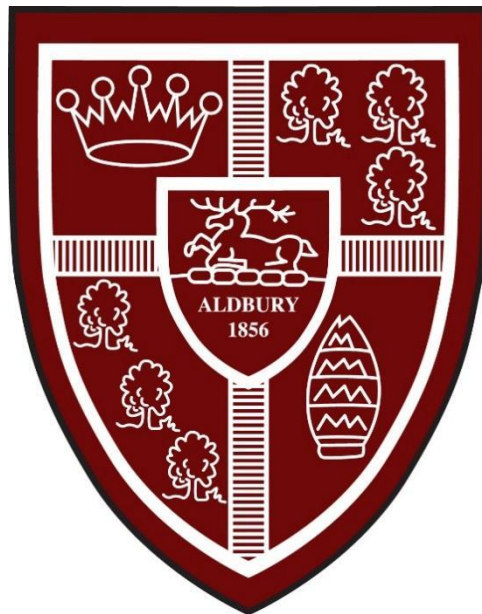


Aldbury C of E Primary School and Nursery



‘To live life in all its fullness’ (John 10:10)

Equality Policy and Objectives

Approved by: FGB	Date: December 2024
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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 of Respect, Responsibility and Friendship.

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 Special Educational Needs governor holds responsibility for equality. 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

The Special Educational Needs Coordinator is the designated member of staff for equality and will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among 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.

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.

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, 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: Promoting an Inclusive Environment

Focus: Disability, Age, Race, Religion or Belief

The school will create a physical and emotional environment that promotes inclusivity and ensures every child, staff member, and visitor feels valued and respected.

Measurable Success Indicators:

1. Conduct an accessibility audit to address physical and sensory barriers for children with SEND, reviewed annually.
2. Increase the number of displays and classroom resources reflecting diversity in race, culture and religion, reviewed annually.
3. Introduce and enhance sensory-friendly spaces to support children with SEND
4. Train staff on recognising and addressing unconscious bias
5. Reduce reported incidents of exclusionary behaviour compared to the previous academic year, as recorded in behaviour logs.

Objective 2: Broadening Children's Experiences

Focus: Race, Gender, Sexual Orientation, Socio-economic Status

We will provide diverse cultural, social, and leadership opportunities for all children, ensuring equality of access regardless of background.

Measurable Success Indicators:

1. Offer workshops, assemblies, and trips annually which celebrate diverse cultures, genders, and family structures.
2. Ensure that an increasing number of pupils participate in an enrichment activity each term, with subsidised places available for disadvantaged pupils.
3. Monitor leadership groups in schools to ensure that all groups are well represented.
4. Collect and analyse feedback post-events, ensuring a positive satisfaction rate with the inclusivity and variety of experiences offered.

Objective 3: Embedding Equality in the Curriculum

Focus: Race, Disability, Gender, Religion or Belief

Develop our curriculum so that it reflects the diversity of society, challenges stereotypes, and actively promotes equality.

Measurable Success Indicators:

1. Audit and update curriculum maps annually to include diverse voices, perspectives, and resources across subjects.



2. Introduce new resources that celebrate diverse role models and challenge stereotypes.
3. Conduct pupil voice surveys to measure understanding and appreciation of diversity.
4. Review and enhance RE and PSHE units to include clear examples of World Views
5. Monitor classroom discussions to ensure that they include references to global or societal diversity where appropriate.

Objective 4: Innovating and Adopting New Strategies to Promote Equity

Focus: Gender, SEND, Socio-economic Status

Pilot and embed strategies that reduce attainment gaps and increase engagement for all children, focusing on underrepresented groups.

Measurable Success Indicators:

1. Ensure that a personalized learning program is provided for children with SEND.
2. Provide termly CPD on differentiated teaching strategies.
3. Ensure that technology access is not a barrier for pupils in relation to any new strategies or home learning approaches introduced.