



Linked Policies and Procedures:
Accessibility Plan
Risk Assessments
Safeguarding
Anti-Bullying
Behaviour
Collective Worship
Extra-Curricular School Clubs
Health and Safety
Special Educational Needs and Disability (SEND)

Healthy Eating
Home-School Agreement
Intimate Care
Looked After Children (LAC)
Managing Medical Needs
First Aid
Pupil Premium
Relationships and Sex Education
School Visits
Staff Appraisal
Staff Wellbeing

1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty 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; and
- 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](#).

3. Roles and responsibilities

The Governing Body 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, and that they are reviewed and updated at least once every four years.
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher.

The Governing Body nominates an Equality and Diversity Link Governor. They will:

- Monitor equality during existing School Development Plan focused governor visits;
- Ensure they are 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 with a standing equality agenda item at each Monitoring Meeting.

The Headteacher will:

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

The designated member of staff for Equality and Diversity will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils;
- Meet with the Equality and Diversity Link Governor if necessary to raise and discuss any issues;
- 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 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.

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.

All staff and governors complete agreed online Equality and Diversity training annually (for staff)/tri-annually (for governors). All new members of staff, and of the governing body, will complete the training within three months, as a part of their induction. Training will be made easily accessible to all, often through independent online study thorough platforms such as The National College.

New staff and governors receive training on the Equality Act as part of their induction, and receive refresher training every three years. Training is via the Vision2Learn online training package to which the school subscribes annually.

The school has a designated member of staff for monitoring equality issues, and an Equality and Diversity Link Governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

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 which are connected to a particular characteristic they have;
- Taking steps to meet the particular needs of people who have a particular characteristic;
- Encouraging people who have a particular characteristic to participate fully in any activities.

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

- Analyse attainment data each academic year showing how pupils with different characteristics are performing in order to determine strengths and areas for improvement and implement actions in response;
- Make evidence available identifying improvements for specific groups where relevant.

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, cultures and other differences 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.

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 disabled pupils;
- Has equivalent facilities for boys and girls.

The school keeps a written checklist of all the considerations made when planning trips, activities and events. The checklist is completed by the member of staff organising the activity and is stored electronically, as is the completed risk assessment.

8. Equality objectives

Objective 1: Training

Ensure all staff and governors complete agreed online Equality and Diversity training annually (for staff)/tri-annually (for governors). All new members of staff, and of the governing body, will complete the training within three months, as a part of their induction.

Why we have chosen this objective:

To ensure all staff and governing body training on Equality and Diversity is up to date, and that all individuals are therefore equipped to:

- Support the school in fulfilling its duties with regard to the Equality Act; and to
- Share the school's commitment to promoting and protecting Equality and Diversity.

To achieve this objective we plan to:

- Check all current governors have completed training
- Include the agreed training as a part of all staff and governor induction programmes and ongoing training schedules; and
- Monitor for completion by appropriate deadlines.

Objective 2: Data Analysis

Ensure that:

- Performance data collected through the Insight system is used termly to identify any trends or issues in the progress or achievement of groups of pupils sharing protected characteristics;
- Plans are made to address these trends or issues through appropriate measures (e.g. improved access, introduction of targeted resources, etc); and that
- The impact of these measures is evaluated by analysing changes in the same data in the subsequent terms.

Why we have chosen this objective:

To ensure that senior leaders and class teachers are able to acknowledge and consider variations in data for different groups of children, and can respond to any issues in a timely and effective way.

To achieve this objective we plan to:

Capture data, and share this in termly Pupil Progress Meetings, to look at attainment and progress for children that are recorded as possessing any of the following protected characteristics (as identified by the Equality Act and appropriate to a first school setting):

- Age (captured through summer birthdays data);
- Disability (SEND data);
- Race (English as an Additional Language (EAL) and ethnicity data);
- Sex; and
- Pupil Premium (although this is not a protected characteristic, it is an identifiable group whose equality of experience may also benefit from this approach).

Objective 3: Curriculum

Ensure that the learning environment provides children with a range of resources and experiences which encourage them to develop:

- An understanding of the importance of equality of opportunity for everyone; and
- Good relations across all characteristics (between people who share a protected characteristic and people who do not share it).

Why we have chosen this objective:

To ensure that the curriculum offered within the school promotes equality, diversity and inclusion, and fosters good relations between people who share a protected characteristic and those who do not share it.

To achieve this objective we plan to:

Ensure that both the design of the curriculum and the implementation of individual learning experiences promote:

- Tolerance;
- Friendship; and
- An understanding of a range of religions, cultures and other differences.

This includes through teaching in:

- RE;
- Citizenship;
- Personal, Social, Health and Economic (PSHE) education; and
- Other curriculum areas.

Objective 4: Impact Assessment in Decision Making

Ensure that all staff include and record a consideration of Equality and Diversity, and the potential impact on children with one or more protected characteristics, when making decisions.

Why we have chosen this objective:

To ensure that the school has due regard to Equality and Diversity considerations whenever significant decisions are made, so that no child is excluded or disadvantaged on the basis of whether or not they possess a particular protected characteristic or are part of a specific group.

To achieve this objective we plan to:

- Always consider the impact of significant decisions on particular groups;
- Complete a written checklist of all of the assessments of impact made when planning trips, activities and events; and
- Store this electronically.

Objective 5: Governing Body Activity

To ensure that governors have a clear overview of Equality and Diversity in action within the school, as:

- Data collected through the process described in Objective 2 is shared with governors on a termly basis, along with the plans put in place to address any issues, and the subsequent impact of these measures; and
- Other information relating to Equality and Diversity is analysed by governors through visits and meetings as appropriate.

Why we have chosen this objective:

To allow the Governing Body to discharge its core strategic functions in:

- Ensuring clarity of vision, ethos and strategic direction that pay due regard to the Equality Act and the principles of equality and inclusion; and
- Holding senior leaders to account for the educational performance of the school and its pupils, including groups of pupils that share particular characteristics.

To achieve this objective we plan to:

- Include Equality and Diversity as a standing agenda item at Monitoring Meetings;
- Include termly information on Equality and Diversity through the headteacher's report to governors;
- Explore Equality and Diversity within the school environment through existing or targeted governor visits; and

- Involve governors as appropriate in the annual review of these Equality and Diversity objectives.

9. Monitoring arrangements

The Governing Body will update the equality information we publish, described in sections 4-8 above, at least every year.

This document will be reviewed by the Governing Body at least every 4 years.

This document will be approved by the Governing Body.