



Preston Candover CE Primary School

EQUALITIES STATEMENT, INFORMATION AND OBJECTIVES.

Date: March 2022

Review Date: March 2026

Signed:

Mrs Simrit Otway, Headteacher

Date:

Signed:

Mr Marcus Banks, Chair of Governors

Date:

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1. 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

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, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governor will:

- Meet with the designated member of staff for equality 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 amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

The Inclusion Leader will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the equality link governor 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.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every

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 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 (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 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 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 respect, 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 collective worships/assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such collective worships/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 collective worships/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

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 as a completed risk assessment.

8. Equality objectives

Objective 1 : To ensure curriculum and resources promote diversity in race, gender and all protected characteristics to prepare children for life in modern Britain and the wider world.

Why we have chosen this objective: the majority of children in school are from a white British background.

To achieve this objective, we plan to: conduct a self-evaluation audit for equality and diversity to create more detailed targets, a library and book corner audit, staff training, ensuring all curriculum promotes diversity, visitors and events, all pupils to take part in the arts and cultural experiences, continue with SLA for RADE, SLS, promoting the UN Children's Rights

Progress we are making towards this objective:

Objective 2: To further develop an understanding of diversity, promote inclusive attitudes and create a prejudice-free environment in school and the local community

Why we have chosen this objective: unconscious bias and assumptions

To achieve this objective, we plan to: staff CPD addressing unconscious bias and how to address prejudicial language in school, toolkit for prejudicial language, develop understanding through PSHE, SMSC and collective worship, invite parents to events in school.

Progress we are making towards this objective:

Objective 3: Ensure that as far as possible, the school buildings and grounds are accessible to everyone

Why we have chosen this objective: to ensure the school premises are accessible to all.

To achieve this objective, we plan to: Update our Accessibility Plan through and Accessibility Audit.
Governor/Caretaker/Inclusion Leader

Progress we are making towards this objective:

9. Monitoring arrangements

The governing body/headteacher will update the equality information we publish, at least every year.

This document will be reviewed by the governing body/headteacher at least every 4 years.

This document will be approved by the governing body/headteacher.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Behaviour and Positive Relationships Policy
- Equalities Policy