



# CROWTHORNE CHURCH OF ENGLAND PRIMARY SCHOOL

## EQUALITY DUTY & OBJECTIVES

Status of Policy	Date
Statutory	Yes
Reviewed	Annually
Ratified by governors	December 2024
Review date:	December 2025

Our school policies reflect our vision of

*Inspiring and enabling our school community to live life to the full,  
promoting excellence and nurturing compassion, honesty, trust, hope,  
respect, thankfulness and courage.*

*John 10 v 10:*

*Jesus said: "I have come that they might have life, and have it to the full"*

# CROWTHORNE CHURCH OF ENGLAND PRIMARY SCHOOL

## EQUALITY DUTY & OBJECTIVES

---

### **Aims**

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

Our school vision is based on John 10 v 10

Jesus said,

“I have come that they might have life and have it to the full”

Our policies reflect this as we seek to ensure each child benefits from an education of the highest quality, and is able to participate in the wide range of activities and experiences we offer.

We seek to ensure no child is disadvantaged, and we use resources such as the Pupil Premium Grant and Top Up Funding (SEND) to implement measures and strategies to support us in this endeavour.

### **What is the Public Sector Equality Duty (the PSED)?**

The Public Sector Equality Duty requires public bodies to promote equality. The relevant protected characteristics are:

- age
- disability,
- gender reassignment
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

### **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.

### **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 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

***The Deputy headteacher will:***

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Support the headteacher in identifying any staff training needs, and deliver training as necessary

***All school staff are expected to have regard to this document and to work to achieve the objectives as set out in Appendix 1 of our Equality Policy.***

**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.

**Advancing equality of opportunity**

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Share attainment data each academic year showing how pupils with different characteristics are performing
- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling children, on request of parents, to be withdrawn from Eucharist Services)
- 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 data 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 language being used)

**How do we comply with the Public Sector Equality Duty?**

The school has a range of policies that make explicit the school's long established commitment to actively promoting equality of opportunity for all. The main policies that deal with equality of opportunity are:

- British Values
- Accessibility plan
- Equality policy
- SEND policy
- Behaviour policy
- Anti-bullying policy
- Religious Education Policy

Crowthorne CofE prides itself on being an inclusive school that cares for each individual child, through the daily lived out experience of our vision in action. We promote and deliver a range of strategies to ensure that we comply to the Public Sector Equality Duty. Examples are;

- Promoting respect, individual liberty, friendship and understanding by actively promoting British Values through assemblies, P4C, PSHE and Focus days

- Taking steps to meet the needs of individuals – for example, withdrawal from prayer and worship and promoting friendship groups
- Promoting inclusion, respect, friendship and understanding through different aspects of our curriculum. This includes teaching in RE, PSHE and other subjects.
- In English, a variety of text from a range of cultures are used – The books our children are introduced to are regularly reviewed to ensure they reflect the lived out experiences of our children whilst also introducing them to different contexts and cultures they might otherwise not experience.
- Scientists, historians, artists, poets, engineers and designers who represent the protected characteristics have been introduced within the updated curriculum.
- Assemblies and Collective worship are used to explore and deal with relevant issues
- Children are encouraged to participate in fundraising for a range of charities
- The monitoring and evaluating of the attainment and progress of all pupils; looking at the performance of particular groups who share a protected characteristic comparing their performance with those who do not share it.
- Supporting all staff and children to reach their potential – having a 'lift the lid' culture for all
- Interventions to maximise the progress of all groups of children
- Encouraging children to participate fully in all activities – for example; after school clubs, sport lunchtimes, choir and ensuring financial hardship does not prevent this (use of Pupil Premium and the 200 Fund)
- Curriculum trips that meet the needs and interests of all children
- Active promotion of the Behaviour policy
- Active promotion of the Anti-bullying policy
- Restorative justice – supporting any tensions between different groups of pupils within the school
- Play Therapy and ELSA Support available for pupils in need
- Pupil participation in school activities such as the School Council and the Eco Team to ensure their voice is heard

### **Equality objectives**

Under the Public Sector Equality Duty (PSED) the school is required to set Equality Objectives. Our published information must be updated annually and objectives published at least once every four years.

Please see the Equality Policy for details of the current objectives.