



# Equality Information and Objectives Statement

Written By: Margaret Pollard  
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**Ratified by Governors:**

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'Live life in all its fullness' (John 10:10)

## **1. INTRODUCTION**

This policy has amalgamated all of the protected characteristics covered in the Equality Act 2010, into one Single Equalities Policy.

The 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. ETHOS**

This policy outlines the commitment of staff and Governors to promote equality, diversity and human rights. There are no outsiders in our school: everyone is welcome and diversity in the school is celebrated. Our aim is to provide fairness for all involved in the school community and to ensure there is no discrimination on grounds of gender, marital status, race, disability, sexual orientation, gender identity (including transgender identity), religion or belief, age, pregnancy.

We believe that equality should permeate all aspects of school life and is the responsibility of every member of the school and the wider community. Every member of each school community should feel safe and valued. In our school, equality is a key principle and we respect each other's differences and identities, as outlined in the Equality Act 2010 which is British law.

Our core Christian values of love, encouragement, respect, responsibility, honesty, forgiveness, perseverance and teamwork shape everything we do in our school community and help every single one of us to 'live life in all its fullness' (John 10:10).

## **4. ROLES AND RESPONSIBILITIES**

The school's local 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, 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 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 its objectives.

## **5. CURRICULUM**

Kineton Primary School will ensure that the curriculum of the school:

- Reflects a commitment to equality.
- Prepares pupils for life in the UK which is a diverse society.
- Fosters good relations between people who share a protected characteristic and those who do not.
- Uses opportunities to reflect on the background and experience of pupils and the wider community.
- Challenges prejudice and recognises and challenges discriminatory behaviour and language whenever it occurs.
- Promotes the school's values and ethos explicitly through 'No Outsiders' scheme of work and associated picture books, PSHE lessons and collective worship.
- Uses a range of images and materials that positively reflect a range of cultures, communities, identities and lifestyles.
- Promotes 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.

The school places emphasis on all staff promoting equalities as part of the 'hidden curriculum' of social interaction between staff and 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:

- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we may also invite external speakers to contribute
- Working with our local communities. This includes inviting leaders of local faith groups to speak in collective worship, 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 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.

## **7. EQUALITY CONSIDERATIONS IN DECISION-MAKING**

The school ensures that they have due regard to equality considerations whenever significant decisions are made.

The schools always consider 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 2024 - 2028**

### **Objective 1:**

**To promote cultural development and understanding through a rich range of experience, both in and beyond our school.**

- To achieve this objective we plan to engage in an ongoing programme of visits across the community we serve and to host a regular programme of visitors to our schools to share different perspectives, faiths and cultures.

### **Objective 2:**

**To ensure that all pupils are given similar opportunities with regards to after-school clubs and activities.**

- To achieve this objective we plan to analyse registers of attendance and parent/pupil questionnaires.

### **Objective 3:**

**To ensure our school environment is accessible as possible to all pupils, staff and visitors.**

- To achieve this objective we plan to update our accessibility plans and review them regularly.

### **Objective 4:**

**To eradicate prejudice related bullying in relation to the protected characteristics listed in the Equality Act 2010.**

- To achieve this objective we plan to create effective systems for recording incidents of discriminatory behaviours. Ensure systems allow swift identification of any issues, prompt and effective action involving parents where necessary and comprehensive recording.

### **Objective 5:**

**Actively close gaps in attainment and achievement between pupils and all groups of pupils, especially students eligible for free-school meals, students with special educational needs and disabilities and looked after children.**

- To achieve this objective we plan to modify provision in order to meet children's needs and interests. Introduce more specific interventions for English and Maths. Improve parental engagement by inviting parents and carers to come into our school and being part of the learning experience.

## **9. MONITORING ARRANGEMENTS**

The school's local governing body will update the equality information we publish, at least every year.

This document will be reviewed by the school's local governing body at least every 4 years.

This document will be approved by the school's local governing body.

## **Appendix 1: The Protected Characteristics within the Equality Act 2010, and their definitions (Legislation.gov.uk) are:**

### **Age**

A reference to a person who has a particular protected characteristic is a reference to a person of a particular age group.

### **Disability**

A person (P) has a disability if:

P has a physical or mental impairment, and

the impairment has a substantial and long-term adverse effect on P's ability to carry out normal day-to-day activities.

### **Gender reassignment**

A person has the protected characteristic of gender reassignment if the person is proposing to undergo, is undergoing or has undergone a process (or part of a process) for the purpose of reassigning the person's sex by changing physiological or other attributes of sex.

### **Marriage and civil partnership**

A person has the protected characteristic of marriage and civil partnership if the person is married or is a civil partner.

### **Race**

Race includes colour; nationality; ethnic or national origins.

### **Religion or Belief**

Religion means any religion and a reference to religion includes a reference to a lack of religion.

Belief means any religious or philosophical belief and a reference to belief includes a reference to a lack of belief.

### **Sex (gender)**

A reference to a person who has a particular protected characteristic is a reference to a man or to a woman.

### **Sexual Orientation**

Sexual orientation means a person's sexual orientation towards - persons of the same sex, persons of the opposite sex, or persons of either sex.