress of pupils with SEND**

Pupil progress is tracked through the annual review of their Education Health and Care Plan and regular assessment via Tapestry.

## **Data on participation in after school clubs**

N/A

## **What we are doing to eliminate discrimination, promote equality of opportunity and foster good relationships**

The school has been designed to prevent obstacles for all children with a disability. The school is completely inclusive in its design.

### **Examples**

All children in the school have a disability and all are encouraged to be as independent as possible and learn to the best of their ability.(See SEND Information on the school website).

All children in the school with disabilities are supported and enabled to take part in all school events, trips and sports days.

We use assemblies and curriculum resources to provide positive images and perceptions of people with disabilities e.g. Paralympians.

In planning any maintenance and refurbishment we consider 'general' adjustments which may be needed for pupils with a range of disabilities to ensure the curriculum offer is as inclusive as possible. Recent examples are hoists in the playground, a sensory gym.

## **Ethnicity and race (including EAL learners)**

We are committed to working for the equality of people from different ethnic and racial backgrounds.

## **Summary data on achievement and progress at EYFS, KS1 and KS2 of pupils by ethnic group**

**Not available.**

## **Data on participation in after school clubs**

**N/A**

## **What we are doing to eliminate discrimination, promote equality of opportunity and foster good relationships**

Special events link in with the topic framework such as Festivals, Enterprise, Harvest Festival, Sports Day, Red Nose day, Christmas plays all help to promote community cohesion and pupil's understanding of different cultures and ethnic backgrounds

Visits to local places of interest and worship are part of our regular Local Learning Area visits.

Assembly topics cover a wide range of religious and cultural events and themes.

The curriculum supports all pupils to understand, respect and value difference and diversity and ensure that the curriculum challenges racism and stereotypes. By

- Using a diverse range of play set ups with resources that reflect the cultures of our school and local community.
- Having RE play opportunities built into the SOW, focusing on a festival theme for each half term.
- Visits to local cultural and religious venues.

## Gender

### Summary data on achievement and progress at KS2 of pupils by gender

Not available.

### Data on participation in after school clubs

N/A

### What we are doing to eliminate discrimination, promote equality of opportunity and foster good relationships

The curriculum meets the needs of all genders by

- Encouraging non-stereotype role play on a range of topics.
- Following individual pupil interests
- Access to non-stereotypical images of men and women in books around the school, and through stories told in assemblies.
- Positively seeking recruitment of more male staff to provide a range of role models.

## Religion and belief

At Cherry Garden School we are committed to working for equality for people based on their religion, belief and non-belief. We respect the religious beliefs and practice of all staff, pupils and parents and we comply with reasonable requests relating to religious observance and practice.

### What we are doing to eliminate discrimination, promote equality of opportunity and foster good relationships

At Cherry Garden the curriculum supports pupils to build their sense of identity and belonging, which help them flourish within their communities as citizens in a diverse society.

We promote inclusion for all our faith groups in our curriculum. (See RE policy and Schemes of Work).

We include visits to local places of worship and opportunities to engage with different religious and spiritual communities around us (e.g. our local Mosque, Church and Temple) in our curriculum.

We encourage the involvement of parents and families in celebrations based on different faiths and religions. These have included special assemblies, displays, and sharing experiences and customs around significant festivals.



## **Sexual identity and orientation**

We are committed to advancing the equality of people whatever their sexual identity or orientation and promoting good relationships among them.

## **What we are doing to eliminate discrimination, promote equality of opportunity and foster good relationships**

Pupils at Cherry Garden have access to a range of teaching and learning curriculum resources (books and role play resources) to provide positive examples as well as images of differing

- family set-ups eg same sex parents
- sexual orientation
- gender identity

Diversity and Identity Education – Cherry Garden supports the whole school community to understand, respect and value differences in sexual orientation, gender identity and non-traditional family structures and challenges stereotypes and discrimination.

### Part 3: Our equality objectives

The Equality Act 2010 requires us to publish specific, achievable 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:

<b>To continue to develop the school a community where role models from a diverse range of cultures are celebrated.</b>			
<b>Key actions</b>	<b>Time frame</b>	<b>Success criteria</b>	<b>Progress September 2024:</b>
<p><b>Continue to develop classroom role play areas based on family, staff and community role models from a range of cultures.</b></p>	<p>Termly additions to the opportunities and resources in school</p>	<p>Families feel welcomed and celebrated within the school community. Feedback from parent/carer surveys show that parents engage with the school curriculum and feel that it reflects our diverse community. Pupils and staff are engaged in understanding and celebrating a range of cultures and feel confidence in sharing their own experiences.</p>	<p>Role play areas continue to be used based on community role models. A newly appointed UW TLR post means that the UW lead will be able to continue to build on this over the coming year, broadening the range of resources.</p> <p>Applications for all roles are now receiving a wider range of applications. Our community links and placements/training opportunities offered have opened up knowledge about the school and vacancies to a wider audience.</p>
<p><b>Seek to attract a wider range of prospective employees to apply for all positions in the school. In particular, taking into consideration gender, ethnicity and faith origin.</b></p> <ul style="list-style-type: none"> <li>- Research alternative places to advertise, which may open applications to a wider audience.</li> <li>- Continue to provide training and placements to a range of organisations to spread knowledge of the school to a broader community.</li> <li>- Make new links with local organisations that provide training and work opportunities.</li> </ul>	<p>September 2024</p>	<p>There is an increase in staff from a wider range of backgrounds, which further reflects our cohort of pupils and local community. The outreach offer from the school spreads knowledge of the school to a wider community and provides an insight into work within a specialist environment.</p>	<p>The school has made links with researchers through Bath University to plan for a research project and training opportunity for staff around gender identities and SEN.</p>

<b>To provide regular staff training and conversation which builds on the work the school has undertaken through the Liz Pemberton training.</b>	Yearly CPD plans each September to incorporate ongoing training and discussion.	Staff have a good knowledge of issues impacting equality and diversity and engage in regular discussion and action to continue the school's journey.	
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**Equality objective 2:**

<b>To ensure all children are able to access a range of local community spaces to extend the curriculum, regardless of disability.</b>			
<b>Key actions</b>	<b>Time frame</b>	<b>Success criteria</b>	<b>Progress September 2024:</b>
<b>Ensure transport is accessible to all pupils, including looking in to the purchase of a school minibus to increase accessibility.</b>	Spring 2024	The school has access to a school minibus, which is used to increase access to community spaces and broaden the curriculum.	The school has purchased a minibus and trained several members of staff to drive this. This has led to increased access to wider community visits where public transport is less accessible for our pupils' needs.
<b>Increase local community links and work collaboratively with community spaces to improve accessibility in local amenities.</b> <ul style="list-style-type: none"> <li>- Ensure equity of access to community links through the community links tracker.</li> <li>- Create new community links with organisations to improve access to areas that have previously been difficult.</li> <li>- Work on collaborative projects with organisations to increase accessibility for a range of needs.</li> </ul>	Ongoing	Pupils access a wider range of local community spaces to support the curriculum and this impacts on progress in key areas. There is progression in the community spaces pupils access across their time in the school, reflecting their increasing confidence and depth of experience.	A tracker is now used to ensure equity of access to one off opportunities and a progression of opportunities through different age groups.  The deputy Head has worked with a wide range of providers of after school and activity groups in the local community through the 'Voiceability' run sessions. The aims of the training have been to increase provider confidence and knowledge in making their groups/spaces inclusive and suitable for young people with additional needs.
<b>Continue to work on the short breaks innovation</b>	Summer 2024	A larger number of families start to access short breaks through the new offer.	The school continues to play a role in the short breaks innovation project

<p><b>project with the Local Authority.</b></p> <ul style="list-style-type: none"> <li>- Provide training for existing and potential short breaks providers</li> <li>- Work with LA project managers to improve awareness and accessibility of the local offer.</li> <li>- Continue to support the Children and Families Centres in their provision of the SENSational stay and play sessions.</li> </ul>		<p>Families show an increased engagement with the local offer.</p> <p>SENSational Stay and Play sessions are well attended and provide more consistent opportunities across centres.</p> <p>Stay and Play sessions and short breaks opportunities are able to cater to a wider range of more complex needs.</p>	<p>and this has led to a significant increase in the number of pupils who are able to access suitable short breaks during the school holidays.</p> <p>The SENSational stay and play offer continues to grow and is now supporting families of our own pupils as well through weekend and holiday provision. An increased training offer has been developed for stay and play staff to include training around how to work with children with more complex needs.</p>
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## **Cherry Garden School Equality Statement and Objectives**

We are committed to:

- To promote spiritual, moral, social and cultural development through all appropriate curricular and extra-curricular opportunities. We aim to meet this objective with particular reference to issues of equality and diversity.
- To reduce prejudice and increase understanding of equality through direct teaching across the curriculum.
- To promote cultural development and understanding through a rich range of experience, both in and beyond the school.
- Using teaching styles and resources that take account of pupils' cultural backgrounds, language needs and different learning styles
- All pupils have full access to all elements of the curriculum including relevant educational visits.
- Encouraging, supporting and helping all pupils and staff to reach their full potential.

### **Cherry Garden Equality Objectives**

September 2023 – September 2026

Objectives
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**To continue to develop the school as place where role models from a diverse range of cultures are celebrated.**

**To ensure all children are able to access a range of local community spaces to extend the curriculum, regardless of disability.**