

ETTINGTON C of E PRIMARY SCHOOL

Reviewed January 2025



*Ettington Church of England
Primary School*

*Learning for Fullness of Life
Trust-Respect - Love*

EQUALITY INFORMATION & OBJECTIVES POLICY

Contents

1. Aims	2
2. Legislation and guidance	3
3. Roles and responsibilities	3
4. Eliminating discrimination	3
5. Advancing equality of opportunity	4
6. Fostering good relations	4
7. Equality considerations in decision-making	4
8. Equality objectives	Error! Bookmark not defined.
9. Monitoring arrangements	Error! Bookmark not defined.
10. Links with other policies	5

Introduction

Building on the theological concepts that God created the earth and everything in it, we provide opportunities to appreciate God’s creation of the world and how EVERYONE was made in God’s image (Imago Dei) and loved, valued, celebrated and represented. As a school, we aspire to live out God’s plan for all to flourish. We believe in providing our children with varied opportunities to use and develop the gifts and talents they have been blessed with, to ensure they embrace “Life in its fullness” (John 10:10).

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

This policy outlines the commitment of staff and Governors to promote equality, diversity and human rights. There are no outsiders in our schools: everyone is welcome and diversity in the school is celebrated. Our aim is to provide fairness for all involved in the school community and to ensure there is no discrimination on grounds of gender, marital status, race, disability, sexual orientation, gender identity (including transgender identity), religion or belief, age, pregnancy.

We believe that equality should permeate all aspects of school life and is the responsibility of every member of the school and the wider community. Every member of our school community should feel safe and valued. At Ettington, we respect each other’s differences and identities, as outlined in the Equality Act 2010 which is British law.

Our school aims to promote respect for difference and diversity in accordance with our vision and values. As a school, we aspire to live out God’s plan for all to flourish.

We believe in providing our children with opportunities to use and develop the gifts and talents they have been blessed with, to ensure they embrace “Life in its fullness” (John 10:10) following the teachings of Jesus.

Our vision is to place the child at the heart of everything we do, ‘Learning for Fullness of Life.’ It is to work together, where everyone is a partner in learning; providing a safe, happy, caring and stimulating community, where children are given opportunities to reach their true potential.

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
- 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

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

Ettington Church of England Primary 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.

The school has a designated SENDCO who monitors equality and a SEND 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).
- Taking steps to meet the 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 activities).

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, 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 Literacy/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 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

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:

- Is accessible to pupils with disabilities.

8. Equality Objectives

Objective 1:

To promote cultural development and understanding through a rich range of experience, both in and beyond our schools.

- To achieve this objective, we plan to engage in an ongoing programme of visits across the community we serve and to host a regular programme of visitors to our schools to share different perspectives, faiths and cultures

Objective 2:

To ensure that all pupils are given similar opportunities with regards to after-school clubs and activities.

- To achieve this objective, we plan to analyse registers of attendance and parent/pupil questionnaires.

Objective 3:

To ensure our school environment is accessible as possible to all pupils, staff and visitors.

- To achieve this objective, we plan to update our accessibility plans and review them regularly.

Objective 4:

To eradicate prejudice related bullying in relation to the protected characteristics listed in the Equality Act 2010.

- To achieve this objective, we plan to create effective systems for recording incidents of discriminatory behaviours. Ensure systems allow swift identification of any issues, prompt and effective action involving parents where necessary and comprehensive recording.

Objective 5:

Actively close gaps in attainment and achievement between pupils and all groups of pupils; especially students eligible for free-school meals, students with special educational needs and disabilities and looked after children.

- To achieve this objective we plan to modify provision in order to meet all children's needs and interests. Introduce more specific interventions for English and Maths. Improve parental engagement by coming into our schools and being part of the learning experience.

9. Monitoring Arrangements

The Governing Board will review these objectives each year in consultation with the Head Teacher and the SENCO.

10. Links with other policies

This document links to the following policies:

- Accessibility Plan
- SEND Policy

- School Improvement Plan (SIP)

Appendix 1: The Protected Characteristics within the Equality Act 2010, and their definitions (Legislation.gov.uk) are:

- **Age**

A reference to a person who has a particular protected characteristic is a reference to a person of a particular age group.

- **Disability**

A person (P) has a disability if: P has a physical or mental impairment, and the impairment has a substantial and long-term adverse effect on P's ability to carry out normal day-to-day activities.

- **Gender reassignment**

A person has the protected characteristic of gender reassignment if the person is proposing to undergo, is undergoing or has undergone a process (or part of a process) for the purpose of reassigning the person's sex by changing physiological or other attributes of sex.

- **Marriage and civil partnership**

A person has the protected characteristic of marriage and civil partnership if the person is married or is a civil partner.

- **Race**

Race includes colour; nationality; ethnic or national origins.

- **Religion or Belief**

Religion means any religion and a reference to religion includes a reference to a lack of religion.

Belief means any religious or philosophical belief and a reference to belief includes a reference to lack of belief.

- **Sex (gender)**







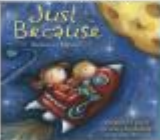













A reference to a person who has a particular protected characteristic is a reference to a man or to a woman.

- **Sexual Orientation**

Sexual orientation means a person's sexual orientation towards - persons of the same sex, persons of the opposite sex, or persons of either sex.

Ettington C of E Primary School

No Outsiders Books

Reception					
Learning Intention	To say what I think.	To understand that it's OK to like different things.	To make friends with someone different.	To understand that all families are different.	To celebrate my family.
Year 1					
Learning Intention	To like the way I am.	To play with boys and girls.	To recognise that people are different ages.	To understand our bodies work in different ways.	To understand that we share the world with lots of people.
Year 2					
Learning Intention	To understand what diversity is.	To understand how we share the world.	To understand what makes someone feel proud.	To feel proud of being different.	To be able to work with everyone in my class.
Year 3					
Learning Intention	To understand how difference can affect someone.	To understand what 'discrimination' means.	To find a solution to a problem.	Use strategies to help someone who feels different.	To be welcoming.
Year 4					
Learning Intention	To know when to be assertive.	To understand why people choose to get married.	To overcome language as a barrier.	To ask questions.	To be who you want to be.
Year 5					
Learning Intention	To learn from our past.	To justify my actions.	To recognise when someone needs help.	To appreciate artistic freedom.	To accept people who are different from me.
Year 6					
Learning Intention	To promote diversity.	To stand up to discrimination	To challenge causes of racism.	To consider how my life may change as I grow up.	To recognise my freedom.