



Chilvers Coton Community School and Nursery

Equality Policy and Objectives

Agreed by the full Governing Body on 23/4/24

Date for review: April 2027

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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, such as curiosity, communication, collaboration, courage and care.

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

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 September (through a whole staff training session which also focuses on whole school priorities as part of our safeguarding duties).

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, 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 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

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.

8. Equality objectives

Objective 1

To ensure that we are identifying individual barriers to learning and planning how to overcome these barriers so that pupils who are eligible for Pupil Premium Funding achieve at least in line with their peers.

Why we have chosen this objective: previously there has been a gap between those eligible for pupil premium funding and those not at the end of Key Stage 1. We know that pupils who are disadvantaged need to make accelerated progress from their starting points in reading, writing and maths.

To achieve this objective we plan to: complete one page profiles for pupils who are at risk of underachieving, ensure each child who is eligible for pupil premium funding has a 'champion' who can advocate for their needs. Evaluate the provision and opportunities for pupils eligible for funding through our strategy statement.

Progress we are making towards this objective: our Headteacher has attended training focusing specifically on raising the attainment for disadvantaged young people and has disseminated this to staff. Staff are confident with completing one page profiles for pupils and find these helpful when planning how to overcome individual barriers to learning.

Objective 2

To ensure our curriculum reflects our diverse community, especially through historical figures, musicians and artists studied.

Why we have chosen this objective: being able to see themselves and their ethnicity/culture/religion represented in music, art and history is vital for our children's aspirations, sense of identity and self-

esteem. Previously, this was not considered when teachers were creating long term plans. This is an ongoing priority as our school community changes.

To achieve this objective we plan to: review curriculum plans annually and ensure a wide range of diverse groups are reflected and studied. Ensure displays, books and resources reflect our diverse community.

Progress we are making towards this objective: our library has a wide range of diverse authors and diverse characters; including characters such as same sex families. Our curriculum plans are beginning to reflect a diverse range of figures. Our 'favourite 5' books have been reviewed to ensure diversity and equality in representation.

Objective 3

To continue to promote a tolerant and inclusive school community where all feel safe and valued; particularly in terms of gender roles and language around gender.

Why we have chosen this objective: it is becoming increasingly important in schools to use language which is gender neutral and to avoid stereotypes in language, display materials, books etc. Ensuring that equal opportunities are provided for girls and boys to use outdoor spaces such as football pitches, messy play, risky play and sports activities is crucial for developing the self-esteem and aspirations of girls and developing boys respect towards their female peers.

To achieve this objective we plan to: have a football team which includes girls and boys, monitor lunchtime play to ensure boys are not dominating the physical space or activities such as football. Train all staff in challenging gender stereotyping language such as referring to 'mum' instead of 'parent'. Ensuring display materials, books and resources reflect both genders in positive ways. Work with children and parents to ensure they feel confident to challenge gender stereotyping they may see or hear.

Progress we are making towards this objective: football team established. Regular audits of lunchtime play in place.

Objective 4

Ensuring that all pupils can achieve their full potential by supporting families to make sure that good, regular attendance at school is a priority.

Why we have chosen this objective: a large proportion of our children who are eligible for pupil premium funding are persistent absentees (have attendance below 90%). We know that attending school regularly gives children the best chance of academic and social success. Attendance for pupils with Special Educational needs is below average nationally.

To achieve this objective we plan to: embed the 'inclusive attendance' programme to work with families to improve attendance and identify and individual barriers to attendance. Work with the Warwickshire Attendance Service to identify families who may need support to secure regular attendance for their child. Implement reasonable adjustments for children who need them e.g. staggered start times, early pick-ups. Meet termly with the link governor for attendance to report attendance headlines and discuss wins and areas to develop further.

Progress we are making towards this objective: link Governor and Headteacher meet termly, attendance headlines shared with full governing body termly through the Headteacher's report. Pastoral team are working with families to improve attendance.

9. Monitoring arrangements

The headteacher will update the equality information we publish, [described in sections 4 to 7 above], at least every year.

This document will be reviewed by our full Governing Body at least every 4 years.
This document will be approved by our full Governing Body.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Behaviour and Relationships
- SEND policy
- Staff code of conduct