



# **POLICY**

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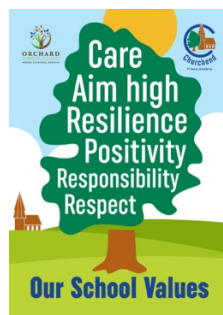
**Next Review Date: September 2025**

## Aims

Churchend Primary Academy aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination, harassment, victimisation 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 a relevant protected characteristic
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it. The protected characteristics are:
  - Age
  - Disability
  - Gender reassignment
  - Marriage or civil partnership
  - Pregnancy and maternity
  - Race
  - Religion or belief
  - Sex
  - Sexual orientation

Our school aims to promote respect for difference and diversity in accordance with our values. Churchend Primary Academy's values are as follows:



## 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](#), the [technical guidance for schools from the Equality and Human Rights Commission](#) and [guidance from the Government Equalities Office on meeting the specific duties that support the Public Sector Equality Duty](#). This document also complies with our funding agreement and articles of association.

## **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/carers
- 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
- Have “due regard” when making a decision or taking an action to whether it may have particular implications for people with particular protected characteristics

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

## **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.

## **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

## **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
- Making pupils aware of our behaviour and anti-bullying policies
- 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

## **Equality considerations in decision-making**

The school ensures it has due regard to equality considerations whenever significant decisions are made. We consider equality implications before and at the time that we develop policy and make decisions and continue to review these on a continuing basis.

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.

## **Equality objectives**

As a school, we are required to publish equality information every year:

- We must report on at least 1 equality objective once every 4 years – we've chosen December to be our deadline for this

### Objective 1

To ensure all vulnerable and disadvantaged pupils, including those eligible for the Pupil Premium Grant, those with SEND, those who are known or were previously known to Children's Social Care and those who are Looked After, can make good rates of progress to achieve outcomes in line with their peers.

**Why we have chosen this objective:** It is vital that we close any gaps in learning between the vulnerable and disadvantaged pupils and their peers, in order to, where possible, support them in achieving outcomes in line with their peers.

**To achieve this objective, we plan to:** Strengthen teaching and learning to promote increased rates of progress; tilt our teaching practice to support those vulnerable and disadvantaged pupils; identify interventions and change of provision to close gaps and increase rates of progress for vulnerable groups.

**Progress we are making towards this objective:** We are working towards this objective.

### Objective 2

To create and deliver a high quality, inclusive and diversity rich curriculum.

**Why we have chosen this objective:** It is important to all our learners and stakeholders that our curriculum is inclusive and reflects the diverse society in which we live.

**To achieve this objective, we plan to:** Develop our curriculum to ensure it is a strength; ensure our curriculum is inclusive by monitoring the content of the curriculum, how our learners are affected by it and by monitoring pupil outcomes; use a range of texts, sources, examples etc, to show the diversity of our world to our pupils.

**Progress we are making towards this objective:** Work has already started on this objective with work undertaken in History and in English.

### Objective 3

To create a kind, respectful and inclusive working culture which represents the local community.

**Why we have chosen this objective:** It is important that our staff stakeholders feel that their working culture is respectful, kind and inclusive. It is important for our pupils that they can see themselves reflected in the nature of the workforce.

**To achieve this objective, we plan to:** Consider decisions that we take as a school leadership are kind, respectful and inclusive; consider how we can actively promote under-represented groups when advertising roles in our workforce; work with staff to ensure that they feel that the working culture is kind by listening to our stakeholders and responding to feedback; monitor our data (pupil outcomes, attendance, staff absence, exclusions etc) to ensure that individuals with protected characteristics are not disproportionately represented (or are reducing rapidly); ensure that all staff and pupils behold the Churchend values and display them to all members of our community; and have an open door policy for staff and pupils.

**Progress we are making towards this objective:** This is an ongoing priority and we are working towards this objective.

### Objective 4

To create a safe, open and equitable working and learning environment for all.

**Why we have chosen this objective:** To ensure that our staff and pupils feel that the school is a safe, open and equitable place for them to work and learn.

**To achieve this objective, we plan to:** Consider ways in which the school can be safe, open and equitable; provide opportunities to explore different experiences for staff and pupils; ensure that discrimination and

harassment does not take place and support staff and children in understanding about protected characteristics; ensure professional learning opportunities are offered and considered without prejudice; and ensure that all staff and pupils behold the Churchend values and display them to all members of our community.

**Progress we are making towards this objective:** We are working towards this objective.

## **Monitoring arrangements**

The Headteacher will update the equality information we publish, described in Sections 4 to 7, at least every year.

School-specific equality objectives will be reviewed by the local governing board at least every 4 years.

This document will be reviewed by the Headteacher annually, to ensure continued compliance with the PSED.

This document will be approved by the local governing board.

## **Links with other policies**

This document links to the following policies:

- Accessibility plan
- Risk assessment
- SEN information report
- SEND policy