



**Cherrywood Federation**

**Equalities Statement and**

**EDI objectives**

**2025-2027**

<b>Approved by:</b>	<i>Anita Saville (Executive Headteacher) and the Cherrywood Federation Governing Body</i>	<b>Date:</b> January 2025
<b>Next review due by:</b>	September 2027	
<b>EDI link governor:</b>		
<b>EDI Lead</b>	<b>EDI Lead (Joseph Hood Primary):</b>	<b>EDI Lead (Hatfeild Primary):</b>

**EQUALITIES STATEMENT**

Within the Cherrywood Federation, both **Joseph Hood Primary School** and **Hatfeild Primary School** are committed to fostering a school community where all individuals are treated with fairness, respect, and kindness.

Our Equalities Statement reflects our dedication to ensuring that everyone, regardless of their background, gender, race, disability, religion, or any other characteristic, has equal and equitable access to opportunities, resources, and support within our school.

As an employer and service provider, we actively promote:

**Inclusion:** We celebrate diversity and strive to create an environment where everyone feels valued, respected, and included. All pupils, staff, and visitors will be welcomed and supported in our school community. We try to ensure that everyone is treated fairly and with respect.

**Equality / Equity of Opportunity:** We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same (equity). We ensure that all pupils have the same opportunities to succeed and reach their full potential, regardless of their background or circumstances. We ensure that every individual has access to the resources and opportunities they need to achieve good outcomes. We recognise that for some pupils, extra support is needed to help them to achieve and be successful. Our curriculum, teaching methods, and activities are designed to cater to the diverse needs of our pupils, ensuring that every child thrives.

**Respect and Understanding:** We encourage mutual respect, understanding, and empathy among pupils, staff, and the wider school community. We aim to foster positive relationships that promote peace, cooperation, and harmony.

**Celebrating Diversity:** We recognise and celebrate the different cultures, perspectives, and experiences that each individual brings to our school. We incorporate this celebration of diversity into our curriculum, school activities, and events.

**Support for All Needs:** We are committed to providing the necessary support for pupils with disabilities, special educational needs, and those who may require additional assistance to participate fully in school life. We ensure that reasonable adjustments are made to support every child's learning journey.

**Anti-discrimination:** We want to make sure that our school is a safe, secure and stimulating place for children and staff. 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.

Discrimination, bullying, and harassment of any kind are not tolerated. We have clear policies in place to address and prevent such behaviour, and we encourage a school culture where differences are respected.

We try to make sure that people from different groups are consulted and involved in our decisions, for example through talking to staff, pupils and parents, and through our various school teams such as School Council, Sports Captains, Well Being, and the Rights, Respecting Schools teams.

We strive to continuously improve our practices and policies to ensure that equality remains a central focus in all aspects of school life. By promoting these values, we aim to create a safe, supportive, and enriching environment where every pupil can excel and feel confident in their identity.

This commitment to equality is shared by our entire school community, including staff, pupils, governors, and parents. Together, we work to create an outstanding educational experience for all.

## **Aims of our EDI statement**

### **We welcome our general duty under the Equality Act 2010 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.

We also welcome our specific duties to publish information every year about our school population; to explain how we have due regard for equality; and to publish equality objectives which show how we plan to tackle particular inequalities and reduce or remove them.

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

### **→ Eliminating discrimination**

We are aware of the requirements of the **Equality Act 2010** that it is unlawful to discriminate, treat some people less fairly or put them at a disadvantage.

Each school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

We deal promptly and effectively with all incidents and complaints of bullying and harassment that may include cyber-bullying and prejudice-based bullying related to disability or special educational need, ethnicity and race, gender, gender reassignment, pregnancy or maternity, religion and belief and sexual orientation. We keep a record of all

such incidents and notify those affected of what action we have taken. We provide training to all staff in relation to dealing with bullying and harassment incidents.

We have a Special Educational Needs Policy that outlines the provision the school makes for pupils with special educational needs.

Our admission arrangements are those set out by the LA, giving priority to pupils with special educational needs and those in care.

Our complaints procedure sets out how we deal with any complaints relating to the school. We have procedures for addressing staff discipline, conduct and grievances.

We have a Staff Code of Conduct Policy that states clearly that discrimination or prejudice of any kind will not be tolerated.

We monitor the attainment and progress of all our pupils by protected characteristics.

We ensure staff pedagogy and training is current and we receive regular training by the EDI lead advisor for Merton borough.

### → **Advancing equality of opportunity**

We make reasonable adjustments to ensure that pupils with disabilities are not put at a disadvantage compared to other pupils.

We aim to involve learners and staff with protected characteristics in the changes and improvements we make and consult on issues affecting them in school.

We evaluate the extent to which all pupils can participate in the curriculum, make improvements to the physical environment of the school and increase the availability of accessible information to pupils and parents.

We promote understanding through PSHE, RSE and assemblies (to include protected characteristics, special educational needs and EAL status).

## **Roles and Responsibilities**

### **The Federation Governing Body will:**

- Ensure that the equality objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents.
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years.
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher.

### **The Equality Link Governor will:**

- Meet with the designated member of staff for equality regularly and other

relevant staff members, to discuss any issues and how these are being addressed.

- Ensure they're familiar with all relevant legislation and the contents of this document.
- Attend appropriate equality and diversity training.
- Report back to the full Governing Body regarding any issues.

**The Executive Headteacher/ Heads of Schools will:**

- Promote knowledge and understanding of the equality objectives among staff and pupils.
- Monitor success in achieving the objectives and report back to governors.

**The Equality and Diversity Leader will:**

- Support the Headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils.
- Meet with the Equality Link Governor regularly to raise and discuss any issue.
- Support the Headteacher in identifying any staff training needs, and deliver training as necessary.

All school staff are expected to have regard to this document and to work to achieve the objectives.

## **Equality Objectives**

**Equality Objective 1:**

To increase staff understanding and confidence with LGBTQIA+: To ensure that 90% of staff members complete CPD training around LGBTQIA+ by July 2025.

**To achieve this objective we plan to:**

- Our school's E&DI leads will collaborate with the Merton School Improvement Equality, Diversity and Inclusion(EDI) Lead to collaborate on planning bespoke CPD for our staff and school.
- EDI Leads will attend E&DI Network meetings.
- EDI leads will continue attending Empowered webinars and forums.
- EDI lead to feedback/deliver training to staff.
- Governors to attend training on the Equality Act 2010 and Merton Diversity training.
- Continue to implement school Behaviour Policy that treats all children fairly and takes into account their many differences, including culture, ethnicity and ability. The Behaviour Policy will include anti-bullying expectations that focus on mutual respect, good relations between pupils, an understanding of prejudice, discrimination and offensive language.

**Equality objective 2:**

To ensure all children with diverse needs, beliefs, and backgrounds feel part of the community and make progress: We aim to increase the development of student satisfaction/ inclusivity by 20% over the next three academic years.

To achieve this objective we plan to:

- Develop and implement inclusive classroom practices and support systems.
- Educate the whole school community about the different needs and beliefs to foster empathy and understanding.
- Embrace differences and celebrate diversity as a strength and foster an environment where everyone's unique qualities are respected and appreciated.
- Work with the whole school community to promote knowledge and understanding of different cultures, beliefs and backgrounds- encourage open dialogue and active listening. Provide platforms for individuals to share their experiences, concerns and ideas.
- Begin the Rights Respecting Schools accreditation.
- Carry out monitoring of all subjects across the curriculum with an inclusive focus.
- Monitor and purchase resources to ensure that all children feel valued and included.
- Liaise with our literacy leads and school staff to ensure diverse book initiatives continue.
- Organise events that showcase different cultures, traditions and perspectives, fostering a sense of belonging for all- Continue to acknowledge and celebrate specific months and days such as Black History Month, World Mental Health Day, Refugee Week, and so on.

### **Equality objective 3:**

Ensure the school's recruitment and selection processes encourage applications from diverse backgrounds by revising recruitment policies and practices to promote diversity. To increase the number of applicants from diverse backgrounds by 30% in the next recruitment cycle

**To achieve this objective we plan to:**

- Review our recruitment processes and procedures with the aim to implement principles of equal opportunities and non-discrimination in our employment practices.
- Ensure that the recruitment panel represents diversity.
- Monitor and check job descriptions to ensure that the school's commitment to diversity and inclusive language is conveyed.
- Clearly communicate the school's commitment to diversity and inclusion in job advertisements.
- Advertise vacancies in publications, websites or forums that cater to diverse communities

### **Monitoring arrangements**

- The Executive Headteacher will update the equality information we publish, at least every year.
- This document will be reviewed by the governors at least every 2 years.
- This document will be approved by the federation governing body.
- Equality objectives will be reviewed and updated at least once every four years.

## **Links with other policies**

This document links to the following policies:

- Accessibility Plan
- SEND Policy
- Management of Positive Relationships and Behaviour Policy
- School Development Plan
- Equality and Diversity Policy
- RSE Policy
- PSHE Policy

## Appendix for JOSEPH HOOD PRIMARY SCHOOL

### 1. Information about the pupil population (January Census 2025)

Number of pupils on roll at Joseph Hood Primary School: 348

### 2. Information on pupils by protected characteristics, as defined by the Equality Act 2010

<b>SEND</b>		
<b>Pupil Special Educational Needs (SEN) Provision</b>		
	<b>Pupil count</b>	<b>Percentage (%) of school population</b>
No Special Education Need	280	80%
SEN Support	61	17%
EHCP	11	3%

<b>ETHNICITY</b>	<b>Pupil count</b>	<b>Percentage (%) of school population</b>
Any other Asian background	18	5%
Any other White background	81	23%
Any other ethnic group	6	1.7%
China	12	3.4%
Any other mixed background	25	7%
Bangladeshi	5	1.4%
Black - African	13	4%
Black Caribbean	6	1.7%
Any other black background	1	<1%
Indian	8	2.2%
Information Not Yet Obtained	7	1.9%
Other Gypsy/Roma	3	1%
Pakistani	9	2.6%
Refused	2	1%
White - British	131	37%
White - Irish	1	<1%
White and Asian	11	3.1%
White and Black African	7	1.9%
White and Black Caribbean	8	2.2%

<b>GENDER</b>	<b>Pupil count</b>	<b>%</b>
Female	183	52%
Male	169	48%

<b>RELIGION</b>	<b>Group Size</b>	<b>%</b>
Buddhist	0	0
Christian	87	25%
Hindu	9	3%
Jewish	0	0
Muslim	28	8%
No Religion	8	2%
Other Religion	4	1%
Refused	216	61%
Sikh	0	0

#### **GENDER IDENTITY OR REASSIGNMENT**

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

#### **SEXUAL ORIENTATION**

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

#### **\*Information on other groups of pupils**

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

<b>Pupils with English as an additional language (EAL)</b>	<b>Pupil count</b>	<b>%</b>
EAL	116	33%
Non EAL	236	67%

<b>Pupils eligible for the Pupil Premium Grant or Free School Meals.</b>	<b>Pupil Count</b>	<b>%</b>
Pupils eligible for Pupil Premium	68 plus 2 post LAC	20%
Pupils not eligible for Pupil Premium	282	80%

