

Cheapside CE Primary School



Equality information and objectives

Approved by:	Kate Searle	Position: Head Teacher
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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](#).

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
- › 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 equality link governor is Philippa Mills. They will:

- › Meet with the designated member of staff for equality every year, and other relevant staff members, to discuss any issues and how these are being addressed
- › Ensure they're 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

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.

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.

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.

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. 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:

- Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)

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

- We develop links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

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 will keep 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 with the completed risk assessment.

8. Equality objectives

Our equality objectives are based on the principles of human rights and human dignity, and can be summarised as follows:

- To ensure that the school retains a culture of advancing equality both in its policies and its practices
- To develop the children's understanding of, and commitment to, the promotion of equality and the elimination of discriminatory practices and beliefs
- To deepen an understanding among all children and staff of the strengths and needs of all protected characteristic groups
- To continue to seek ways in which the culture, policies and practices within school can be further improved to advance equality and to eliminate discrimination
- To celebrate the rich variety of individual and group characteristics which constitute our school community, as well as the wider world.

The following list covers some of the main ways in which we seek to implement our moral and legal responsibilities to ensure equality within school. This is by no means an exhaustive list. Because we have a duty towards the children in our care as well as to our employees, some measures may be relevant to each of these groups to a greater or lesser extent. However, there is of course a crossover between many of these elements, and although they are numbered for ease of reference, the order in which they are listed should not be seen as being in terms of degree of importance, and nor should each element be seen as a discrete unit. We believe that equal opportunities is an unquestionable principle, and these elements taken together are the basis on which we seek to demonstrate and promote this principle.

1. Whenever the governing body reviews policies in school, we always take into account any relevant equal opportunity implications. Where relevant, the details of equal opportunity considerations will be specifically identified. The school's key policies are kept updated on our website, and all our policies are available by request at the school office.

2. We regularly analyse the progress and attainment of all children in the school, including the progress and attainment of specific pupil groups. Where we identify significant variations between the children who share a protected characteristic and children in the school generally, we then explore the reasons behind this. It is important to ensure that children in particular groups are not being inadvertently disadvantaged, but it is equally important not to assume that the discrepancy is necessarily a consequence of a particular characteristic. This means that we look at children individually, and examine why the discrepancy is showing up, so that we are best placed to support children in the way that is most appropriate for them. We also recognise that each child is an individual, composed of a multitude of characteristics, and their inclusion in

one or more protected characteristic groups should not be seen to define them without reference to everything else that goes to make the whole child.

3. All aspects of the curriculum are open to all children, and we will always make adaptations where necessary to accommodate the particular needs of a child or group of children.

4. We model the British values of respect and tolerance to all people, irrespective of characteristics, and we consider it our moral duty to promote and develop this understanding and good practice in the children themselves. When a child demonstrates intolerance or disrespect with regard to the characteristics of another person, we will work with that child to strengthen their understanding of why their behaviour or language has not been appropriate. In line with our teaching of the academic curriculum, we believe that education is by far the most effective response to incidents of intolerance or disrespect.

5. We promote a culture in which children feel comfortable sharing concerns and worries with adults in school. Although worries can affect all children, those in protected characteristic groups can face greater barriers than their peers do. Three principles are at the heart of our approach to supporting children with their concerns. Firstly, a recognition that what might seem like a small issue to an adult can feel hugely important to a child, so that we listen to the root of a child's anxiety rather than what might be its surface manifestation. An example of this might be a child who complains that no-one will play with him or her, and understanding that what the child is probably feeling is not so much the denial of the game, but more a sense that other children do not find them appealing enough to play with.

Secondly, we encourage children to develop the language and understanding of complex emotions, so that they are better able to articulate what they are feeling. If a child can't explain what it is that is distressing them, they are less likely to seek help. Children in certain protected characteristic groups may need greater levels of support in developing these skills.

Thirdly, we place great emphasis on the development of strong relationships between all adults and children in the school, based on mutual trust and respect. Consequently, when a child feels vulnerable or worried, they are able to choose, from a number of adults that they know well, the person they feel most comfortable approaching.

6. We also seek to promote a culture in the school that recognises the needs of staff members, whether this is in terms of emotional support, time off to attend family events or medical appointments, or requests for changes in working arrangements. Because the individual needs of staff members can sometimes be directly linked to their membership of a protected characteristic group, we see our duty to be compassionate employers to be particularly relevant in supporting members of staff in this respect.

7. We also promote a culture in which parents feel comfortable to approach the school with concerns or difficulties, which again can sometimes be linked to their membership of a protected characteristic group. In addition to increasing parents' confidence in approaching the school with issues that may relate to protected characteristics, the strong relationships between staff and parents has helped to develop a culture where the strengths and needs of protected characteristic groups are understood, acknowledged and valued.

8. The school makes constant reference to a calendar of world festivals and dates that are important for a range of protected characteristic groups. This supports our planning for key events in school, as well as raising our awareness of moments in the year that are important for children, staff and families across a wide range of protected characteristic groups.

9. Monitoring arrangements

The Equality link governor and 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 by the Curriculum and Admissions Committee of the Governing Body at least every 4 years.

This document will be approved by the Headteacher.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Collective Worship Policy
- Safeguarding Policy
- SEND Policy