



Chelmondiston C of E Primary School

Equality Policy



Approved by: Governing Body

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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

Our vision for the pupils...

“What we nurture today, will flourish tomorrow”

The children will be taught the academic and life skills to be able to achieve their best in a nurturing Christian environment; with this resilience and courage they will be encouraged to be caring and respectful towards others, advocate that all people should be equal and aim to be custodians of the wider world.

Our Intent statement for the pupils...

At Chelmondiston C of E Primary School our curriculum provides the opportunities needed for every child to achieve our Vision and Aims for the pupils. They will be taught how to learn effectively and be aspirational life-long learners. This includes knowing how to maintain their own physical, emotional and mental health to develop this resilience in a nurturing environment underpinned by Christian values. They will learn about equality throughout the subjects and about how to develop their own views and voices and to become courageous advocates. The Christian ethos will enable them to learn how to be caring towards others and understand differences. They will know that all people should be equal and realise the positive impact they can have in the community and in society with their actions and to achieve our aim for them to be custodians of the ever-changing wider world.

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 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.

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.

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

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, 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 aim to 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:

- › 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

Schools are required to publish information which is updated annually showing how they comply with the Equality Duty and to set at least one equality objective. The need to advance equality of opportunity is defined in the Equality Act 2010 as having due regard to the need to:

- Remove or minimise disadvantages
- Take steps to meet different needs
- Encourage participation when it is disproportionately low

This extends to the following protected characteristics:

- Race
- Disability
- Religion or Belief
- Sex
- Sexual orientation
- Gender reassignment
- Age (as an employer, not regarding pupils)

Our School Equality Objectives are:

- Equality of opportunity by ensuring that all pupils have access to vocabulary instruction
- To ensure that the range of texts and resources in school reflects societal cultural diversity
- To ensure that there is increased participation in sports clubs and after-school clubs by girls to match that of boys
- To ensure full access to all, regardless of social background, gender, ethnicity or disability, to a high-quality provision of SMSC through our curriculum. (Spiritual, Moral, Social, Cultural)

9. Monitoring arrangements

The headteacher will update the equality information we publish on our website at every year. This is included in Headteacher Reports to the Governing Body. This document will be reviewed at least every 4 years.

This document will be approved by governors.