



Holywell Church of England Primary School

Equality information and objectives

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(Adapted from a model policy produced in September 2017)

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1. Aims

Every person in our school community has been made in the image of God and is loved unconditionally by God. Everyone is equal and we treat each other with dignity and respect. Our school is a place where everyone should be able to flourish in a loving and hospitable community. Each person in all their unique difference should be able to thrive, irrespective of physical appearance, gender, race, religion, ethnicity, socioeconomic background, academic ability, disability, sexual orientation or gender identity.

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
- 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 requires 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 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

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.

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 (e.g. pupils with disabilities, or gay pupils who may be 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:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information

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 PSHE, and 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
- Collective Worship time will be used to promote our school values which include respect and friendship. KS2 pupils will be encouraged to take a lead in class collective worship and this will be a time to reflect on these values.
- Working with our local community. This includes inviting leaders of local faith groups to speak in Collective Worship, and organising school trips and activities based around the local community.
- Encouraging and implementing initiatives to learn about different groups of pupils within the school.

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

As part of our Risk Assessment process we will actively consider our equality duties and ask ourselves relevant questions. This is recorded as part of the risk assessment when planning school trips and activities.

8. Equality objectives

Objective	Actions	Responsibility By when?	Which duty/ies will it address?	How will we measure our success?
To promote cultural development and understanding through a range of experiences both within and beyond school	<p>Identify opportunities for visits and/or visitors from different faiths on our RE long term planning and Collective worship Planning.</p> <p>Plan opportunities to make direct comparisons between different faiths.</p> <p>Create a display in school about world faiths so that children gain the knowledge to talk about these faiths.</p>	<p>RE lead Autumn 2020</p> <p>RE lead Autumn 2020</p> <p>RE lead Spring 2021</p>	Eliminate unlawful discrimination, harassment and victimization and other conduct prohibited by the Act.	<p>Pupils will be able to talk about the similarities and differences between the world faiths.</p> <p>Pupils will have a wider experience of a divergent society and they will understand that they are part of a multi-faith society.</p>
To ensure that all pupils are given similar opportunities with regards to extra-curricular clubs and activities	<p>Analysis of registers of attendance.</p> <p>Questionnaire about clubs and reasons for non-attendance.</p>	<p>PE lead HT Termly ongoing</p>	Advance equality of opportunity between people who share protected characteristics and those who do not.	Increase attendance at extra-curricular clubs.
Actively close gaps in attainment and achievement between pupils and all groups of pupils; particularly those with SEN.	<p>Monitor provision through observations, book looks, pupil voice etc.</p> <p>Track data and identify needs through pupil progress meetings.</p> <p>Monitor impact of interventions.</p>	<p>SEND Co Ongoing</p>	Advance equality of opportunity between people who share protected characteristics and those who do not.	The gap between SEN and non-SEN pupils will be narrowed.
To ensure the school environment is as accessible as possible to all pupils, parents, staff and visitors.	<p>Ensure the Accessibility Plan is reviewed regularly by Governors.</p> <p>Update Accessibility Plan as necessary.</p>	<p>HT Annually and as need arises through admission of new pupils</p>	Advance equality of opportunity between people who share protected characteristics and those who do not.	Everyone who visits our school will be able to access the environment as necessary.

9. Monitoring arrangements

The headteacher will update the equality information we publish at least every year.

This document will be reviewed by governing body at least every 4 years.

This document will be approved by the Full Governing Body.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- SEND Policy
- Recruitment Policy