

Equality information and objectives policy

Cheddington Combined School



Approved by:	Governing Board
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Next review:	May 2026

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

At Cheddington Combined School we instil a joy in learning. We create a safe, inclusive and nurturing environment for children and staff, with our values at our HEART. We foster a sense of pride and belonging providing all our children a solid base for lifelong learning and success.

Our school aims to promote respect for difference and diversity in accordance with our HEART values.

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 Corinne Wallington. They will:

- Meet with the DHT every term 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 (DHT) 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 when needed 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.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every year.

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 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 activities)

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

- 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

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 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 are also developing our work with parents to promote knowledge and understanding of different cultures

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

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 May 2029 to be our deadline for this.

Objective 1

To ensure all children have equal access, regardless of cultural or lifestyle background, linguistic need or learning style.

Why we have chosen this objective: We believe that background, linguistic need or learning style should not prevent any learning opportunities or access.

To achieve this objective we plan to:

- Continue to differentiate our curriculum to support all children's needs. Provide additional CPD for staff, where appropriate, for differentiating curriculum.
- Ensure transition at the end of the academic year is managed collaboratively between staff to ensure all children's needs are met.
- Recognising the key role our parents play in their children's education, ensure that all information and communications are accessible; with additional communications as necessary to parents for specific needs, eg: where English is not their first language.

Objective 2

To extend our pupils' understanding of cultural diversity and understanding of differences in culture and religious beliefs.

Why we have chosen this objective: We recognise that due to local demographics there is lack of diversity within our school and the immediate community making it paramount that we create opportunities for children to understand and experience cultural diversity.

To achieve this objective we plan to:

- Encourage and recognise our children to understand and appreciate other beliefs; using our values of Appreciation and Respect to reinforce this.
- Encourage children to be curious about different cultures & religious beliefs through our curriculum, and by sharing & recognising key events and festivals through whole school assemblies.

Objective 3

To ensure that all children can fulfil their potential regardless of belonging to any group or having any characteristic (gender, PP, ethnicity, disability or other).

Why we have chosen this objective: We strive to provide all our children, regardless of any group or characteristic, with a solid base for lifelong learning and success.

To achieve this objective we plan to:

- Work closely with families of PPG children to support school attendance
- Continue regular reporting and review of attendance & attainment for key groups
- Identify any gaps in attainment for key groups and develop action plans to narrow these

Objective 4

To ensure that all staffing decisions, including recruitment and access to development, are made fairly, regardless of belonging to any group or having any characteristic (ethnicity, gender, sexuality, disability or other).

Why we have chosen this objective: It is important that we foster a safe and inclusive environment for all our staff and that they are given access to development opportunities, regardless of their background or a protected characteristic.

To achieve this objective we plan to:

- Continue to ensure SLT and Governors receive regular Safer Recruitment Training
- Continue to ensure timely and comprehensive appraisals with all staff to assess their development needs. SLT to reviewing these against school priorities and budget constraints, and ensure fair distribution of opportunities.

9. Monitoring arrangements

The Chair of Governors will update the equality information we publish, described above at least every year.

School-specific equality objectives will be reviewed by Chair or Governors and Headteacher at least every 4 years.

This document will be reviewed by Chair of Governors and Headteacher 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
- SEN information report
- SEND policy