

Cam Hopton Church of England Primary School (Voluntary Aided)

Equality Policy & Objectives

'Life in all its fullness'
John 10:10

Document History

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This policy is to be reviewed in line with other related policies and any other documentation from the DfE, Ofsted and Gloucestershire Diocese.

Equality Policy Cam Hopton CE Primary School

We aim for every child and adult at Cam Hopton Church of England Primary School to achieve the best that they can in all that they do. As a Church of England Primary School, we believe that God is central to all of our lives and that God values each and every one of us.

This policy reflects the legal duties set out in the Equality Act 2010 and non-statutory guidance set out by the government in December 2011. The primary aim of this school is to enable all pupils to take part as fully as possible in every part of school life by developing each child's self-confidence, recognising their strengths and encouraging them to achieve their full potential. We promote this through our core values of: respect, creativity, trust, forgiveness, generosity and perseverance. At this school we will take steps to advance equality of opportunity, foster good relations and eliminate discrimination or harassment across all the protected characteristics.

Protected characteristics

The Act uses the term "protected characteristics" to refer to aspects of a person's identity. Treating a person less favourably because they have one or more of these characteristics would be unlawful. The protected characteristics are:

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

Cam Hopton CE Primary School recognises that the Equality Act 2010 introduced the Public Sector Equality Duty (PSED) which applies to all public bodies including all schools. This PSED has two parts; the General and the Specific.

Within the General Duty we recognise that we are required to have 'due regard' to the need to:

- Eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those that do not.
- Foster good relations between people who share a protected characteristic and those who do not.
- Having 'due regard' means we must consciously think about the main elements of the general duty as part of decision making, developing and reviewing our policies and on how we deliver our services.

With regards to the Specific Duty we recognise that:

- All information will be made accessible to the public.
- We must publish equality objectives at least every four years.

Guiding Principles regarding Equality/Good Practice

In working towards fulfilling our legal obligations under the Equality Act 2010 and integrating equality within our school ethos, we strive to adopt a whole school approach. We have the following key principles to our approach to equality:

1.All learners are of equal value. Whether or not they are disabled, whatever their ethnicity, race or culture, whatever their gender or gender identity, whatever their sexual orientation or whatever their religious or faith background.

2.We recognise, respect and value difference and understand and promote that diversity is a positive. We take into account difference and strive to remove barriers and disadvantages which people may face, in relation to race, disability, gender, religion and belief and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit at our school.

3.We foster positive attitudes and relationships. We actively promote positive attitudes and mutual respect between groups and communities different from each other.

4. We foster a shared sense of cohesion and belonging. We want all members of our school community to feel a sense of belonging within the school and the wider community and to feel that they are respected and able to participate and contribute fully in school life.

5.We observe good equalities practice for our staff. We ensure that policies and procedures benefit all employees and potential employees in all aspects of our work, including recruitment and promotion and in continuing professional development.

6. We have the highest expectations of all our children. We expect that all pupils can make good progress and be the best they can be.

7.We work to raise standards for all pupils, but especially for the most vulnerable. We believe that improving the quality of education for the most vulnerable groups of children raises standards across the whole school.

Equality Objectives:

Pupil Attainment and Progress/Gender, Race, Disability:

Monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.

Reflect Diversity and Raise Awareness of Race, Gender and Disability:

Ensure that the curriculum promotes role models and opportunities that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability.

Reflect Diversity and Raise Awareness of Other Cultures:

Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity.

All Learners are of Equal Value:

Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council by election or co-option), class assemblies, fund raising etc.

Reflect Diversity and Raise Awareness of Other Cultures:

Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Eid and Christmas.

Arrangements, Roles and Responsibilities within our School.

The guiding principles and equality objectives for Cam Hopton will be reflected in the annual School Development Plan. Curriculum information will also be evaluated by looking specifically at equality groups, in addition to the standard analysis conducted by the school and adjustments made as appropriate to ensure that those pupils within protected characteristic groups are supported positively.

All other data relating to whole school monitoring will encompass scrutiny of equality information so that those groups are supported positively.

We believe that promoting Equality is the whole school's responsibility.

School Community	Responsibility
Governing Body	Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these. Monitoring progress towards achieving equality objectives. Publishing data and publishing equality objectives.
Headteacher	As above including: Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties. Ensuring that all of the school community receives adequate training to meet the need of delivering equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Senior Management Team	To support the Headteacher as above. Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Teaching Staff	Help in delivering the right outcomes for pupils. Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated. Design and deliver an inclusive curriculum. Ensure that you are aware of your responsibility to record and report prejudice related incidents.

Parents	Take an active part in identifying barriers for the school community and in informing the Governing Body of actions that can be taken to eradicate these. Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.
Pupils	Uphold the commitment made by the Headteacher about how pupils and parents/carers, staff and the wider school community are tackling inequality and achieving equality of opportunity for all.
Local Church and Community Members	Take an active part in identifying barriers for the school community and in informing the Governing Body of actions that can be taken to eradicate these. Take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.

We will ensure that the whole school community is aware of the Equality Policy, Disability Equality Policy and Accessibility Plan by publishing them on the school website.

Equal opportunities for staff

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

- All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.
- We are also concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.
- As an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.
- We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.
- We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

Concerns and Complaints

In the first instance any concerns or complaints about the implementation of the Equality policy should be addressed by following the guidance set out in the school's complaints policy. Monitoring complaints is also another way of gathering information to see whether we are meeting our equality duties. We will report on complaints annually and on action taken.

Notes about Reasonable Adjustments and Accessibility Plans

Schools are required to:

- Take reasonable steps to avoid disadvantage caused by a provision, criteria or practice or a physical feature that puts a disabled person at a substantial disadvantage compared to a non-disabled person. This involves removing or avoiding a physical feature, for example steps and lifts.
- Take reasonable steps to provide auxiliary aids/services.
- Provide information in an accessible format.
- Develop and implement (by allocating appropriate resources) Accessibility Plans which will increase disabled pupils' access to the school curriculum
- Improve the physical environment
- Improve provision of information.

The duty is an anticipatory and continuing one that schools owe to disabled pupils generally, regardless of whether the school knows that a particular pupil is disabled or whether the school currently has disabled pupils. The school will need to plan ahead for the reasonable adjustments that it may need to make, working with the relevant admissions authority as appropriate.

For more information, download guidance from the DfE:

<https://www.gov.uk/guidance/equality-act-2010-guidance>

and **Equality Human Rights website:** <http://www.equalityhumanrights.com>, which includes the guidance for education providers (schools)

Cam Hopton CE Primary School is committed to equality, safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

This school aims to serve the community by providing high quality education and promoting Christian Values.