Dunnington C of E VA Primary School

Policy and Objectives Information for Equality and Equity

We Care, We Believe, We Succeed – Together

Our Christian Vision

'Encourage one another and build each other up' (1 Thessalonians 5: 11)

Our Vision is to place the child at the heart of everything we do. It is to work together, where everyone encourages each other to be a partner in learning.

We aim to provide a safe, happy, caring and stimulating community, where every child is given the opportunity to reach their true potential and to celebrate their successes. Within our learning environment, children will:

- develop a thirst for knowledge, they will be encouraged to raise questions and develop their thinking and learning skills.
- develop physically, emotionally and spiritually, ensuring they are equipped for the ever-changing and demanding world in which we live.

In our school we will:

- respect each other's beliefs
- care for each other and the environment
- connect with the wider community

In learning and teaching we will set high standards and aspire for excellence in everything we do, ensuring that our curriculum is relevant and purposeful. We are determined to create an inclusive culture of learning where all children are challenged in their thinking, discover their talents, achieve to the best of their abilities and become motivated and resilient life-long learners.

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Policy Approved by	Emma Daniell
Date Approved	30th April 2026
Signed By Chair of Governors (Emma Daniell)	
Review Date	April 2027

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1. Aims and Definitions

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. 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 Christian Vision and our school values, 'We care, we believe, we succeed – together!'

Equality in policy means treating everyone the same, while equity means treating people differently to ensure equal opportunities:

Equality – giving everyone the same resources or opportunities regardless of their needs

Equity – recognizing that people have different needs and allocating resources and opportunities to reach an equal outcome

At our school, we seek to achieve equity but acknowledge our obligations under the Public Sector Equality Duty (PSED).

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
- 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 the Chair of Governors. They will:

- Meet with the Headteacher every year, 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
- Meet with the equality link governor every year to raise and discuss any issues
- Identify any staff training needs and arrange for or 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 will 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, 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 a pupil's race)
- 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 activities)

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 racist incidents)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our 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 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.

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

Our objectives are:

- to ensure that all members of staff and governors involved in recruitment and selection receive training about equal opportunities and non-discrimination by the beginning of the next academic year. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.

  To achieve this objective we plan to ensure that training is purchased from The National College which offers a CPD accredited course.

- To improve knowledge, skills and attitudes to enable pupils to value difference and diversity by:

  - Promoting equality with regard to race, gender, disability, religion and ethnicity in our school curriculum.
  - Promoting equality with regard to race, gender, disability, religion and ethnicity in our assemblies, making links to our school values 'We care, we believe, we succeed – together!'
  - Monitoring and evaluating pupils' attitudes and knowledge around diversity and equality.

  We have chosen this objective because, currently, there is an under-representation of ethnic groups and faiths within the school, when compared to other schools nationally. However,

there is a representation of pupils from different groups including both genders and pupils with SEND.

The Headteacher will monitor coverage of equality and equity through curriculum monitoring and assembly monitoring. Pupil voice and book monitoring will be used to evaluate pupils' knowledge, skills and attitudes to diversity issues. Behaviour records will be monitored and, where there are concerns, these will be addressed with follow up support to individual pupils. The governing board will receive a summary report on the outcomes of the Headteacher's monitoring activities.

9. Monitoring arrangements

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

This document will be reviewed by the Headteacher at least every 4 years.

This document will be approved by the Governing Board.

10. Links with other policies

This document links to the following policies:

- SEND Policy
- Behaviour Policy
- Anti-bullying Policy
- Uniform Policy