Cheapside Church of England Primary School

Policy: Equality Information and Objectives
MGB Ratification: 2026
Review Date: July 2027

Date of revision	Revisions made
July 2026	Updated from The Key Lisa to add Governor link Inserting four objectives for 2026-30

Signed..... Chair of Governing Body

Approved by: Conrad Martucci **Date:** July 2026

Contents

1. Aims 3
2. Legislation and guidance 3
3. Roles and responsibilities 4
4. Eliminating discrimination 4
5. Advancing equality of opportunity 5
6. Fostering good relations 6
7. Equality considerations in decision-making 6
8. Equality objectives 6
9. Monitoring arrangements 7
10. Links with other policies 8

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, harassment, victimisation 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 a relevant protected characteristic
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it. The protected characteristics are:

- Age
- Disability
- Gender reassignment
- Marriage or civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Our school aims to promote respect for difference and diversity in accordance with our values. At Cheapside Church of England Primary School our Christian vision shapes all we do.

"In thought, in word, in deed"

Our vision is to be an inspirational place of learning where:

We aim to achieve our best in thought, in word in deed through the provision of a safe Christian happy opportunity filled outward looking environment.



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, the technical guidance for schools from the Equality and Human Rights Commission and guidance from the Government Equalities Office on meeting the specific duties that support the Public Sector Equality Duty.

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/carers
- 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 equality link governor is Sarah Furness. They will:

Commented [C.1]: @Mrs L. Leitch, do we have one?

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- Meet with the designated member of staff for equality every [frequency], 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 headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors
- Have "due regard" when making a decision or taking an action to whether it may have particular implications for people with particular protected characteristics

The designated member of staff for equality will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Meet with the equality link governor every term to raise and discuss any issues.
- 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 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.

The school has a designated member of staff for monitoring equality issues (headteacher), 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
- 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 the data referenced above 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 our own pupils

In addition to the information about pupils, we will consider how our activities as an employer affect staff with protected characteristics. As a school , we will publish information to show:

- The make-up of our workforce, with breakdowns of staff at different grades, levels and rates of pay (including any patterns of occupational segregation and part-time work)
- The profile of staff at different stages of employment including recruitment, training, promotion and leavers.
- Applications for flexible working and their outcomes for staff with different protected characteristics
- Applications for learning and development opportunities and their outcomes for staff with different protected characteristics
- Grievances and disciplinary issues and complaints of discrimination and other prohibited conduct
- Policies and programmes in place to address equality concerns from staff
- Information from staff surveys and/or trade unions
- Records weighing the equality outcomes of important decisions including evidence used to make decisions

We will make sure that with any data we publish to show how we meet our equality duties, individual staff or pupils will not be identifiable. This means we may not publish some data if it relates to a very small number of staff or pupils to preserve their confidentiality.

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
- Making pupils aware of our behaviour and anti-bullying policies
- Holding assemblies 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 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. We consider equality implications before and at the time that we develop policy and make decisions and continue to review these on a continuing basis.

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 (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment 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

As a school, we are required to publish equality information every year:

- We must report on at least 1 equality objective once every 4 years – we've chosen 2030 to be our deadline for this.

Objective 1

By July 2030, pupils with special educational needs and/or disabilities (SEND) will access the full curriculum and the full range of enrichment activities – including clubs, trips, visits and residentials – at rates broadly in line with their peers, with any barriers identified and removed.

Why we have chosen this objective:

Disability is a protected characteristic under the Equality Act 2010. As a small, inclusive Church school whose foundation is that all should flourish, we want every child, including those with SEND, to experience the whole of school life rather than a reduced version of it. Analysis of participation in clubs, trips and residentials,

together with our SENCo's provision mapping, showed that pupils with SEND can face practical and financial barriers to full participation that we are determined to eliminate.

To achieve this objective, we plan to:

- Audit participation in extra-curricular clubs, educational visits and residentials each year, broken down by SEND status, and identify any gaps
- Complete an Equality Impact Assessment alongside the risk assessment for every trip, visit and residential to confirm accessibility and reasonable adjustments
- Use SEND funding, Pupil Premium and the school's benevolent arrangements so that no child is excluded from enrichment for reasons connected to disability or cost
- Continue to build staff confidence through our quality-first teaching approach and the Teaching WalkThrus CPD programme
- Review the Accessibility Plan and SEND Information Report annually to keep physical, curriculum and information access up to date

How we will monitor progress we are making towards this objective:

The headteacher and SENCo will report participation and access data to the governing board each year, with the SEN and safeguarding link governors scrutinising the analysis. Progress will be measured by the gap in participation rates between pupils with and without SEND narrowing year on year towards parity by July 2030, and by pupil and parent voice confirming that children with SEND feel fully included.

Objective 2

Over the four years to July 2030, diminish the difference in attainment and wider outcomes between disadvantaged pupils (those eligible for Pupil Premium) and their peers, so that the proportion of disadvantaged pupils reaching the expected standard in reading, writing and mathematics at the end of Key Stage 2 moves closer to that of non-disadvantaged pupils nationally.

Why we have chosen this objective:

Socio-economic disadvantage frequently intersects with protected characteristics and has a well-evidenced impact on children's experience and outcomes. Advancing equality of opportunity means removing disadvantages connected to a child's circumstances. Our own assessment data and the disadvantaged strand of the School Development Plan identified diminishing this difference as a key priority for the school.

To achieve this objective, we plan to:

- Track the attainment and progress of disadvantaged pupils termly against their peers in reading, writing and mathematics, and publish an annual analysis
- Target Pupil Premium spending on evidence-informed, high-quality first teaching and our tiered intervention offer
- Prioritise disadvantaged pupils for enrichment, wider opportunities and, where appropriate, pastoral and ELSA support
- Keep the disadvantaged strand as a standing item within the School Development Plan and Pupil Premium strategy statement

How we will monitor progress we are making towards this objective:

The headteacher will report to the governing board each term, with the Pupil Premium link governor scrutinising impact. Progress will be measured against published Key Stage 2 outcomes, internal termly assessment data and evidence of participation in wider opportunities, reviewed annually and formally at the four-year point.

Objective 3

By July 2030, embed a curriculum and collective worship offer in which pupils encounter, understand and respect a diversity of cultures, faiths, families and backgrounds, so that every child sees themselves reflected in what they learn and develops genuine respect for difference.

Why we have chosen this objective:

Fostering good relations across all protected characteristics is central both to the Public Sector Equality Duty and to our Christian foundation of compassion and community. Drawing on the Diocese of Oxford's Windows, Mirrors and Doors framework and our call to do everything in love, we want pupils to meet a rich range of cultures, faiths and family structures, to recognise the dignity of every person, and to celebrate the shared humanity that unites us.

To achieve this objective, we plan to:

- Audit the developing school-owned curriculum, texts and resources for diversity and representation as we move away from Kapow, ensuring a range of cultures, faiths, abilities and family structures are authentically represented
- Plan collective worship using the Windows, Mirrors and Doors framework and our six values so that pupils regularly reflect on difference, belonging and respect
- Enrich RE, PSHE and the wider curriculum with visitors, texts and experiences that broaden pupils' understanding of the wider world and the local community
- Use pupil voice and School Council to check that all children feel represented and valued

How we will monitor progress we are making towards this objective:

Subject leads and the headteacher will report the outcomes of curriculum diversity audits to governors, with the humanities, RE and foundation link governors contributing scrutiny. Progress will be measured by the completed curriculum audits, monitoring of collective worship, and pupil voice showing increasing awareness of and respect for difference, reviewed annually.

Objective 4

Over the four years to July 2030, deepen pupils' age-appropriate understanding of difference and the protected characteristics (included guidance from Benedict's Law), and ensure that the very small number of prejudice-related incidents are consistently recognised, recorded and effectively resolved, with pupils increasingly confident to report any concern.

Why we have chosen this objective:

Eliminating discrimination, harassment and victimisation is the first limb of the Public Sector Equality Duty. In a nurturing Church school we want children to understand and celebrate difference before problems arise, and to trust adults to act when something is wrong. Reviewing our behaviour and anti-bullying records showed that, while such incidents are rare, we want to strengthen pupils' understanding and their confidence to speak up.

To achieve this objective, we plan to:

- Teach about difference, respect and the protected characteristics in an age-appropriate way through PSHE, RE, collective worship and our school values
- Maintain a clear record of any prejudice-related or discriminatory incidents, analyse patterns and respond promptly using the Behaviour and Anti-bullying policies
- Ensure staff and governors receive Equality Act awareness as part of induction and regular refresher training, recorded in meeting minutes
- Use pupil and parent voice to check that children know how to report concerns and are confident they will be taken seriously

How we will monitor progress we are making towards this objective:

The headteacher, as Designated Safeguarding Lead, will report incident analysis to the governing board, with the safeguarding link governor providing scrutiny. Progress will be measured by consistent recording and swift resolution of any incidents, by staff and governor training completion, and by pupil voice showing high and improving confidence to report, reviewed annually.

9. Monitoring arrangements

The governing board will update the equality of information we publish, at least every year.

School-specific equality objectives will be reviewed by [governing board / name of committee of the governing board / individual governor / head teacher] at least every 4 years.

This document will be reviewed by the governing board annually, to ensure continued compliance with the PSED.

This document will be approved by [governing board.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- SEND information report
- SEND policy