

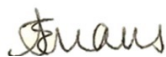


Coddington

— C of E —

Primary and Nursery
School

EQUALITY POLICY

Review Date	November 2023
Next review due	November 2024
Reviewed By	R. Major November 2023
Approved by Chair of Governors	

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1. Aims

Coddington CofE Primary and Nursery School aims to meet their 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](#).
- This document also complies with our funding agreement.

3. Roles and responsibilities

The Governors will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout each 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 school-specific objectives on a daily basis to the Head Teacher
- Nominate an equality link governor. They will:
 - Meet with the Head 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 Local Governing Body regarding any issues

The Head Teacher 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. 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 refresher training every September as part of their annual updates.

The school has 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 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 extra-curricular activities)

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

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect its own 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:

- 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 and Acts of Worship 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 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, through representation on school councils and wide participation in extra-curricular activity

7. Equality considerations in decision-making

The schools ensure 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, a school considers whether the trip:

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

An equality impact assessment may be completed to aid these considerations alongside any risk assessment.

8. Equality objectives

School objectives:

Objective 1: To promote spiritual, moral, social and cultural development through all appropriate curricular opportunities, with particular reference to issues of equality and diversity

Why we have chosen this objective: Our catchment area is predominantly white British, and we believe it is essential that we plan to engage and expose all children with cultures and religions from a wide variety of societies. This will support their understanding of the world.

Objective 2: To narrow the gap between boys and girls in English KS2.

Why we have chosen this objective: Boys data in reading and writing is typically below girls' data. Analysis into why this is the case and planned actions to address and improve boys' data to make them equal to girls.

Objective 3: To increase the understanding of equality across the community. (All nine characteristics)

Why we have chosen this objective: To ensure all our children and staff are aware of the protected characteristics and actively promote and protect them.

9. Monitoring arrangements

The Head Teacher, along with the link governor will update the equality objectives published at least every year.

10. Links with other policies

This document links to the following policies / documents

- Accessibility plan
- Risk assessment
- Behaviour and Relationships
- Staff Code of Conduct
- SEND Policy

11. Equality Impact assessment

Question	Response
1. Name of policy/funding activity/event being assessed	
2. Summary of aims and objectives of the policy/funding activity/event	
3. What involvement and consultation has been done in relation to the policy? 4. (e.g. with relevant groups and stakeholders)	
5. Who is affected by the policy/funding activity/event?	
6. What are the arrangements for monitoring and reviewing the actual impact of the policy/funding activity/event?	

Protected Characteristic Group	Is there a potential for positive or negative impact	Please explain and give any examples of any evidence/data used	Action to address negative impact (e.g. adjustment to the policy)
Disability			
Gender reassignment			
Marriage of civil partnership			
Pregnancy or maternity			
Race			
Religion or belief			
Sexual orientation			
Sex (gender)			
Age			

Evaluation

Question	Explanation/justification	
Is it possible the proposed policy or activity or change in policy or activity could discriminate or unfairly disadvantage people?		
Final Decision	Tick the relevant box	Include any explanation/justification required
1. No barriers identified, therefore activity will proceed		
2. You can decide to stop the policy or practice at some point because the data shows bias towards one or more groups		
3. You can adapt or change the policy in a way which you think will eliminate the bias		
4. Barriers and impact identified, however having considered all available options carefully, there appear to be no other proportionate ways to achieve the aim of the policy or practice (e.g. in extreme cases or where positive action is taken). Therefore you are going to proceed with caution with this policy or practice knowing that it may favour some people less than others, providing justification for this decision.		

Will this EIA be published* Yes/Not required	
Date completed:	
Review date (if applicable):	

Change log

Name	Date	Version	Change
	When published	1	