



Petersfield Church of England Aided Primary School Equality Information and Objectives Policy

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God teaches us we are all equal, valued and unique. We are a small rural school with deeply held Christian values which motivate and inspire us to provide a rich and diverse education. **"I have come that they may have life, and have it to the full." John 10:10.**

Love: 1 Corinthians 13:4-7 It is integral in all our decision-making. This equips our children for all aspects in life, as they grow and reach their full potential.

Trust: Isaiah 26:4 It encourages the whole school to work together for the mutual benefit of all, promoting an excellent working relationship

Peace: Thessalonians 5:13 It helps us to respect each other, recognising all opinions to provide a safe and inclusive learning environment that encourages discussion of all ideas, so promoting a deeper understanding of each other and the wider world.

Friendship: Luke 6:31 We constantly strive to build and foster the positive relationships so providing a safe and caring environment in which to learn.

Creativity: Romans 12:6 Each one of us has a unique talent, we all have inherent creativity, and we actively encourage this in all aspects of school life.

At Petersfield Church of England Aided Primary School, we are committed to ensuring equality of opportunity for all pupils, staff, parents and carers. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and ability to participate fully in school life.

We tackle discrimination through the positive promotion of equality, by challenging bullying and stereotypes and by creating an environment which champions respect for all through weaving British values, our school values, learning behaviours and rules through everything we do.

At Petersfield we value and respect all our children and we believe that diversity and personal talents are a strength which should be respected and celebrated by all those who learn, teach and visit us in and around our school community.

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 Love, Trust, Friendship, Peace and Creativity.

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 governor, who is the designated person is Linda Meredith, 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, (which may include school performance data, anti-bullying policies, school priorities, our school curriculum, governing body minutes and parent surveys) is kept up to date on the school website and that the objectives are reviewed and updated at least every 4 years.

Note: regarding publishing equality data for staff on the website, Petersfield employs under 150 staff.

- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The designated Governor will:

- Meet with the Co-headteacher regularly and other relevant staff members, to discuss any issues and how these are being addressed
- 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 Co headteacher, Laura Penrose, who is the designated member of staff for equality, will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors

The pupils will:

- Not discriminate or harass any other pupil or staff member.
- Actively encourage equality and diversity in the school by contributing their cultural experiences and values.
- Report any incidences of bullying or harassment, whether to themselves or to others, to their teacher or to another member of staff.
- Abide by all the school's equality and diversity policies, procedures and codes.

All pupils, irrespective of age, belief, religion or sexuality:

- Will have access to the same broad, balanced and relevant curriculum.
- Will have access to all the facilities and the resources available within the school.
- Will be involved in decisions made about their care and education.
- Will have the opportunity to learn how people have challenged, or can challenge, discrimination and stereotyping based on age, belief, religion or sexuality.

All school staff are expected to follow this policy 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 regular refresher training.

The school has a designated member of staff for monitoring equality issues, and an equality 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, 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 (subject to not including any data that would identify individual pupils at our small school):

- 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
- Evidence identifying improvements for specific groups (e.g. declines in incidents of racist bullying)
- Identify any issues associated with particular protected characteristics and any issues which could affect our own pupils

We aim to provide all our pupils with the opportunity to succeed and to reach the highest level of personal achievement and progress that they can. We do this through our teaching and learning by:

- Ensuring equality of access for all pupils and preparing them for life in a diverse society through our curriculum.
- Using Assessment for Learning to identify any barriers to learning and make relevant adjustments to our curriculum and policies to meet the needs of the child to ensure inclusion and equal access to our curriculum.
- Using our assessment tracker to closely monitor progress steps for all groups of children, especially the vulnerable.
- Promoting attitudes and values that challenge any discriminatory behaviour, stereotyping or prejudice through our behaviour policy and behaviour recording sheets. Our positive behaviour policy sets out our therapeutic approach to ensure a fair proactive approach is adopted.
- Providing opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures through our curriculum and assemblies.

- Seeking to involve all parents/carers in supporting their child's education through having an open door approach for discussion and regular parent/carer meetings throughout the year.
- Utilising teaching approaches appropriate for the whole school community which are inclusive and reflective of our pupils. This is robustly monitored by senior leaders, middle leaders and by the school governors.

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 Collective Worship sessions dealing with relevant issues. Pupils will be encouraged to take a lead in such 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 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
- Is accessible to children from all protected groups

8. Equality objectives

Public Sector Equality Duty Aim	Objective:	Target group(s) :	Actions to deliver these objectives:	Who's responsible?	Dates from and to:	Milestone/ progress:
Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by	To ensure staff are trained in equality, are updated on recent legislation changes (October 2024) and challenge perceived discrimination or exclusion any aspect of school	All staff and pupils	<ul style="list-style-type: none"> • Induction training • Staff INSET • Appraisal process where required 	HT (SENDCo)	School years 2024-2026	Some staff have received equality training prior to 2024. This is recorded on the SCR.

the Act.	life.					
Advance equality of opportunity between people who share a protected characteristic and those who do not.	Tailor the finite available school resources (including staffing) and limited external services and resources to best support the significantly expanded number of pupils with an identified SEND of SEMH need.	All pupils	<ul style="list-style-type: none"> • Leading Literacy NPQ trains staff to meet the needs of all pupils. • Revised APDR process in place June 2024 • Staff appointments • Meet with individual staff and pupils/parents and carers • Involve external agencies e.g. EWBS, OT and Younited. • Liaise with HR (EPM) • Link with charities and organisations e.g. dyslexia support, Home Start • Link with Specialist Teaching Team 	SLT	School years 2024-2026	<p>Staff and pupils in school before Sep 24 have had adjustments made as needed.</p> <p>APDR process trialled in 2023-2024</p>
Foster good relations between people who share a protected characteristic and those who do not.	To ensure that purchased and prepared resources represent modern Britain and the wider world and our school community.	All staff	<ul style="list-style-type: none"> • Implement the new curriculum • Identify resources that are not diverse and replace these • Ensure diversity and equality is considered when using bought and produced resources 	Curriculum Leads	School years 2024-2026	<p>Collective Worship books purchased with an inclusion focus</p> <p>The new curriculum has been carefully selected to replace out of date resources</p> <p>The new reading scheme resources demonstrate diversity.</p>

9. Monitoring arrangements

The Governing Board regularly reviews the information published on the school website, including the equality information.

This document will be reviewed by the Governing Board at least every 3 years.

This document will be approved by the Governing Board.

10. Links with other policies

This document links to the following policies:

- Accessibility plan

- Risk assessment
- School Development Plan
- SEND Policy
- Positive Behaviour Policy