

SHERINGTON PRIMARY SCHOOL EQUALITY INFORMATION & OBJECTIVES POLICY



Our Vision Statement

Sherington Primary School is an inclusive community. We place the child at the centre of all that we do. We strive to maintain the highest standards in an environment that is creative, stimulating, inspiring and enabling.

- Aspire** Motivating and exciting all to become lifelong learners
- Believe** Developing the skills and confidence to foster self-belief
- Create** Engaging all learners through creative practice and personal reflection
- Achieve** Experiencing success and embracing future challenges

Our Aims are:

- To place the child at the centre of all that we do.
- To foster positive, supportive relationships with families and the wider community.
- To provide models of excellence drawing on the expertise of our highly skilled team.
- To provide an enquiry based curriculum, that promotes the values of resilience, adaptability and perseverance.
- To promote lifelong learning through developing a whole school culture
- of challenge and growth.
- To prepare learners for a future in an increasingly interconnected global economy.

Policy Date:	September 2025
Ratified by Governors:	September 2025
Date due for review:	September 2029

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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

Our school aims to promote respect for difference and diversity in accordance with our values, such as kindness, fairness, love, spirituality and social intelligence.

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.

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 Laura Perrett. They will:

- Meet with the designated members of staff for equality 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

The designated members 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, 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:

- Taking steps to ensure and promote equity of opportunity, so that all pupils, including those with protected characteristics, feel safe and that they belong at Sherington School
- Taking a stance of zero tolerance towards harassment, discrimination and bullying so that all pupils, including those with protected characteristics, feel safe, are happy and can learn (e.g. reporting and managing any incidence of racist or homophobic language)
- 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 all pupils, including those who have a particular characteristic to participate fully in Sherington School, including extra-curricular activities (e.g. ensuring disadvantaged pupils have access to extra-curricular school clubs/music lessons)

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

- Publish attainment data each academic year showing how all pupils 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

6. Fostering positive relations

The school aims to foster positive relations between those who share a protected characteristic and those who do not share it by:

- Promoting equality and celebrating diversity – this is at the heart of Sherington’s curriculum offer and our ethos as an inclusive school that serves our local community
- 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 assemblies and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to foster good relationships 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

Objective 1

To raise equality and diversity awareness with students and staff, ensuring individuals who identify with any of the protected characteristics feel safe and that they belong at Sherington School.

Why we have chosen this objective:

- To help foster good relationships across all characteristics between those who do/do not share a protected characteristic
- To promote understanding of equality and diversity amongst stakeholders
- To ensure that equality, diversity and inclusion are celebrated and recognised in the school's events and strategic calendar

To achieve this objective we plan to:

- Evaluate the assembly schedule each year to ensure the continued promotion of our equality values
- Create a student forum for diversity and inclusion with students who are representative of our diverse school community; they will represent the student voice for our equality discussions
- Ensure that staff receive up-to-date with training on current areas surrounding equality that are impacting education (unconscious bias/anti-racism)

Progress we are making towards this objective:

Objective 2

Select and promote diverse role models and key figures in our curriculum that our pupils positively identify with, who reflect and broaden the school's diversity.

Why we have chosen this objective:

- To ensure that all members of the school community feel included, celebrated and inspired Sherington's curriculum and the school's ethos.
- To reflect and promote positive character strengths and show these demonstrated by diverse public and local figures
- To ensure that pupils have examples of people from diverse backgrounds and abilities to inspire, motivate and shape their character
- To help pupils to recognise and acquire positive character strengths by seeing examples of successful people

To achieve this objective we plan to:

- Display and celebrate examples of successful people from different backgrounds
- Ensure that teachers use a wide variety of role models in their teaching
- Engage in positive discussions with EDI student forum about diversity and role models
- Reflect on our curriculum and put in targets for each subject for EDI
- Assemblies that reflect the school's values and character strengths, including assemblies that educate about protected characteristics (eg: refugee week, diversity week, 'Proud to be Me' day)
- Visits and workshops from role models/companies from diverse backgrounds

Progress we are making towards this objective:

Objective 3

To ensure changes to the use of LSAs and support staff are well-managed to enable good outcomes for children with SEND or vulnerable to under-achievement.

Why we have chosen this objective:

- To ensure equity of access to our educational and pastoral offer for all children including those with identified barriers to learning

To achieve this objective we plan to:

- Work with the SENDCo, LLT and specific members of the teaching and support staff to ensure targeted and appropriate practice is in place to support all learners
- Work with the SENDCo and LLT to refine and improve the intervention timetable to better support all learners

- Evaluate the effectiveness of this timetable in time for any amendments before the start of the next academic year (September 2025)

Progress we are making towards this objective:

Objective 4

Work towards having a workforce that is more representative of our wider community.

Why we have chosen this objective:

- To increase the diversity of our workforce
- To ensure that all staff involved in the recruitment process have received the most up-to-date training available to raise awareness of the principles of the Equalities Act

To achieve this objective we plan to:

- Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination
- Review the wording of job advertisements and where these are advertised to ensure we appeal to potential employees who may have protected characteristics
- Seek out the most up-to-date training available (including but not limited to unconscious bias/anti-racism)
- Ensure that at least one person on each interview panel is currently trained in safer recruitment

Progress we are making towards this objective:

9. Monitoring arrangements

The designated members of staff for equality will review the equality information we publish at least every year.

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

This document will be approved by the Leading Learning Team every year.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Anti bullying policy
- RSHE policy
- SEND policy
- Supporting children with medical conditions