



**THE HARMONY TRUST**

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# EQUALITY OBJECTIVES AND PUBLIC SECTOR EQUALITY DUTY

## CAVENDISH CLOSE JUNIOR ACADEMY APPENDIX (annex to main Equality and Diversity policy).

See also:

Equality and Diversity policy

Accessibility plan

Chief Executive: Mr Antony Hughes

The Harmony Trust, Northmoor Academy, Alderson St, Oldham, OL9 6AQ  
0161 260 0482 | [info@theharmonytrust.org](mailto:info@theharmonytrust.org) | [www.theharmonytrust.org](http://www.theharmonytrust.org)

*The Harmony Trust, an exempt charity and company limited by guarantee registered  
in England and Wales with company number 08840373*



## Introduction

This annex sets out how the Harmony Equality and Diversity policy relates to Cavendish Close Junior Academy.

## Equality Information (Dec 2021)

Number of pupils on roll at the school: 309

Age of pupils: 7 – 11 years of age

## Information on pupils by protected characteristics

The Equality Act 2010 protects people from discrimination on the basis of “protected characteristics”. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment. In order to ensure that all pupils are protected from discrimination, the school collects information on the following protected characteristics: Race; Disability (The Act defines disability as when a person has a ‘physical or mental impairment; which has a substantial and long term adverse effect on that person’s ability to carry out normal day to day activities’); Sex; Religion or belief. Age and Marriage and Civil Partnership are also protected characteristics. We do not collect data about this characteristic but it is important to recognise that equality protection needs to be extended to the children’s family and the wider community.

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

- Pupils eligible for Pupil Premium Grant;
- Pupils with Special Educational Needs and disabilities (SEND);
- Pupils with English as an Additional Language (EAL);
- Young carers;
- Looked after children (LAC);
- Other vulnerable groups such as Post LAC.

It may be possible to identify individuals from the information provided when the number of pupils with a particular characteristic is less than 1% of our roll and the information is sensitive personal information. In these cases we have indicated this by an asterisk (\*) and no percentage is published.

Characteristics are based around the Census classifications and parents choose groups to which they, or their children, belong. Where no data is provided, this is due to no pupils currently representing the race, ethnicity or religious group.

**Please see Annex 1 for the latest data.**

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At Cavendish Close Junior Academy, we aim to reduce any gap in attainment for pupils within any of the identified groups. This is achieved through rigorous tracking and monitoring of children's progress and attainment and ensuring their access to a high quality curriculum. The information provided here aims to demonstrate that we give careful consideration to equality issues in everything that we do at Cavendish Close Junior Academy. By having 'due regard', it ensures that we work towards eliminating discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act. We are committed to working for equality for all our staff, parents/carers and children to meet our duties under the Equality Act 2010. Staff have regular opportunities to provide feedback on how we are protecting their rights and providing them with equal opportunities.

**The overarching culture at our academy is that we celebrate our differences and recognise diversity. Our approach is one based upon mutual respect: developing understanding of others and their beliefs. We remain sensitive to our individual community and therefore apply this policy in context. Below are examples of how this is applied:**

### Age

All children are included in all experiences and opportunities. Regardless of age, children have access to opportunities outside of the taught curriculum e.g. sports clubs. Children in the past have completed a multi-generational project as part of the Prince William Award.

### Disability

The academy is conscious that it portrays seen and unseen disabilities through different media and discussions held, including texts used within the classroom e.g. Y5 read and discuss Wonder – a core text that centres around August a boy who has a recognised disability and suffers harassment and prejudice from his peers and community. As part of our aspirational leaders, we include people with disabilities including Paralympian's and scientists such as Steven Hawking. We use British Sign Language as an inclusive learning strategy through songs and greetings, recognising that Derby has the highest proportion of Hearing Impaired residents in the UK.

### Race

We specifically teach children that this encompasses colour, nationality, and ethnic or national origins, and we challenge any stereotypes of the community.

All children took part in the Derby Book festival which was specifically designed to include a diverse range of authors and book topics. Black history month and Show Racism the red card explored children's perceptions of race and challenged stereotypes within modern Britain. We are always aware of the type of media we present and make sure all children are represented. This is woven through the entire curriculum rather than one off events.

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## **Gender reassignment**

Our PSHE curriculum recognises this as a sensitive subject. Staff are aware and trained to deal with these matters and can communicate as necessary. Children are taught about trusted adults and how to communicate thoughts to them appropriately. Staff are trained to support and signpost children about their thoughts, feelings, and emotions.

## **Marriage & Civil Partnership**

Children are taught about Healthy Relationships and that marriage and civil partnerships may be a part of that. From Y3 children are taught about weddings and different religious beliefs around them including civil partnerships. Through our PSHE curriculum we focus on the different types of relationships including blended families, same sex marriage and single parents. Staff make children aware and share ideas around the term 'family' and show that this can come in many different forms.

## **Maternity and pregnancy**

Children are taught about pregnancy through the RHE / Science / RHE curriculum, they understand puberty and the changes to the human body both physically and emotionally during pregnancy. Children who may have pregnancy within the family or become new siblings are emotionally supported by the academy staff, knowing this can be a turbulent time within families.

## **Religion or belief**

This covers all faith with a structure and belief system which has weighty and substantial influence on human life and behaviour. Those of no faith are also covered.

This is taught through our R.E curriculum with a wide range of faiths and beliefs covered. The Derby City syllabus forms the basis for this teaching and is matched to the faiths and beliefs within our surrounding communities. Each year group has a visit to a place of worship every year and this can challenge any conflicting views of religion. An example of this includes trips to the local Hindu Temple with the knowledge that many children had little experience or knowledge of those with that faith.

## **Sex**

We strive to ensure that equal opportunities are available for all children in the academy both boys and girls, including mixed sports clubs. We challenge gender stereotypes within our curriculum, for example through STEAM – Women in Science, Engineering, Arts and Maths. We foster children's talents and skills regardless of their gender.

## **Sexual orientation**

This is broached carefully due to the age of our children. All types of relationships and families are represented within our curriculum. The PSHE curriculum specifically teaches about different types of families. We ensure that books, media, teaching resources represent different types of families and relationships.

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## Annex 1 – Data (Updated Dec 21)

<b>On roll</b>	
Year 3 up to Year 6	309
<b>Gender</b>	
Girls	50.5%
Boys	49.5%
<b>SEN</b>	
% SEN	26%
<b>Disadvantaged</b>	
	41%
<b>Ethnicity</b>	
White British	86.1%
Other White	4.9%
Mixed	4.5%
Black	1.9%
Asian	0.3%
Other	2.3%
<b>First Language</b>	
English	92.9%
Polish	2.6%
Other	4.5%
<b>LAC</b>	
	0
<b>PLAC</b>	
	3

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