



*Cranbrook Education Campus
Equality Policy and Guidance*

Policy

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Date adopted:

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Ratified by: LGB Governors Finance & Resources

Review date: January 2024

Equality Policy

Cranbrook Education Campus

Cranbrook Education Campus is an inclusive school where all members of our community are equally valued. The Equality Act 2010 and non-statutory guidance set out by the government in December 2011 and March 2012 provide a framework to support our long-standing commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people.

As a school, we want all students, staff and wider community members to understand and celebrate our differences while recognizing and valuing the things that we share in common with each other and the rest of the world. We continue to actively tackle issues of disadvantage and underachievement of different groups. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

The primary aim of Cranbrook Education Campus is to provide aspirational learning and opportunities which transform the lives of all our pupils. In line with this, we take steps to advance equality of opportunity, foster good relations and eliminate discrimination or harassment across all the protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation) within the school community. The policy laid out below has evolved through community-wide listening and consultation through which students, staff, parents, carers, guardians and wider community members have had the opportunity to contribute to and share their understanding of equality.

This means:

- We will take reasonable and necessary steps to meet pupils' needs by using a variety of approaches and planning reasonable adjustments for disabled pupils, enabling all our pupils to take as full a part as possible in all the activities of the school.
- We will make reasonable adjustments to ensure the school environment and its activities are as accessible and welcoming as possible for pupils, staff and visitors to the school. We are also committed to ensuring staff with a disability have equality of opportunity.
- We will actively encourage positive attitudes towards pupils and staff and expect everyone to treat others with dignity and respect.
- We will regularly consider the ways in which the enacted curriculum will help to promote awareness of the rights of individuals and develop the skills of participation and responsible action.
- We will regularly consider the ways in which our teaching and the curriculum provision will support high standards of attainment, promote common values, and help students understand and value the diversity that surrounds them, and challenge prejudice and stereotyping.
- We will monitor the progress and achievement of pupils by the relevant and appropriate protected characteristics. This information will help the school to ensure that individual pupils are achieving their potential, the school is being inclusive in practice, and trends are identified.
- We will collect and analyse information about protected characteristics in relation to staff recruitment, retention, training opportunities and promotions to ensure all staff have equality of opportunity. We will not ask health related question to job applicants before offering a job, unless it relates to an intrinsic function of the work they do. We will make reasonable adjustments such as providing auxiliary aids for our disabled staff.

- We will ensure the curriculum is accessible to all pupils with special educational needs and disabilities (SEND) or those for whom English is not their first language.
- By planning ahead, we will ensure that all pupils are able to take part in extra-curricular activities and residential visits, and we will monitor the uptake of these to ensure no one is disadvantaged on the grounds of a protected characteristic.
- We will seek the views of advisory staff and outside agencies and partnerships with other schools where this is needed. In planning the curriculum and resources we will take every opportunity to promote and advance equality.
- Bullying including prejudice related incidents will be carefully monitored and dealt with effectively. Regular training will be given to both existing and new staff to ensure that they are aware of the process for reporting and following up incidents of bullying and prejudice/hate incidents
- We expect that all staff will be role-models for equal opportunities, deal with bullying including discriminatory incidents and be able to identify and challenge prejudice and stereotyping.
- Throughout the year, we will plan on-going events to raise awareness of equality and diversity. This may include a focus on disability, neurodiversity, respect for other cultures, religions and beliefs, LGBTQIA+ pride, gender equality, developing community cohesion and an understanding of the effects of discrimination.
- We will ensure pupil/parent/staff consultation is regularly sought in the development and review of this policy.
- We will regularly seek the views of pupils, parents, advisory staff and visitors to the school, to ensure that the school environment is as safe and accessible as possible to all school users. We will regularly review our accessibility plans and consider feedback for this.
- We welcome a diverse range of candidates for staff positions and encourage those who are currently under- represented to apply.
- We will ensure that all staff are aware of their legal duties under the Equality Act 2010, the different forms of discrimination and what reasonable adjustments mean in practice.
- We will set out training and awareness sessions in the school improvement plan.
- We will consult with stakeholders, i.e. pupils, parents/carers, staff and relevant community groups, to establish equality objectives and draw up a plan based on information collected on protected groups and accessibility planning. These equality objectives will be reviewed and reported on annually.
- We will build into our new school website an Equality Page to show how all visitors and stakeholders how we are complying with the Public Sector Equality Duty (PSED) in the Equality Act 2010 and advancing equality of opportunity.
- When drawing up policies, we will carry out an Equality Impact Assessment to ensure a policy does not, even inadvertently, disadvantage groups of pupils with protected characteristics.
- We will consider to what extent a new/revised policy, practice or plan meets the Public Sector Equality Duties (eliminates discrimination, advances equality and fosters good relations for all the protected characteristics) and recommend changes/mitigations where necessary (DCC policies will have already had EIAs carried out).

Policy Agreed

Signed

Part Two

Our Legal Duties

Legislation relating to equality and discrimination is laid out in the Equality Act 2010.

This legislation covers employment (work), the provision of services and public functions, and education.

Employers (schools) are liable for discriminatory acts of their employees if they did not take reasonable steps to prevent such acts. Employees can be liable for acts (where an employer took reasonable steps to prevent such acts).

The 'Protected Characteristics' within equality law are:

- **Age** - A person of a particular age (e.g. 32-year-old) or a range of ages (e.g. 18 - 30 year olds). Age discrimination does not apply to the provision of education, but it does apply to work.
- **Disability** - A person has a disability if s/he has, or has had, a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. It includes discrimination arising from something connected with their disability such as use of aids or medical conditions. HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.
- **Gender reassignment** - A person (usually with 'gender dysphoria') who is proposing to undergo, is undergoing or has undergone gender reassignment (the process of changing physiological or other attributes of sex, therefore changing from male to female, or female to male). 'Trans' is an umbrella term to describe people with this 'Gender Identity'. 'Intersex' or 'Third Sex' is not covered by the Act but the school will treat Intersex children with the same degree of equality as children with gender dysphoria. Children as young as five may begin to show signs of gender dysphoria and therefore it is relevant in any school environment. The Intercom Trust in Devon supports schools in supporting children undergoing gender reassignment).
- **Marriage and civil partnership** – Marriage and civil partnership discrimination does not apply to the provision of education, but it does apply to work.
- **Pregnancy and maternity** - Maternity refers to the period of 26 weeks after the birth (including still births), which reflects the period of a woman's Ordinary Maternity Leave entitlement in the employment context. In employment, it also covers (where eligible) the period up to the end of her Additional Maternity Leave.
- **Race** - A person's colour, nationality, ethnic or national origin. It includes Travellers and Gypsies as well as White British people.
- **Religion and belief** - Religious and philosophical beliefs including lack of belief. Generally, a belief should affect your life choices or the way you live for it to be included in the definition. Religion and belief discrimination does not prevent a school from carrying out collective worship or other curriculum-based activities, but pupils may withdraw from acts of collective worship.
- **Sex** - A man or a woman.
- **Sexual orientation** - A person's sexual orientation towards the same sex (lesbian or gay), the opposite sex (heterosexual) or to both sexes (bisexual). Although children may not identify as gay or lesbian when very young, promotion of sexual orientation equality is as relevant in a

primary school environment as it is in a secondary school. For example, a child may have an older sibling or parent who is gay. Children may experience friends 'questioning' or 'coming out' when they are in secondary school or college. Schools with a particular religious ethos cannot discriminate against lesbian, gay or bisexual pupils.

It is also unlawful to discriminate because of the sex, race, disability, religion or belief, sexual orientation or gender reassignment of another person with whom the pupil is associated. So, for example, a school must not discriminate by refusing to admit a pupil because his parents identify as LGBTQIA+. It would be race discrimination to treat a white pupil less favourably because she has a black boyfriend or vice versa.

'Prohibited Conduct' (acts that are unlawful):

- **Direct discrimination** - Less favourable treatment because of a protected characteristic.
- **Indirect discrimination** - A provision, criteria or practice that puts a person at a particular disadvantage and is not a proportionate means of achieving a legitimate aim.
- **Harassment** - Conduct which has the purpose or effect of violating dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment. It includes harassment by a third party (e.g. customer or contractor) in the employment context.
- **Victimisation** - Subjecting a person to a detriment because of their involvement with proceedings (a complaint) brought in connection with this Act.
- **Discrimination arising from disability** - Treating someone unfavourably because of something connected with their disability (such as periods of absence from work or medical conditions) **and failure to make reasonable adjustments.**
- **Gender re-assignment discrimination** - Not allowing reasonable absence from work for the purpose of gender-reassignment in line with normal provision such as sick leave).
- **Pregnancy/maternity related discrimination** - Unfavourable treatment because of pregnancy or maternity. It includes unfavourable treatment of a woman or girl because she is breastfeeding.
- **Discrimination by association or perception** - For example, discriminating against someone because they "look gay", or because they have a gay brother; discriminating against someone because they care for a disabled relative.

Schools are allowed to treat disabled pupils more favourably than non-disabled pupils, and in some cases are required to do so, by making reasonable adjustments to put them on a more level footing with pupils without disabilities.

Public Sector Duties (applies to schools):

A school must, in the exercise of its functions, give due regard to the need to (in relation to protected characteristics above):

1. Eliminate discrimination, harassment, victimisation and any other prohibited conduct.
2. Advance equality of opportunity (remove or minimise disadvantage; meet people's needs; take account of disabilities; encourage participation in public life).
3. Foster good relations between people (tackle prejudice and promote understanding).

In practice, 'due regard' means giving relevant and proportionate consideration to the duty, so

decision makers in schools must have due regard when making a decision, developing a policy or taking an action as to whether it may have implications for people because of their protected characteristics.

Reasonable Adjustments and Accessibility Plans (Schedule 10)

Schools are required to:

- Take reasonable steps to avoid disadvantage caused by a provision, criteria or practice or a physical feature that puts a disabled person at a substantial disadvantage compared to a non-disabled person. This involves removing or avoiding a physical feature, for example steps and lifts.
- Take reasonable steps to provide auxiliary aids/services.
- Provide information in an accessible format.
- Develop and implement (by allocating appropriate resources) Accessibility Plans which will
 - Increase disabled pupils' access to the school curriculum
 - Improve the physical environment
 - Improve provision of information.

The duty is an anticipatory and continuing one that schools owe to disabled pupils generally, regardless of whether the school knows that a particular pupil is disabled or whether the school currently has disabled pupils. The school will need to plan ahead for the reasonable adjustments that it may need to make, working with the **relevant admissions authority** as appropriate.

For more information download guidance from the DfE:

<http://www.education.gov.uk/aboutdfe/policiesandprocedures/equalityanddiversity/a0064570/the-equality-act-2010>

and ***Equality Human Rights website:***

<http://www.equalityhumanrights.com> which includes the guidance for education providers (schools)

or Devon County Council at <http://www.devon.gov.uk/equalitylegislation.htm>

The Education and Inspections Act 2006 introduced a duty on all maintained schools in England to promote community cohesion.

Aspects of educational legislation have also promoted equal opportunities, for example the Education Act includes a duty for local authorities to educate children with special educational needs in mainstream schools wherever possible.

Responsibilities

Governing Body

- Ensure that the school complies with equality-related legislation.
- Ensure that the policy and its procedures are implemented by the Headteacher.
- Ensure all other school policies promote equality.
- Give due regard to the Public Sector Equality Duty when making decisions.

Headteacher

- Implement the policy and its related procedures.
- Make all staff aware of their responsibilities and provide training as appropriate to enable them to effectively deliver this policy.
- Take appropriate action in any case of actual or potential discrimination.
- Ensure that all staff understand their duties regarding recruitment and providing reasonable adjustments to staff. It is unlawful for an employer to enquire about the health of an applicant for a job until a job offer has been made, unless the questions are specifically related to an intrinsic function of the work - for example ensuring that applicants for a PE teaching post have the physical capability to carry out the duties. Schools should no longer require job applicants to complete a generic health questionnaire. Neither should a school seek out past sickness records until they have made a job offer.
- Ensure that all staff and pupils are aware of the process for reporting and following up bullying and prejudice-related incidents.

All staff

- Enact this policy, its commitments and procedures, and their responsibilities associated with this policy.
- Deal with bullying and discriminatory incidents, and know how to identify and challenge prejudice and stereotyping.
- Promote equality and good relations and not discriminate on any grounds.
- Attend such training and information opportunities as necessary to enact this policy and keep up to date with equality legislation.
- To be models of equal opportunities through their words and actions.

Pupils

- Refrain from engaging in discriminatory behaviour or any other behaviour that contravenes this policy.

Visitors (e.g. parent helpers, contractors)

- To be aware of, and comply with, the school's equality policy.
- To refrain from engaging in discriminatory behaviour (for example, racist language) on school premises.

Part Three

Objectives for Equality, Diversity, Equity and Inclusion in the school improvement plan

CEC is in the process of setting up an Equality, Diversity, Equity and Inclusion working party or committee to take the lead on this objective setting. This committee will support the measuring, monitoring and evaluation of this policy's implementation in practice, and will work with Senior Leaders and the governing body to ensure any key updates and findings are shared.

To ensure that the school community is well-represented, the CEC Equality, Diversity, Equity and Inclusion working party will aim to include pupils with a range of protected characteristics and their parents, the special educational needs coordinator, a member of the leadership group and people from the local community who support groups with protected characteristics.

The CEC Equality, Diversity, Equity and Inclusion working party will aim to develop an annual analysis of the school's teaching, learning and accessibility for people with protected characteristics using the below format

Protected Characteristic	Group	What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?	What evidence do we hold that we advance equality of opportunity with those who share a protect	What evidence do we hold that we foster good relations with people who share a protected characteristic and those who do not?	What action do we need to take?
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In accordance with the above analysis, the working party, on behalf of the school, may choose to collate the following information:

- A comparison of CEC Primary and Secondary Diversity related booklists alongside recommended school diversity booklists
- Schedules and rotas of planned assemblies, workshops, visits and events
- Written and visual evidence of teaching, learning and community work relating to Diversity, Equity and Inclusion
- Progress and achievement data on individuals and groups
- Record of bullying incidents
- Participation of pupils with protected characteristics in extra-curricular activities, including residential trips and activities out of school, the student council and positions of student responsibility
- Devon's audit toolkit, to analyse information about pupils with special educational needs and disabilities (SEND)
- Satisfaction surveys with staff, parents and pupils about the extent to which they feel that the school is addressing inequalities (including bullying and prejudice), improving outcomes for disadvantaged pupils and promoting positive attitudes. Anonymous

surveys can help plug gaps in information, for example it is difficult to collect information that people consider 'private' such as their religion or belief or sexual orientation

- A review of national, regional and local studies

The Equality, Diversity, Equity and Inclusion team's analysis will be the first action in a journey of improvement for the school which will include identifying patterns of unequal treatment or issues and working toward related objectives through clearly planned strategies. The following table shares an example of what this may look like for CEC.

Describe the improvement needed

To improve the availability of accessible information to disabled pupils

Related Equality objectives

Equalising opportunities

Supporting learners with particularly needs

Informing all community members about key and relevant information

Key strategies to address this

- Increase awareness of and about information available among staff
 - Ensure effective communication avenues with families of disabled students during enrolment process
 - Develop ICT in school to support communication processes
 - Connect with local partners to learn from best practice
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Example Action	Who?	When?	Resources and training needs/costs	How will this be monitored? What is the success criteria?
Print enlarged version of prospectus	Admissions officer	June and November (annual print)	N/A	Ensure the enlarged copies are readily available and clearly stated. Monitor use of enlarged copies to inform future orders.

Part Four

Equality checklist / audit

Checklist for school staff and governors on Equality Act 2010 planning

The following questions are used by CEC to audit and evaluate the extent to which the school is inclusive space where all members of our community are equally valued. The checklist can be viewed in its entirety with annual updates and reflections provided below.

Checklist

- Where possible, necessary and relevant, and in accordance with data protection legislation, is information collected on protected groups (disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, sexual orientation) with regard to both pupils and staff? Is this information used to improve the provision of services?
- Are auxiliary aids and services provided for disabled pupils?
- Is pupil achievement monitored by protected characteristics?
- Are there any trends or patterns in the data that may require additional action?
- Is pupil attendance data monitored by protected groups? Are there any trends or patterns in the data that may require additional action?
- Is the curriculum equally accessible to all protected characteristics?
- Are all pupils encouraged to participate in all aspects of school life?
- How is this shown through representation in school events such as class assemblies and the school council?
- Are the current reporting systems for bullying and prejudice-related incidents understood and followed by all pupils, staff and visitors? Is this information used to make a difference?
- Are protected characteristics portrayed positively in school books, displays and discussions such as circle time and class assemblies?
- Does the school take part in annual events such as Deaf Awareness Week, Holocaust Memorial Day, Respect, Black History Month or LGBT (Lesbian, Gay, Bisexual, Trans) History Month to raise awareness of equality and diversity? Does the school actively try to make pupils aware of discrimination and its effects?
- Is the school environment as accessible as possible to pupils, staff and visitors to the school? Are open evenings and other events which parents or carers attend held in an accessible part of the school?
- Is information available to parents, visitors, pupils, past pupils and staff in formats which are accessible if required? Is everyone aware of this?
- Are staff aware of the 2010 Equality Act and their responsibilities to comply with

the Act? Are they aware of the different forms of discrimination? Are they aware of the term 'reasonable adjustments' and what this means in practice?

- Are procedures for the election of parent governors open to all candidates and voters? How are different protected characteristics represented on the governing body and does this broadly reflect the diversity within the community?
- Have recruitment guidelines been changed to ensure that no health questions are asked at interview, or health questionnaires completed before offering a job? Are reasonable adjustments in place for staff with a disability? Are the recruitment, promotion and training opportunities monitored for staff with protected characteristics?
- Are equality objectives in place, i.e. has the school identified objectives, drawn up a plan based on information collected on protected characteristics (see above checklist points) and consultation with pupils, parents and staff? Has the school consulted representatives of disabled groups in the community about steps the school is taking to improve access? Does the plan (which forms part of the School Improvement Plan) show how the work supports equality? Are these equality objectives reviewed at least annually?
- Is a system in place to ensure that all new and reviewed policies are routinely checked to ensure that they do not have the potential to disadvantage people because of a protected characteristic?
- Does the governing body have clear and transparent systems which demonstrate how SEN funding, the pupil premium and PEA money (Personal Education Allowance – which is additional money which may be allocated to Looked After Children) are spent, with clear links to how this money is spent and what impact it has on those groups with the relevant protected characteristics?
- Has the school set up a system, e.g. an equality page on its website, to show how it is complying with the Public Sector Equality Duty (PSED) in the Equality Act 2010?

CEC Checklist Updates

- Where possible, necessary and relevant, and in accordance with data protection legislation, is information collected on protected groups (disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, sexual orientation) with regard to both pupils and staff?
 - ✓ The school gathers such information and uses it to understand the school context in relation to protected characteristics. For some protected characteristics, such as sexual orientation, other methods of information gathering may be necessary such as anonymous surveys as some pupils may not be 'out' about their sexual orientation. Such surveys may apply to only certain age groups within the school as certain protected characteristics may not be apparent or realised at a

younger age.

- Is this information use to improve the provision of services at CEC?
 - ✓ Information collected is often used to better understand the attitudes, experiences, interests and challenges of all community stakeholders inclusive of students, staff and family members. Year Group, Departmental and Senior Leadership Team Meetings, where key decisions are made, will include space for discussion around improving provision of service for all community members.
- Are auxiliary aids and services provided for disabled pupils?
 - ✓ Where reasonable adjustments are required, such as auxiliary aids or accessible services, the school will work with relevant team members to put these into place.
- Is pupil achievement monitored by protected characteristics?
 - ✓ Rigorous systems of analysis of pupil performance data by protected characteristics, including clear monitoring and evaluation by governors, so that any significant differences between groups with protected characteristics are swiftly recognised and investigated. This analysis feeds clearly into school improvement planning.
- Are there any trends or patterns in the data that may require additional action?
 - ✓ CEC will audit and analysis interaction with additional school services, such as extra-curricular activities, to better understand the trends of pupil engagement by protected characteristics.
- Is pupil attendance data monitored by protected groups? Are there any trends or patterns in the data that may require additional action?
 - ✓ Rigorous systems of analysis of pupil attendance data by protected characteristics, including clear monitoring and evaluation by governors, so that any significant differences between groups with protected characteristics are swiftly recognised and investigated. This analysis feeds clearly into school improvement planning.
- Is the curriculum equally accessible to all protected characteristics?
 - ✓ Reasonable adjustments are made to ensure the curriculum is equally accessible to all. This includes accessibility outside of typical class time i.e. for assessment periods and school trips.
- Are all pupils encouraged to participate in all aspects of school life?
 - ✓ CEC will endeavour pupils had substantial opportunities to formally

and informally take part in a variety of meaningful activities, to take responsibility for events, make contributions to school life, and have their views considered in matters that affected them.

- How is this shown through representation in school events such as class assemblies and the school council?
 - ✓ CEC has developed a Diversity, Equity and Inclusion Calendar (see Appendix B) which aims to form better representation of our diverse communities through assemblies, displays, learning opportunities and Pupil Parliament work.
- Are the current reporting systems for bullying and prejudice-related incidents understood and followed by all pupils, staff and visitors? Is this information used to make a difference?
 - ✓ CEC anti-bullying policy can be found [here](#). Reporting forms for bullying and prejudice-related incidents are used and frequent analysis of bullying and behaviour reports/logs takes place. Senior Leaders including governors routinely analyse data identifying any trends and take required actions including ensuring swift action by staff when incidents happen.
- Are protected characteristics portrayed positively in school books, displays and discussions such as circle time and class assemblies?
 - ✓ As evidenced through assemblies' rotas and the CEC Diversity, Equity and Inclusion Calendar, students have ample opportunity to discuss protected characteristics in a positive environment. In addition to this, the Primary and Secondary school libraries have noted that books relating to, and tailored for, people with protected characteristics will be a focus area for developing texts and resources moving forward.
- Does the school take part in annual events such as Deaf Awareness Week, Holocaust Memorial Day, Respect, Black History Month or LGBT (Lesbian, Gay, Bisexual, Trans) History Month to raise awareness of equality and diversity?
 - ✓ Across all stages of learning, the curricula and delivery of teaching and learning actively fosters good relations between people, tackles prejudices and promotes understanding of Diversity, Equity and Inclusion. In addition to this, the school encourages visitors who can share their knowledge and experiences connected to protected characteristics. Likewise, visits to places of worship, cultural venues such as theatres, cinemas and libraries are actively encouraged. Visiting groups such as theatre or musical events are planned throughout the year.
- Does the school actively try to make pupils aware of discrimination and its

effects?

- ✓ Through aforementioned activities and learning opportunities, students are actively involved in learning about discrimination and prejudice, its effects and the importance of being upstanders in conversations around Diversity, Equity and Inclusion.
- Is the school environment as accessible as possible to pupils, staff and visitors to the school? Are open evenings and other events which parents or carers attend held in an accessible part of the school?
 - ✓ CEC keeps an up to date accessibility plan for open evenings and other campus-based events and visitors have access to the lift, as an example, to support access to the building. CEC is also committed to community stakeholder engagement around the topic of accessibility and regularly monitors, measures and evaluates the outcomes of any identified accessibility objectives raised.
- Is information available to parents, visitors, pupils, past pupils and staff in formats which are accessible if required? Is everyone aware of this?
 - ✓ The school's [full accessibility policy](#) is published online and shared with parents, visitors, pupils, staff and wider stakeholders regarding key accessibility information for learning. Further visitor accessibility information, e.g. access to communication accommodations, has been identified as an area of improvement for the accessibility policy.
- Are staff aware of the 2010 Equality Act and their responsibilities to comply with the Act? Are they aware of the different forms of discrimination? Are they aware of the term 'reasonable adjustments' and what this means in practice?
 - ✓ Staff training and development opportunities take place to ensure all staff are aware of the Equality Act and their respective responsibilities. Staff have been consulted on this updated Equality Policy and will continue to be communicated with regarding updates and changes. CEC has also committed to the national quality assurance framework, Rainbow Flag Awards, to support staff in understanding how they should and can act in response to discrimination.
- Are procedures for the election of parent governors open to all candidates and voters? How are different protected characteristics represented on the governing body and does this broadly reflect the diversity within the community?
 - ✓ The governing body has a recruitment procedure which actively encourages membership from protected groups. Procedures for elections are accessible to all protected groups.
- Have recruitment guidelines been changed to ensure that no health questions are asked at interview, or health questionnaires completed before offering a

job?

- ✓ The school has adopted an up-to-date recruitment policy to ensure that no health questions are asked at interview stages of recruitment and no health questionnaires are completed before offering a job. Evidence is kept of questions asked at interview.
- Are reasonable adjustments in place for staff with a disability? Are the recruitment, promotion and training opportunities monitored for staff with protected characteristics?
 - ✓ The senior leadership team and the governing body seeks advice and support from Human Resources when necessary. Staff recruitment, promotion and training are monitored by the governing body to ensure fairness in recruitment processes and that reasonable adjustments required are being adhered to effectively.
- Are equality objectives in place, i.e. has the school identified objectives, drawn up a plan based on information collected on protected characteristics (see above checklist points) and consultation with pupils, parents and staff? Has the school consulted representatives of disabled groups in the community about steps the school is taking to improve access? Does the plan (which forms part of the School Improvement Plan) show how the work supports equality? Are these equality objectives reviewed at least annually?
 - ✓ CEC commits to an annual audit and consultation process. This is followed by an analysis process in order to achieve agreed objectives. This is evidenced in governing body annual cycle agendas and minutes. Chosen objectives form part of School Improvement Plan with clear processes and timelines for monitoring and evaluation.
 - ✓ There are clear feedback mechanisms to ensure that stakeholders are informed about the outcomes of equality objectives.
 - ✓ One key priority identified in the 2022-2023 School Improvement Plan (SIP) is to ensure the implementation and impact of the intended curriculum is equitable and evident in all work produced across all groups.
 - ✓ Another identified outcome in the 2022-2023 SIP is to build in higher levels of contributions within LGB meetings around the topic of Inclusion and Equality.
- Is a system in place to ensure that all new and reviewed policies are routinely checked to ensure that they do not have the potential to disadvantage people because of a protected characteristic?
 - ✓ Policies are written and adopted by the Ted Wragg Multi Academy Trust. All policies are forward to the LGB for information purposes. All policies have a dated statement to show when the policy was last reviewed.
- Does the governing body have clear and transparent systems which

demonstrate how SEN funding, the pupil premium and PEA money (Personal Education Allowance – which is additional money which may be allocated to Looked After Children) are spent, with clear links to how this money is spent and what impact it has on those groups with the relevant protected characteristics?

- ✓ The school has clear financial systems, with clear lines of accountability, terms of reference and minutes of finance meetings, showing clear strategic planning with regard to these separate streams of funding. The governing body monitors and evaluates the impact of funding on protected groups and can evidence that the funding has a direct impact on school improvement.
- Has the school set up a system, e.g. an equality page on its website, to show how it is complying with the Public Sector Equality Duty (PSED) in the Equality Act 2010?
 - ✓ This equality policy is published on the school's website and is available for all staff in the handbook.

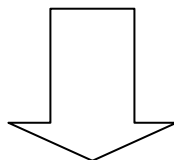
As the CEC website continues to evolve, an Equality Page will be included to further demonstrate the school's compliance with the Public Sector Equality Duty in addition to showcasing the work, efforts and learning of the community with regard to Equality, Diversity, Equity and Inclusion.

Part Five

Setting Equality Objectives – Flowchart

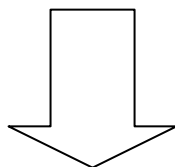
Audit

- Set up an [equality working group or committee](#)
- Do an equality audit; use the [checklist](#) to help you make a list of issues you might need to address
- Gather and analyse [information](#) on pupils and staff by their protected characteristics as appropriate
- Seek the views of stakeholders
- Monitor other policies, considering the impact on pupil and staff by their protected characteristics
- Take the audit and information gathered to the committee responsible for equality; draw up a list of issues to address and prioritise these



Set equality objectives and draw up a plan that will be part of the whole school improvement plan

- Take each issue and set an [equality objective](#) that is measurable and specific
- Decide on action, who is responsible, when it will be completed and how it will be monitored and evaluated; there should be clear success criteria. Cost out plans. Publish on [equality web-page](#)



Monitoring and evaluation

- Review the equality objectives and accessibility plan at least annually
- When reviewing other policies, consider the impact on pupils and staff by their protected characteristics
- Report outcomes to stakeholders and publish on equality web-page.
- Schools will then need to update the published information at least annually and to publish objectives at least once every four years.

Appendices

Appendix A

Awareness Days at CEC (dates based on 2023 calendar and will be reviewed annually):

A full diversity calendar created by NAHT can be viewed [here](#). In order to learn about a variety of examples of Diversity and Inclusion in a meaningful way, CEC has chosen a number of awareness campaigns and celebration events to include in assemblies, displays, learning opportunities and projects. These have been guided by Cranbrook community requests as well as a broader national and global representation.

Students may also learn about a wide range of cultural and religious events and practices through wider curricula topic areas. For example, a wider assembly rota is created each school year which provides children with the opportunity to explore our school values (Proud, Engaged, Ready, Kind, Safe) and British Values across a broader spectrum of content. An example of this would be students learning about the value of being 'Engaged' and the British Value of 'Individual Liberty' through World Space Week.

January is Safe and Healthy Month at CEC

4th: World Braille Day
15th: World Religion Day
16th: Martin Luther King Day
22nd: Lunar New Year
27th: Holocaust Memorial Day

February at CEC is Mental Health Month

Other important dates include:

1st - 28th: LGBT+ History Month
6th - 12th: Race Equality Week
6th - 12th: Children's Mental Health Week
7th Safer Internet Day
11th: International Day of Girls and Women in Science
21st: Shrove Tuesday

March at CEC is Women's History Month

Other important dates include:

8th: International Women's Day
8th: Holi
21st: World down syndrome day
30th: World bipolar day
31st: International trans day of visibility

April at CEC is Autism Awareness Month

Other important dates include:

1st – 30th: Stress Awareness Month

6th: International Asexuality Day
22nd: Earth Day
23rd: St George's Day
26th: Lesbian Visibility Day

May at CEC is Walking Month

Other important dates include:

1st to 7th: Deaf awareness week
5th: Cinco De Mayo
8th - 14th: Mental health awareness week
17th: International day against homophobia, transphobia and biphobia
22nd: International day for biological diversity

June at CEC is Pride Month

Other important dates include:

1st: International Children's Day
6th – 12th: Carers Week
8th: World Oceans Day
19th – 25th: World Refugee Week
29th: Eid al-Adha

July at CEC is Disability Pride Month

Other important dates include:

3rd: Asalha Puja (Dharma day)
14th: International non-binary people's day
18th: Nelson Mandela international day

CEC is on holiday during the month of August. Awareness days this month include:

Other important dates include:

5th: Jeans for Genes Day
9th: International day of the world's Indigenous people
19th: World humanitarian day

September is Ready and Engaged Month at CEC

Other important dates include:

10th: World Suicide Prevent Day
15th: International Day of Democracy
16th – 17th: Rosh Hashanah
16th – 25th: Great British Beach Clean
23rd: International Day of Sign Languages
26th: European Day of Languages

October is Black History Month at CEC

Other important dates include:

2nd – 8th: Dyslexia Awareness Week

20th: Show Racism the Red Card Day

November at CEC is Kindness Month

Other important dates include:

9th: Social Media Kindness Day

12th: Diwali

13th: World Kindness Day and Odd Socks Day

11th – 15th: Anti-bullying Week

December at CEC is Human Rights Month

Other important dates include:

2nd: International Day for the Abolition of Slavery

8th – 15th: Hanukkah

10th: Human Rights Day

18th: International Migrants Day

25th: Christmas Day

Appendix B

A glossary of key terms including historical context, explanation and associated terms where required and requested

Conversations around diversity, equity and inclusion happen on a daily basis and the more we discuss these topics, the more related language broadens and grows. CEC have therefore developed the below glossary of terms as a means to support the need for common vocabulary to avoid misunderstandings and misinterpretations. As with the natural evolution of language, this glossary is not intended to be exhaustive and will be reviewed at least annually to reflect any changes, updates or additions needed.

Ableism

1. Ableism is the intentional or unintentional discrimination or oppression of individuals with disabilities based on the belief that typical abilities are superior.

Accessibility

1. The measure of something's usability by persons with one or more disabilities.

Accommodation

1. Where it is impossible to remove barriers without undue hardship, special arrangements must be made so that persons with disabilities can fully participate.

Adaptability

1. The ability of certain building spaces and elements, such as kitchen counters, sinks, and grab bars, to be added or altered so as to accommodate the needs of individuals with or without disabilities or to accommodate the needs of persons with different types or degrees of disability.

Ally

1. A person who is not a member of a marginalized or disadvantaged group but who expresses or gives support to that group.

Assistive technology

1. Technology suited to a child's needs to help them learn more easily. This can increase their access to the curriculum. Examples of technology that can help includes but is not limited to:
 - touch-screen computers, joysticks and tracker balls
 - easy-to-use keyboards
 - interactive whiteboards
 - text-to-speech software

- Braille-translation software
- software that connects words with pictures or symbols

Bias

1. Prejudice in favour of or against one thing, person or group compared to another; usually in a way considered unfair. Implicit bias is unconscious, explicit bias is conscious.

Culture

1. A shared way of life among a social group. This shared way of life includes commonalities in: geography, language, history, traditions, rituals, belief systems, etc.

Community

1. A group of people with diverse characteristics who are linked by social ties, share common perspectives, and engage in joint action in geographical locations or settings.

Associated Terms:

Global Community

1. The people or nations of the world, considered as being closely connected by modern telecommunications and as being economically, socially, and politically interdependent.

School Community

1. This includes students, teachers, parents, carers, guardians, school administrators, as well as businesses, charitable organizations, and neighbourhoods that are interested in the wellbeing of the school. A school community is important to help students grow and develop and achieve higher academic standards.

Diversity

1. A variety of things*.

*Recognition of difference alone does not equal justice or inclusion. A diversity focus emphasizes “how many of these” we have in the room, organization, etc. Diversity programs and cultural celebrations/education programs are not equivalent to doing racial justice. It is possible to name, acknowledge, and celebrate diverse cultures without doing anything to transform the institutional or structural systems that produce, and maintain racialized injustices in our communities.

Equality

1. To treat everyone exactly the same*.

*It is worth noting that an equality emphasis often ignores historical and structural factors that benefit some social groups/ communities and harms other social groups/communities.

Ethnicity

1. Membership in a particular cultural group.
2. Often confused with race; ethnic groups are self-formed and identified whereas racial groupings

were created by a single group and imposed on everyone else.

Equity

1. Equity - To treat everyone fairly*.

*An equity emphasis seeks to render justice by deeply considering structural factors that benefit some social groups/communities and harms other social groups/communities.

Gender

1. Often expressed in terms of masculinity and femininity, gender is largely culturally determined and is assumed from the sex assigned at birth.

Associated Terms:

Cisgender

1. Someone whose gender identity is the same as the sex they were assigned at birth.
Non-trans is also used by some people.

Gender dysphoria

1. Used to describe when a person experiences discomfort or distress because there is a mismatch between their sex assigned at birth and their gender identity.
2. This is also the clinical diagnosis for someone who doesn't feel comfortable with the sex they were assigned at birth.

Gender expression

1. How a person chooses to outwardly express their gender, within the context of societal expectations of gender. A person who does not conform to societal expectations of gender may not, however, identify as trans.

Gender identity

1. A person's innate sense of their own gender, whether male, female or something else (see non-binary below), which may or may not correspond to the sex assigned at birth.

Transgender

1. An umbrella term to describe people whose gender is not the same as, or does not sit comfortably with, the sex they were assigned at birth.

Gender reassignment

1. Another way of describing a person's transition.

2. To undergo gender reassignment usually means to undergo some sort of medical intervention, but it can also include changing names, pronouns, dressing differently and living in their self-identified gender.

Inclusion

1. An intentional effort to transform the status quo by creating opportunity for those who have been historically marginalized*.
2. Begins with the needs, wants, and quality of life of the historically minoritized population rather than the historically privileged.

*An inclusion focus emphasizes outcomes of diversity rather than assuming that increasing the amount of explicit diversity of people automatically creates equity in access/opportunity, or an enhanced organizational climate.

LGBTQ+

1. The acronym for lesbian, gay, bi, trans, queer, questioning and ace.

Lesbian

1. Refers to a woman who has a romantic and/or sexual orientation towards women. Some non-binary people may also identify with this term.

Gay

1. Refers to a man who has a romantic and/or sexual orientation towards men.
2. Also, a generic term for lesbian and gay sexuality - some women define themselves as gay rather than lesbian. Some non-binary people may also identify with this term.

Bisexual

1. Bi is an umbrella term used to describe a romantic and/or sexual orientation towards more than one gender. Bi people may describe themselves using one or more of a wide variety of terms, including, but not limited to, bisexual, pan, queer.

Trans

1. An umbrella term to describe people whose gender is not the same as, or does not sit comfortably with, the sex they were assigned at birth.

Transgender man

1. A term used to describe someone who is assigned female at birth but identifies and lives as a man. This may be shortened to trans man, or FTM, an abbreviation for female-to-

male.

Transgender woman

1. A term used to describe someone who is assigned male at birth but identifies and lives as a woman. This may be shortened to trans woman, or MTF, an abbreviation for male-to-female.

Transitioning

1. The steps a trans person may take to live in the gender with which they identify. Each person's transition will involve different things. For some this involves medical intervention, such as hormone therapy and surgeries, but not all trans people want or are able to have this. Transitioning also might involve things such as telling friends and family, dressing differently and changing official documents.

Transphobia

1. The fear or dislike of someone based on the fact they are trans, including denying their gender identity or refusing to accept it. Transphobia may be targeted at people who are, or who are perceived to be, trans.

Questioning

1. The process of a person exploring their own sexual orientation and/or gender identity.

Ace

1. An umbrella term used specifically to describe a lack of, varying, or occasional experiences of sexual attraction.

Asexual

1. A person who does not experience sexual attraction. Some asexual people experience romantic attraction, while others do not. Asexual people who experience romantic attraction might also use terms such as gay, bi, lesbian, straight and queer in conjunction with asexual to describe the direction of their romantic attraction.

Intersex

1. A term used to describe a person who may have the biological attributes of both sexes or whose biological attributes do not fit with societal assumptions about what constitutes male or female.

Intersex people may identify as male, female or non-binary.

Neurodiversity

1. When neurological differences are recognized and respected as are any other kind of human differences or variations. These differences can include Dyspraxia, Dyslexia, Attention Deficit Hyperactivity Disorder, Dyscalculia, Autistic Spectrum, and Tourette Syndrome.

Pronoun

1. Words we use to refer to people's gender in conversation - for example, 'he' or 'she'. Some people may prefer others to refer to them in gender neutral language and use pronouns such as they/their and ze/zir.

Race

1. A social rather than biological construction.
2. A theoretical invention of a European scientist used to separate and rank human beings into three distinct biological categories: Caucasoid (European), Negroid (African) and Mongoloid (Asian). According to this "science" these three species of humans evolved completely separate from one another with no common ancestors. The science of race proclaimed that White/ Europeans (Caucasoid) are the most evolved of the three human species and Black/ Africans are the least evolved.
3. The term race as applied to humans was invented as equivalent to the term species used to reference (non-human) animals and plants.
4. An umbrella term used to minimize ethnic variety and emphasize broader group identity markers most often rooted in appearance, skin tone, and ancestral homelands or origins.

Example: The racialized term Asian includes numerous ethnic groups and nationalities such as Hmong, Korean, Pilipino, Taiwanese, Laotian, Vietnamese, Chinese and Japanese. Despite the fact that some of these nations and people were colonizers and other were colonized, the concept of "race" draws our focus to similarities of these diverse groups of people rather than the many ethnic and cultural differences among the group.

Associated terms:

Multiracial

1. Of or pertaining to two or more racial/ethnic identities.
2. An identity category growing in usage and popularity by those who understand their racial or ethnic identity and heritage to be rooted in more than one racial or ethnic tradition.
3. Made up of, involving or acting in the interest of more than one racial or ethnic group.

Racial Advocacy

1. Advocacy - To work on behalf of those most negatively affected by a racial-specific policy or

practice*.

* Those who are being advocated for may not have any idea that this action is taking place.

Racial Justice

1. A social justice orientation with a focus on dismantling the root causes of racism (institutional and structural policies and practices) rather than merely the symptoms of racism (racial bias, racial prejudice, racial stereotypes).
2. Requires a focus on and commitment to the communities most directly negatively impacted by racism.

Social Justice

1. An anti-oppression orientation to social and political organization.
2. The process and goal of addressing the root causes of institutional and structural “isms.”
3. A vision of the world where all groups of people can live (and be perceived) as fully human on all levels (personal, social, institutional, and structural).
4. A vision of the world not rooted in the dominance of any one group over all others.

Stereotype

1. A form of generalization rooted in blanket beliefs and false assumptions, a product of processes of categorization that can result in a prejudiced attitude, critical judgment and intentional or unintentional

Structural Inequality

1. Systemic disadvantage(s) of one social group compared to other groups, rooted and perpetuated through discriminatory practices (conscious or unconscious) that are reinforced through institutions, ideologies, representations, policies/laws and practices*.

*When this kind of inequality is related to racial/ethnic discrimination, it is referred to as systemic or structural racism.

System of Oppression

1. Conscious and unconscious, non-random and organised harassment, discrimination, exploitation, discrimination, prejudice and other forms of unequal treatment that impact different groups.

Tokenism

1. Performative presence without meaningful participation.

For example, Tokenism may be at play when an organisation uses marketing images to reflect diversity, without having inclusive policies to back up the impression of inclusion being given.

References

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