



**Aim High ... Fly High**

Name of Policy	Equality Information and Objectives Policy
Date last reviewed	March 2024
Date to be reviewed	March 2028
Governor Committee	Standards
Key Member of staff	Headteacher
Statutory	Yes

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## 1. Aims

Duxford Church of England Community Primary 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 aims and values,

Our vision as a Church School is to provide high quality, inclusive education in a safe, nurturing and supportive Christian environment where we ‘Encourage one another and build up one another’ 1

Thessalonians 5:11. We inspire our children to learn as much as possible and achieve their individual potential whilst developing confidence, respect and consideration for others. We seek to equip our children with the knowledge, skills and personal attributes to take advantage of opportunities and rise to the challenges which their future may present.

Values

- A Attentive
- I Imaginative
- M Motivated
- S Spiritual

**Attentive** to ourselves, to those around us and to our environment. We nurture and respect one another, recognise each other's uniqueness and ensure we value individuals, relationships and our environment.

**Imaginative** and respondent to a broad and balanced curriculum that offers memorable experiences to inspire the mind. We believe a rich and varied curriculum helps to enthral learners to be creative, independent thinkers; able to solve problems in the rapidly changing society in which we live.

**Motivated** for academic excellence and a life-long love of learning. By developing a strong growth mindset, including resilience and perseverance, we can respond flexibly and question the world and those around us. This allows us to challenge ourselves to be the best that we can be. We encourage our children to be courageous advocates.

**Spiritual** awareness and growth in an ethos underpinned by Christian values, supports wellbeing. We value this within our school, our families and within our wider community.

## 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 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, 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 headteachers 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.

## 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.

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

## 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
- › 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

## 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
- › 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

## 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 raise attainment in core subjects for vulnerable learners.**

We have chosen this objective because our vulnerable pupils consistently achieve lower outcomes than our non vulnerable pupils.

To achieve this objective we plan to:

- Monitor data for Pupil Premium and SEND pupils and track progress and identify barriers to learning.
- Ensure reasonable adjustments are in place for these children to help them access the curriculum and minimize disadvantage
- Involve and engage parents in their children's progress and aspirations

### Objective 2

**In delivering the curriculum, to ensure it contains non-stereotypical representations, models or language in order to overcome preconceived ideas of gender, ability, ethnic origin, culture or religion.**

We have chosen this objective because the majority of our pupils are white British.

To achieve this objective we plan to:

- Develop our teaching resources and materials (slides, images, books, video clips, cultural artefacts etc.) to ensure they reflect a diverse range of representations of people of different cultural and ethnic backgrounds.
- Ensure staff are trained in gender awareness so that language, modelling and expectations are gender neutral.
- Ensure that all pupils are taught regularly about all forms of discrimination including racism, sexism and bullying in an age appropriate way through the PSHE curriculum.
- Implement staff training in how to teach about diversity and sensitive topics such as discrimination with sensitivity to pupils' protected characteristics.

### **Objective 3**

**Promote understanding and respect for diversity through raising awareness of different cultures, ethnicities and religions.**

We have chosen this objective because the majority of our pupils are white British and some lack an understanding of other cultures.

To achieve this objective we plan to:

- Improve representation and promote awareness of different cultures and faiths through enabling all year groups participate in celebration and awareness days of special significance linked to the 5 main religions to celebrate festivals of a range of cultures. In line with parents' wishes.
- Develop parental engagement of all backgrounds, ethnicities and faiths to advise, guide and support the school aims

## **9. Monitoring arrangements**

This document will be reviewed by the Standards Committee at least every 4 years.

This document will be approved by the governing board