

Equality Information and Objectives Policy

Acton CEVC Primary School



Strive - Support - Succeed

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 school aims to promote respect for difference and diversity in accordance with our values, such as sharing an understanding of 1 Peter 3:8 – “Finally, all of you, be like-minded, be sympathetic, love one another, be compassionate and humble.” The guidance of our motto and vision, sets the culture of our school and enables us to develop the character of our pupils, as they each work to become an Acton Child.

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 equality link governor is Tabitha Carter. They will:

- Meet with the designated member of staff for equality every term, 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 board 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, and all staff receive refresher training every September.

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:

- 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 and the school's 'No Outsiders' approach, 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 have developed 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 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 ensure the school actively promotes and prioritises raising awareness, appreciation and celebration of diversity including gender, sexuality, race and religion.

Why we have chosen this objective:

From an analysis of our school profile alongside the demographics of our local area we know that our school community is not fully representative of life in Modern Britain. We want our community to embrace the uniqueness of the human race more readily and to have the opportunity to explore a range of issues pertinent to the protected characteristics as part of their education provision.

To achieve this objective:

- Continue to embed the 'No Outsiders' approach through regular 'No Outsiders' mornings and assemblies
- Carefully selected texts to be used support teachers and pupils in the exploration of key themes and to support in developing the children's spiritual, moral, social and cultural understanding
- Teaching of PSHE to follow the SCARF curriculum, with annual SCARF days led by Coram Education
- Wider cultural issues and topics to be addressed in class and/or as a whole school (in an age appropriate manner)
- Opportunities are taken to promote and celebrate the diverse groups which exist in our school community

Progress we are making towards this objective:

Objective 2

To monitor and analyse pupil achievement by ethnicity, gender and disability and act on any trends or patterns in the data that require additional support for pupils.

Why we have chosen this objective:

Our internal data, which is discussed termly at Pupil Progress Meetings, indicates an inequality of attainment/progress across KS1 and KS2 for certain groups in relation to their starting points.

To achieve this objective:

- The progress of all groups will be continuously tracked.
- Appropriate support is targeted where necessary to ensure that all groups make at least good progress.

- Targeted interventions will be tracked to ensure pupils make progress to align with their peers.
- Attainment and progress of identified groups will be reported to governors termly.

Progress we are making towards this objective:

Objective 3

To improve children’s knowledge and understanding of difference and diversity through developing greater understanding of people from different faith communities

Why we have chosen this objective:

Cultural diversity within locality of school is limited – children have little first-hand experience of meeting people from other cultures and faith communities

To achieve this objective we plan to:

- Follow the St. Edmundsbury and Ipswich Diocese ‘Emmanuel Project’ to deliver the RE curriculum to ensure that appropriate coverage is given to the different world faiths
- Develop the subject knowledge of staff delivering the RE curriculum
- R.E. Subject Leader to enhance both in-school experiences and external visits as part of RE Curriculum.
- Allocate funding to subsidise visits and visitors

Progress we are making towards this objective:

9. Monitoring arrangements

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

This document will be reviewed by the named governor and headteacher at least every 4 years.

This document will be approved by the Governing Body.

10. Links with other policies

This document links to the following:

- Accessibility plan
- Risk assessments
- SEND Policy
- Culture and Character Policy
- School Development Plan



Equality Impact Assessment

Activity:

Date:

Lead Staff:

Year Group:

Group	Risk	RAG	Actions to Mitigate	Review
Sex				
Race				
Religion or belief				
Sexual orientation				
Gender reassignment				
Pregnancy or maternity				
Age				
Disability				

English as an additional language				
Looked-after children				
Families with separated parents				
Children with SEMH				
Other: (please state)				

RAG Rating: 1 = No Action Required, 2 = Minor Action Required, 3 = Significant Action Required