



St Matthews C of E Primary School

"Let Your Light Shine" - *Matthew 5:16*

Equality Policy & Objectives

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Aims

- 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

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](#).

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 Deborah Dykins. 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 are 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 amongst staff and pupils
- › Monitor success in achieving the objectives and report back to governors
 - The designated member of staff for equality, Sarah Tridgell, will:
 - › Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
 - › Meet with the equality link governor every term to raise and discuss any issues
- Support the headteacher in identifying 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.

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.
- 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

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 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 clubs)
- 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
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of 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, 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
- Working with our local community. This includes 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

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.

Equality objectives

Equality Objective 1

- Create and maintain an inclusive learning environment where all pupils, regardless of their background, race, religion, gender, disability, or any protected characteristic, feel valued, respected, and supported

We will do this by:

- Ensuring there is culture of inclusivity and we celebrate the diverse backgrounds, cultures, religions, and languages represented in the school community
- Events and activities are organised that promote understanding, respect, and appreciation of diversity
- Displays celebrating diversity and the successes of people from the protected characteristics are evident

- Ensuring that all children are accessing this diverse curriculum through high expectations and high-quality teaching to enable children to meet their full potential
- Ensuring topics and resources used reflect diversity

Equality Objective 2

- To ensure that members of SLT and governors involved in recruitment and selection have a clear understanding of equal opportunities and non-discrimination.

We will do this by:

- Ensuring that appropriate training is provided
- Recruitment and selection procedures are monitored appropriately

Equality Objective 3

- Encourage and facilitate active parental engagement by providing clear and accessible information, involving parents in decision-making processes, and creating opportunities for meaningful participation in school life.

We will do this by:

- Continuing to develop the role of the PTA and parents in school
- Providing an increasing number of events, workshops, activities in which parents can become involved.
- Gathering feedback, information through evaluations, questionnaires etc

Equality Objective 4

- Promote positive behaviour management strategies that encourage respect, empathy, and understanding, fostering a culture of inclusivity and cooperation among pupils

We will do this by:

- Ensuring there is culture of inclusivity and we celebrate the diverse backgrounds, cultures, religions, and languages represented in the school community
- Ensuring we take an attachment-aware and trauma-informed approach, understanding that all behaviour is communication and there can be complex factors underlying behaviours. Our behaviour policy fits within the school's values and culture, which together prioritise maintaining a secure base for learning and offering all children a sense of protection, care and safety.
- Ensuring there are clear routines to teach and reinforce the positive behaviour of all children. Adjustments may be made for children with additional needs, where appropriate. These adjustments may be temporary. Behaviour will often need to be considered in relation to a child's SEND

Monitoring arrangements

- The Headteacher and Governing Body will update the equality information we publish, at least every year.
- 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.

Links with other policies

- This document links to the following policies:
- Accessibility plan
- Risk assessment

Approved by:	FGB	Date: July 2023
Last reviewed on:	July 2023	
Next review due by:	July 2027	