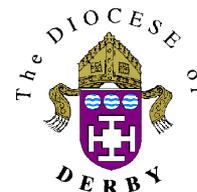




**Calow Church of England (V.C.) Primary School**  
North Road Calow Chesterfield Derbyshire S44 5BD



*'Aiming High  
Together'*

# **Equality Objectives**

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## **Mission Statement**

At Calow, our core values are respect, resilience, honesty, caring and cooperation. We look to challenge, inspire and enable each child to stretch the boundaries of what they think they can achieve. We provide our pupils with a safe, secure environment in which to learn, grow and flourish, and their welfare is paramount.

Our school is a community in which every aspect of a child's education is important. We want all our children to feel successful, happy and healthy, and to see life as an adventure, full of opportunities for taking and giving. We want them to enjoy and make the most of their time at school, setting themselves up well for the future. Our expectations of their behaviour, effort and attitude are high.

## **Aims**

Growing healthy minds, bodies and spirits  
at the heart of our community

by

Embracing Christian values

Developing as caring, honest, respectful citizens

Creating a safe, secure and happy space for each other

Challenging, inspiring and enabling ourselves and others to do amazing things

Releasing potential, through effort, hard work, cooperation, determination and resilience

Promoting physical and mental health and fitness

Enriching life through culture

Celebrating uniqueness

Respecting rights

Building the future

## 1. Specific Aims under the Public Sector Equality Duty

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 is Mrs G. Pattison. She will:

- Meet with the Headteacher, SENCo and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they are 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

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.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training and reminders at least annually.

The Headteacher has overall responsibility for the implementation of the Equality Duty. The school has an equality link governor, who regularly liaises with the school 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 activities)

In fulfilling this aspect of the duty, the school will:

- Analyse attainment data to review how pupils with different characteristics are performing, determine strengths and areas for improvement, and implement actions in response

## **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 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:** *Ensure that information about equality is published more prominently and clearly, on the school website, on notice boards, and on the Facebook page – including signposting staff, parents and carers to sources of further information and support.*

Why we have chosen this objective: To proactively educate and inform everyone in our community about our collective responsibilities and duties, to build understanding and to break down misconceptions.

To achieve this objective we plan to: Review the information we publish and display, source posters, write website content and decide on organisations to link to.

Progress we are making towards this objective: Website is now in a format which allows information to be easily added and edited. Equality Scheme and Equality Duty are up to date and published. We have a Facebook Page set up which can also be used to share information.

**Objective 2:** *Rewrite our PSHE and Sex & Relationships Policy, and ensure that equality of sex and sexual orientation is appropriately and clearly built into the policy. Train staff and monitor implementation through the year.*

Why we have chosen this objective: LGBT+ equality is implicit in our ethos and values, but not often explicitly discussed, and we need to have a plan in place which actively introduces LGBT+ equality to our children and allows for proper discussion and appropriate learning activities.

To achieve this objective we plan to: Formulate the new policies at the end of the summer term, in liaison with specialists from the Local Authority. Undertake training on the PSHE Matters scheme. Ensure that appropriate reference is made to LGBT+ in lessons and ad hoc discussions around relationships and identity.

Progress we are making towards this objective: PSHE Matters scheme is purchased, and training has been booked. The scheme takes into account new guidelines on LGBT+ in sex and relationships education.

**Objective 3:** *Increase the diversity of our visitors to school, especially delivering assemblies, to ensure good representation from people with a range of disabilities, as well as from a variety of cultural backgrounds.*

Why we have chosen this objective: To educate and inform children about disability equality, to help them to understand that people with disabilities may face different challenges, and to ensure that they grow up respectful of all.

To achieve this objective we plan to: Identify a wide range of groups we would like to be represented, by the end of September, and invite people in to meet the children and talk to them.

Progress we are making towards this objective: Two blind people are bringing their guide dogs to the summer fair.

**Objective 4:** *Ensure that significant festivals of major religions, especially those represented by children at our school or people in our wider community, are properly marked in school by special assemblies and displays.*

Why we have chosen this objective: Some of the children at our school celebrate festivals which otherwise pass us by, and we should aim to increase their sense of belonging. Children of other faiths need to understand that they are equal, we treat them equally and value their beliefs equally. We also want to widen the knowledge and understanding of all our children, helping them to be more respectful of other religions.

To achieve this objective we plan to: Identify before the start of September when each significant festival falls, write it into the diary and decide what we will do to mark it.

Progress we are making towards this objective: Some festivals already identified and planned for (e.g. Ramadan and Eid, 24<sup>th</sup> April-24<sup>th</sup> May)

**Objective 5** *Ensure that all teachers plan curriculum topics to promote the Equality Duty and to include people from history and now who represent diversity in its many forms. Not only should we plan for our curriculum to be equally accessible to all children, but we should also use it as a tool for celebrating and educating about equality.*

Why we have chosen this objective: We risk an over-representation of white, male, able-bodied, cis-gender, heterosexual people in the significant figures we introduce within our topics.

To achieve this objective we plan to: Communicate this expectation to staff before the summer holidays and place the responsibility on subject leaders to monitor the choices made by individual teachers and provide advice where needed.

Progress we are making towards this objective: Female scientists are well represented.

## **9. Monitoring arrangements**

The Headteacher will update the information we publish at least every year.

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

This document will be approved by the Full Governing Body.

## **10. Links with other policies**

This document links to the following policies:

- Accessibility Plan
- Equal Opportunities Policy
- SEND Policy