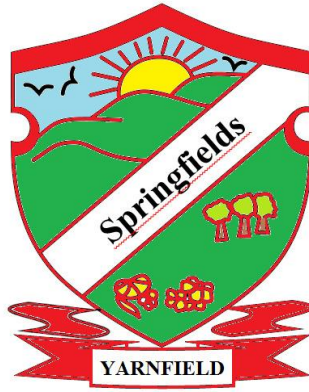




# Equality Policy and objectives

## Springfields First School

Our Equality Statement is based on the principles from the 2010 Equality Act and aims to ensure that:

*'All pupils and members of staff at our School are provided with opportunities to fulfil their potential whatever their sex, race, colour ethnic or national origin, marital status, age, sexual orientation, disability or religious belief.'*

|                     |                     |                 |
|---------------------|---------------------|-----------------|
| Approved by:        | The Governing Board | Date: July 2023 |
| Last reviewed on:   | September 2026      |                 |
| Next review due by: | September 2027      |                 |

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## 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 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](#).

## Public Sector Equality Duty statements

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
  - Advance equality of opportunity between people who share a protected characteristic and those who do not.
  - Foster good relations between people who share a protected characteristic and those who do not
  - Removing or minimising disadvantages suffered by people due to their protected characteristics.
  - Taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
  - Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.
-

## Protected characteristics

The Equality Duty covers: age, disability, gender, gender reassignment, pregnancy and maternity, race, religion or belief and sexual orientation. The duty to have due regard to the need to eliminate discrimination also covers marriage and civil partnerships.

## 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
- 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 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

Our Senior Leaders will:

- have responsibility for supporting other staff in implementing this Policy
- provide a lead in the dissemination of information relating to the Policy Equalities policy
- with the Headteacher, provide advice/support in dealing with any incidents/issues
- assist in implementing reviews of this policy as detailed in the SDP

Our pupils/students will:

- be involved in the further development of the Policy through the PSHE curriculum and will understand how it relates to them, appropriate to age and ability
- be expected to act in accordance with the Policy
- be encouraged to actively support the Policy

Our parents/carers will:

- have access to the Policy through a range of different media appropriate to their requirements
- be encouraged to actively support the Policy
- be encouraged to attend any relevant meetings and activities related to the Policy
- be informed of any incident related to this Policy which could directly affect their child

Our school staff will:

- be involved in the further development of the Policy through opportunities for feedback on issues both general and specific.
- be fully aware of the Equality Policy and how it relates to them
- understand that this is a whole school issue and support the Equality Policy
- make known any queries or training requirements

Relevant voluntary or community groups and partner agencies will:

- be involved in the further development of the Policy
- be encouraged to support the Policy

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.

Our Equality Statement is based on the principles above and aims to ensure that:

*'All pupils and members of staff at our School are provided with opportunities to fulfil their potential whatever their sex, race, colour ethnic or national origin, marital status, age, sexual orientation, disability or religious belief.'*

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are 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.

## 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 pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. supporting pupils who maybe undertaking a religious observance)
- 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:

- Share attainment data each term 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

## 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.
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take part in such assemblies and where appropriate 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.

## 7. Equality considerations in decision-making

The school ensures 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, 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

| Link to public sector equality duty | Protected characteristics | Aim                                                                                                                                                | Objective                                                                                                                                      | Target group eg Whole school, gender, SEND | Action                                                                                                                                                                                              | Who's responsible                   | Dates from/to    | Milestones /progress                                                                                                                                         |
|-------------------------------------|---------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| All                                 | All                       | To become a UNICEF Rights Respecting School                                                                                                        | For all stakeholders to understand the legal duties around equality within a school context<br><br>To become a UNICEF Rights Respecting School | All pupils, governors and staff            | Teach about equality in PHSE lessons referring to the Equality Act where appropriate<br><br>Discuss Equality during whole school assemblies<br><br>To become a Rights Respecting School by Dec 2027 | Whole staff                         | Dec 25 to Dec 27 | To achieve the Bronze award by Sept 25 (completed June25)<br><br>To achieve to silver award by Sept 27<br><br>To be on the pathway to the gold award by 2028 |
| All                                 | All                       | To ensure that recruitment strategies encourage applications from those who reflect the diversity of our area across all protected characteristics | For the staff within school to better reflect the backgrounds and experiences of the children                                                  | Governors, staff                           | Train all governors involved in recruitment and selection on equal opportunities and non-discrimination                                                                                             | Admin staff, governors, headteacher | Dec 24 – Dec 27  | All applications to be anonymised and to be judged on personal statement only                                                                                |
| All                                 | All                       | To ensure changes to the use of support staff are considered and well managed to maintain outcomes for children with SEND                          | For all pupils to be appropriately challenged and engaged through well-planned classroom support                                               | All staff, SEND pupils                     | Staff to be aware of pupils vulnerable to under achievement and to reflect this in their planning.<br><br>TA support to reflect the needs of the class                                              | Teaching staff-monitored by SENCO   | Dec 24 – Dec 27  | All identified groups of pupils have made adequate progress in all subjects and good progress in reading, writing and maths                                  |

## 9. Monitoring arrangements

The headteacher will update the equality information we publish, at least every year.

This document will be reviewed by governing board at least every 4 years.

This document will be approved by governing board

## **10. Links with other policies**

This document links to the following policies:

- Accessibility plan
- Behaviour policy
- Anti-bullying policy
- SEND policy
- SEND Statement