

Equality Policy – January 2025



“Learn with Love, Flourish in Faith”

Our School Vision

Do everything in love (1 Corinthians 16:14)

As an inclusive Christian school, Church of the Ascension C.E Primary School aims to create a loving, caring and respectful community, where individuals can flourish spiritually, socially and academically as children of God in a rich learning environment. Our vision is to inspire lifelong learning, whilst encouraging resilience, independence, aspiration and an appreciation of God's wonderful world.

We believe the six key values which characterise our school are:

- Thankfulness
- Generosity
- Respect
- Forgiveness
- Honesty
- Perseverance

We believe that these core Christian values are fundamental in helping to develop our children into responsible citizens of the future and will allow them to achieve their God-given potential.

Approved by: [Name] **Date:** 06.01,25

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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:

- o Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- o Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- o 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 school’s vision and values.

2. Legislation and guidance

This document meets the requirements under the following legislation:

- o [The Equality Act 2010](#), which introduced the Public Sector Equality Duty and protects people from discrimination
- o [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](#).

This document also complies with our funding agreement and articles of association.

3. Roles and responsibilities

The governing board will:

- o 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
- o 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
- o Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governor is Mrs D Brown They will:

- o Meet with the Head teacher, every term and other relevant staff members, to discuss any issues and how these are being addressed
- o Ensure they're familiar with all relevant legislation and the contents of this document
- o Attend appropriate equality and diversity training
- o Report back to the full governing board regarding any issues

The headteacher will:

- o Promote knowledge and understanding of the equality objectives among staff and pupils
- o 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:

- o 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)
- o Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- o 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:

- o Publish attainment data each academic year showing how pupils with different characteristics are performing

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

- o Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes Collective Worship, 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
- o 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
- o 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
- o 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
- o 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:

- o Cuts across any religious holidays
- o Is accessible to pupils with disabilities
- o 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

Increase the representation of teachers from local Black and minority ethnic communities over a 4-year period (from this July to July in 4 years' time), so that this group increases from 10% to 25% of the teaching workforce.

Why we have chosen this objective:

There is currently minimal representation from Black and minority ethnic communities on our staff or governing bodies. This means that some of our children and families may feel that they are not represented.

To achieve this objective we plan to:

More actively consider diversity when recruiting for staff and governor positions.

Progress we are making towards this objective:

Objective 2

Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination by the beginning of the next academic year. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.

Why we have chosen this objective:

There is currently minimal representation from Black and minority ethnic communities on our staff or governing bodies. This means that some of our children and families may feel that they are not represented.

To achieve this objective we plan to:

More actively consider diversity when recruiting for staff and governor positions.

Progress we are making towards this objective:

Objective 3

Have in place a reasonable adjustment agreement for any staff with disabilities by July, to meet their needs better and make sure that any disadvantages they experience are addressed.

Why we have chosen this objective:

To ensure that all staff have equal opportunities to thrive in our school community and not face any barriers or difficulties, due to disability.

To achieve this objective, we plan to:

Support any relevant staff, making use of the appropriate pathways such as Occupational Health, H.R., to ensure that they have full access to the school building and are appropriately supported to succeed in their position.

Progress we are making towards this objective:

9. Monitoring arrangements

The Local School Board 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 Local School Board at least every 4 years.

This document will be approved by the Local School Board.

10. Links with other policies

This document links to the following policies:

- o Accessibility plan
- o Risk assessment
- o SEND policy
- o Behaviour Policy