



Hempsted C of E Primary School

Equality Information and Objectives

Growing Together in God's Love

Approved by: Full Governing Body **Date:** 27/9.2023

Last reviewed on: September 2023 (Headteacher)

Next review due by: September 2027

Hempsted C of E Primary School Christian Vision

Growing together in God's Love

We will aspire to achieve our unique God given potential by 'living life to the full' (John 10:10). We will share an inspiring education underpinned by the strong Christian values of our community.

"I can do all things through God who strengthens me." Philippians 4:13:

Our Mission Statement

We will achieve our vision together by:

- *Enabling our children to be happy, creative and successful learners who strive to be their best; truly celebrating everyone's unique abilities.*
- *Providing a broad, structured and challenging curriculum, reflecting our Christian beliefs, so that each child can flourish; spiritually, morally, socially, culturally and academically.*
- *Being an inclusive school where everyone can feel safe, hopeful and happy.*
- *Fostering self-esteem, dignity and respect, founded in our deeply Christian values.*
- *Placing our church school at the heart of our community. Being welcoming and working in partnership to nurture our families, 'Friends', the church and wider community.*
- *Developing our knowledge and understanding of the Bible and the Christian faith; the faith of others and the cultural values of the world.*
- *Structuring our Collective Worship with the children to understand our Christian values and live them in our daily lives.*
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...the child grew and became strong; Jesus was filled with wisdom, and the grace of God was on him. Luke 2:40

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1. School Statement on equality

Every person in our school community has been made in the image of God and is loved unconditionally by God. Everyone is equal and we treat each other with dignity and respect. Our school is a place where everyone should be able to flourish in a loving and hospitable community. Each person in all their unique difference should be able to thrive, irrespective of physical appearance, gender, race, religion, ethnicity, socio-economic background, academic ability, disability, sexual orientation or gender identity.

We are committed to promoting the understanding of the principles and practices of equality – treating all members of our school community as individuals, according to their needs, with an awareness of our diverse society and appreciating the value of difference. We actively seek to challenge discrimination and we promote an anti-bullying stance which makes clear the unacceptability of racist, disablist and homophobic, biphobic and transphobic bullying and language.

2. 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

3. 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](#).

4. Roles and responsibilities

The Governing Body 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 Head

The Head Teacher will:

- Promote knowledge and understanding of the equality objectives amongst 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 9.

5. 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.

6. 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 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. If a data group is so small it will identify a pupil or pupils, then this will not be published.
- 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

7. 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 collective worship dealing with relevant issues. Pupils will be encouraged to take a lead in such collective worship and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak to children, 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
- In partnership with our local parish pastoral team, holding weekly coffee and chat mornings, open to everyone without cost. Parents may attend with pre-school children, and provides an opportunity for people to meet, understand and support each other

8. 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

9. Equality objectives

Objective 1: Ensure that our curriculum addresses Social Justice by actively providing opportunities to pupils that may not otherwise get a chance to experience. This can include carefully chosen trips and visitors.

Objective 2: Subject leaders to monitor their subjects to ensure that their subjects promote diversity and understanding.

Objective 3: Continue to seek and provide access to a range of sports and activity for both boys and girls. Enter 'panathlon' events that give opportunity for SEND pupils. Provide specialist sports equipment for children with physical disability.

Objective 4: Actively promote equality and diversity, creating an environment of dignity and respect. Use Collective Worship to explore issues where people have addressed inequality and made for a better world for all. Use resources from Black History Month to raise awareness and understanding.

Objective 5: Continue to monitor any incidents related to discrimination within both the employees, pupils and parents of the school in order to challenge discrimination and prejudice and listen to and treat others with dignity and respect.

10. Monitoring arrangements

The Governing Body will update the equality information we publish, described in sections 5-8 above, at least every year.

This document will be reviewed by the Full Governing Body at least every 4 years.

This document will be approved by the Governing Body.

11. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessments
- Anti-Bullying Policy