

Equality Information and Objectives Policy

Together, we **CARE!**



"Be kind and loving to each other".

Ephesians 4:32 (ICB)

Mepal & Witcham Primary School
a part of Ely Diocese Multi Academy Trust

Approved by the Governing Body: 09/11/24
Signed: Mr C Snuggs
Date: 24 Sept 24
Date to be reviewed: Nov 2028

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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 CARE values, such as Community, Appreciation, Respect and Empathy.

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 Mrs Joy Walker They will:

- Meet with the designated member of staff for equality a minimum of twice a year 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;
- Identify any staff training needs, and deliver training as necessary;
- 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.

Recruitment and promotion of all staff is based on equal opportunities practices.

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 pupils with SEND necessary reasonable adjustments).
- 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.
- Record and identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying).

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 our CARE values 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, 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

8. Equality objectives

Objective 1

- Record and analyse the progress of groups of pupils and explore next steps to raise attainment and progress.

Objective 2

- To increase understanding of diversity and different representations of World Faiths through a robust R.E curriculum. Inviting external leaders to the community as well as actively engaging with different festivals and traditions across the academic calendar.

Objective 3

- To raise awareness of different disabilities, those visible to others and those not so, and ensure measures are taken to support the inclusivity of all pupils and staff with known disabilities whilst maintaining a pathway for each individual.

9. Monitoring arrangements

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

This document will be approved by the Headteacher and governing body.

10. Links with other policies

This document links to the following policies:

- Accessibility plan.
- Behaviour Curriculum.
- Staff Code of Conduct.
- Special Education Needs Policy.
- Health & Safety Policy.