



## Policy for:

# Equality Information and Objectives

		Date
<b>Reviewed by:</b>	SBM	Nov 2024
<b>Authorised by:</b>	C&P	Spring 2025
<b>Date for next review:</b> <small>(or earlier should legislation require it)</small>	Autumn 2025	

Change Log	
New model policy	



## Our Christian Vision & Values

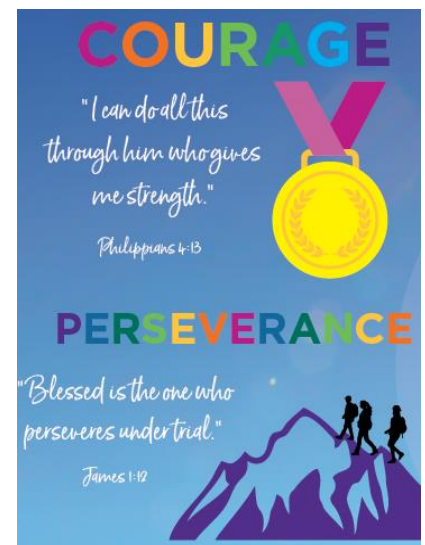
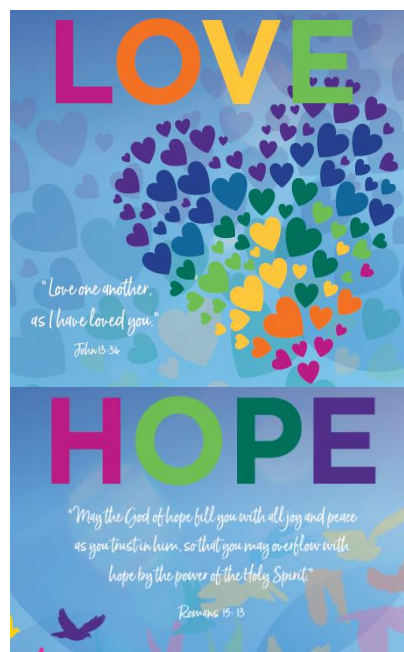


### Our Christian vision states that we:

Clear a path for a lifelong journey of exploration and growth, through an innovative and challenging curriculum, inspiring all in our community to be courageous advocates and global citizens. Everyone can find their light and shine it brightly. Hand in hand, we love, learn and flourish together.

*'In the same way, let your light shine before others, so that they may see your good works and give glory to your Father who is in heaven.'* 'Let your light shine' Matthew 5:16

### Our core Christian values allow us to deliver the Christian vision:





## Equality Information and Objectives

### Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination and other conduct that is 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 across all characteristics – between people who share a protected characteristic and people who do not share it

Our school aims to promote respect for difference and diversity in accordance with our values, such as:

- **Love**, by fostering a caring and inclusive community where everyone feels valued and supported, regardless of their background or identity.
- **Hope**, by encouraging optimism and belief in a brighter, more equitable future for all individuals.
- **Courage**, by standing up against discrimination and inequality, and advocating for fairness and inclusion.
- **Perseverance**, by committing to continuous efforts in creating an environment that celebrates diversity and challenges prejudice.
- **Respect**, by recognizing and appreciating the unique perspectives, experiences, and cultures of every individual.
- **Honesty**, by fostering open and truthful communication about diversity and ensuring accountability in our practices.

### Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the Public Sector Equality Duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

### Roles and responsibilities

The governing board will:

- Ensure that the equality information and 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 headteacher will:

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

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

### Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every annually.

The 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.

### **Advancing equality of opportunity**

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

### **Fostering good relations**

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

### **Equality considerations in decision-making**

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

## **Equality objectives**

### **Raise Awareness of the School's Equality Policy and Plan**

Ensure all staff, governors, and parents are familiar with the school's Equality Policy and Plan.

Measure awareness and understanding through the end-of-year Survey to Parents/Stakeholders, ensuring feedback informs further improvements.

### **Monitor and Act on Pupil Achievement and Attendance Data**

Regularly analyze data on pupil achievement and attendance, with a focus on identifying trends by disadvantage, race, gender, and disability.

Address any emerging patterns to provide tailored support to pupils.

Report findings at least three times a year via the Headteacher's Report to the Full Governing Body.

### **Promote Diverse Role Models in the Curriculum**

Ensure the curriculum highlights positive role models and heroes from diverse backgrounds, reflecting the school's values and diversity in race, gender, and disability.

Provide opportunities for pupils to positively identify with individuals who inspire and empower them.

### **Celebrate Cultural Events**

Organize events throughout the year that educate pupils on different communities and promote understanding of race, disability, religion, and gender.

Examples include Diwali, Eid, Black History Month, and One World Week, fostering a culture of inclusivity and global awareness.

### **Challenge Discriminatory Language and Behavior**

Embed a school-wide culture where the use of discriminatory language is actively challenged and addressed.

Provide training and guidance to staff and pupils on recognizing and combating discriminatory behavior.

### **Disability Equality Duty - Ensure Accessibility for Disabled Pupils**

Guarantee that all pupils, including those with disabilities, can participate fully in:

- The curriculum
- Educational visits and journeys
- Lunchtime activities
- PE, dance, and assemblies
- Afterschool clubs

Regularly review accessibility plans to ensure inclusivity in all school activities.

### **Gender Equality Duty and Inclusion in Activities**

Monitor participation in after-school clubs and activities by gender, SEN status, and Pupil Premium eligibility.

Actively address imbalances in participation by introducing strategies to encourage involvement from underrepresented groups.

### **Race Equality Duty**

Identify, respond to, and report racist incidents as outlined in the Equality Plan. Share timely reports of incidents with the Governing Body and Local Authority, ensuring accountability and transparency.

### **Encourage Positive Contributions from All Pupils**

Ensure all pupils have opportunities to make meaningful contributions to school life, such as:

- Participation in the Children's Council through elections.

- Leading or participating in class assemblies.
- Engaging in fundraising activities and other initiatives.

### **Engage the School Community in Equality Development**

Continue to involve staff, pupils, parents, and carers in the development of the Equality Plan.

Gather input and feedback through surveys, staff meetings, Children’s Council meetings, and Parents’ Evenings, fostering a collaborative approach.

### **Monitoring arrangements**

This document will be reviewed by the Senior Leadership Team at least every 4 years.

This document will be approved by C&P Committee.

### **Links with other policies**

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Public Sector Equality Information Statement