

*A nurturing inclusive learning community that enables everyone to be their best*



**CALTON**  
PRIMARY SCHOOL



**CALTON**  
PLAYGROUP

## **CALTON PRIMARY SCHOOL AND PLAYGROUP Equality Information and Objectives**

**Approved by**

**Next renewal date:**

<b>This policy links to:</b>
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<b>Accessibility Plan</b>
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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

## 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

The headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and students
- Monitor success in achieving the objectives and report back annually to the Governing Body

## 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.

## 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 data linked to discrimination in Calton to determine strengths and areas for improvement, implement actions in response.
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Provide children with an emotionally available adult to talk to raise concerns and issues they think needs addressing
- Take opportunities both within the curriculum and tutoring programs to raise awareness of issues and introduce children to new experiences, opinions and cultures in a safe environment so that they can learn and question respectfully.

## **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, children will be introduced to literature from a range of cultures
- 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 parliament, as much as possible, will aim to have representatives from a range of backgrounds. All children 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:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

The school keeps a written record through the use of CPOMS. 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**

Whatever the nature of the local community, our children are growing up in a wider multicultural and multiracial society where they are subject to various attitudes towards minority groups, certain images of these groups portrayed by the media and their own unconscious bias.

The school stands against all forms of discrimination on the grounds of age, disability, gender reassignment, ethnic origin, religion, sexual orientation, gender, disability or ability

**This is achieved through the following objectives:**

1. Monitoring and promotion of the involvement of all groups of students in the extra-curricular life of the school, including leadership opportunities, especially students with special educational needs and disabilities
2. Review curriculum and ensure that it meets the needs of equality and diversity
3. Continue to address any incident of racist, homophobic, biphobic, transphobic and sexist language by children in the school

**To achieve the objectives, we will:**

1. Addressing unconscious bias through training and wider reading for staff and children
2. Ensuring that incidents involving racist language are dealt with swiftly and sanctioned in accordance with the school's relational policy
3. Offering all victims of racial comments or abuse an emotionally available adult to hear and record their views, be assured that sanctions have been applied and to reinforce that the school will not tolerate racist behaviour

**9. Monitoring arrangements**

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

This document will be reviewed by the governing board at least every 4 years.

**10. Links with other policies**

This document links to the following policies:

- Accessibility plan