



*Loving learning and loving one another, as God loves us.
Celebrating success in its many forms and overcoming challenges.
Praying for and caring for our whole community.
Living in the light of Christ and as a light to others.*



Equality Policy and Objectives

Pre-approved by:	Clem Jackson, Co-Chair of Governors	13.11.23
Approved by:	The Governing Board	Date:
Last reviewed on:	Renewed policy as part of 4 year review	
Next review due by:	[November 2024]	

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1. 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

2. 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](#).

This document also complies with our funding agreement and articles of association.

3. 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

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

4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions. This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures. We make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society.

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

Senior staff engage in ongoing training on Equality and Diversity and incorporate this into wider curriculum and staff development plans. The SENCO takes the lead on many of these elements; training and whole school awareness work has included neurodiversity, Downs Syndrome and cultural diversity.



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The school is developing its range of reading materials to provide greater representation of protected characteristics.

5. 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. authorizing absences for religious observance such as Eid)
- 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)

6. 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.
- All pupils are encouraged to participate in the school's activities, such as sports clubs.
- We work with parents to promote knowledge and understanding of different cultures and languages.

7. 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.

8. Equality objectives

Objective 1

To increase the participation of pupils from minority, marginalized or vulnerable backgrounds in school life.

Why we have chosen this objective: We recognise that barriers may exist for pupils in vulnerable groups which prevent them from engaging in the full extent of school life.



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To achieve this objective we plan to:

Monitor and address under-representation for enrichment activities, such as trips and clubs.

Progress we are making towards this objective:

Objective 2

To improve understanding and to challenge stereotyping between young and older people.

Why we have chosen this objective:

Our school is located in an area with a comparatively large population of elderly people.

To achieve this objective we plan to:

Strengthen our links with St John's church congregation and welcome more volunteer readers into school.

Arrange a 'Grandparents' day' to highlight the role of Grandparents within families and utilize their experiences in supporting children wider educational knowledge.

Continue to engage with local care homes through choir singing and extend this to activities.

Establish a link with 'Coffee Pot+'.

Progress we are making towards this objective:

Objective 3

To increase representation of protected characteristics within our curriculum.

Why we have chosen this objective:

We recognise that our curriculum was previously limited in terms of cultural identify, particularly with regard to the reading curriculum.

To achieve this objective we plan to:

Ensure our history curriculum includes 'Black History', and our science curriculum highlights the contribution of black scientists.

Review our reading spine and English curriculum texts.

Progress we are making towards this objective:

Objective 4

To train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination by the beginning of the next academic year. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.

Why we have chosen this objective:

Our staff team is relatively limited in diversity. To address this we will begin with the recruitment process, and knowledge of those undertaking it.

To achieve this objective we plan to:

Train the SLT and key members of the LGB on equal opportunities.

Review recruitment ads and application form templates.



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Progress we are making towards this objective:

Objective 5

To celebrate diversity, equality and positive relationships within our school community.

Why we have chosen this objective:

Our school population is becoming increasingly diverse in terms of culture and SEND. We want to build on the good work we have begun to celebrate this.

To achieve this objective we plan to:

Continue to make parents feel welcome and actively seek their engagement by sharing their language and culture in classes.

Repeat the cycle of learning for children about SEND, equity and equality

Progress we are making towards this objective:

Parents in school to share language and culture

International event

Educating the children on aspects of SEND

9. Monitoring arrangements

The Headteacher will update the equality information we publish, (described in sections 4 to 7 above), at least every year.

This document will be reviewed and approved by the Governing Board at least every 4 years.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- SEN Information Report
- Preventing Extremism and Radicalisation Policy
- RSHE Policy
- SMSC Policy