



CHURCHDOWN PARTON MANOR SCHOOLS' FEDERATION EQUALITY POLICY and OBJECTIVES

Date of policy	Spring 2026
Review date	Spring 2027
Staff responsible	Headteacher

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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 (The protected characteristics of the Equality Act 2010 are age (for staff only), disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation).
- 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 three elements of Public Sector Equality Duty (eliminating discrimination; advancing equality of opportunity; fostering good relations – see sections 4-6 below) 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 daily, to the Headteacher.

The Headteacher (HT) will:

- promote knowledge and understanding of the equality objectives among staff and pupils.
 - monitor success in achieving the objectives and report back to governors.
 - Identify any staff training needs and deliver continuous personal development (CPD) 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.

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.

Staff are reminded of their 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. This reminder is part of the staff Code of Conduct which is reviewed and read by staff annually.

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).
- taking steps to meet the 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 clubs).

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

- collect attainment data each academic year showing how pupils with different characteristics are performing.
- analyse the above data to determine strengths and areas for improvement and implement actions in response.
- use evidence available to identify 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:

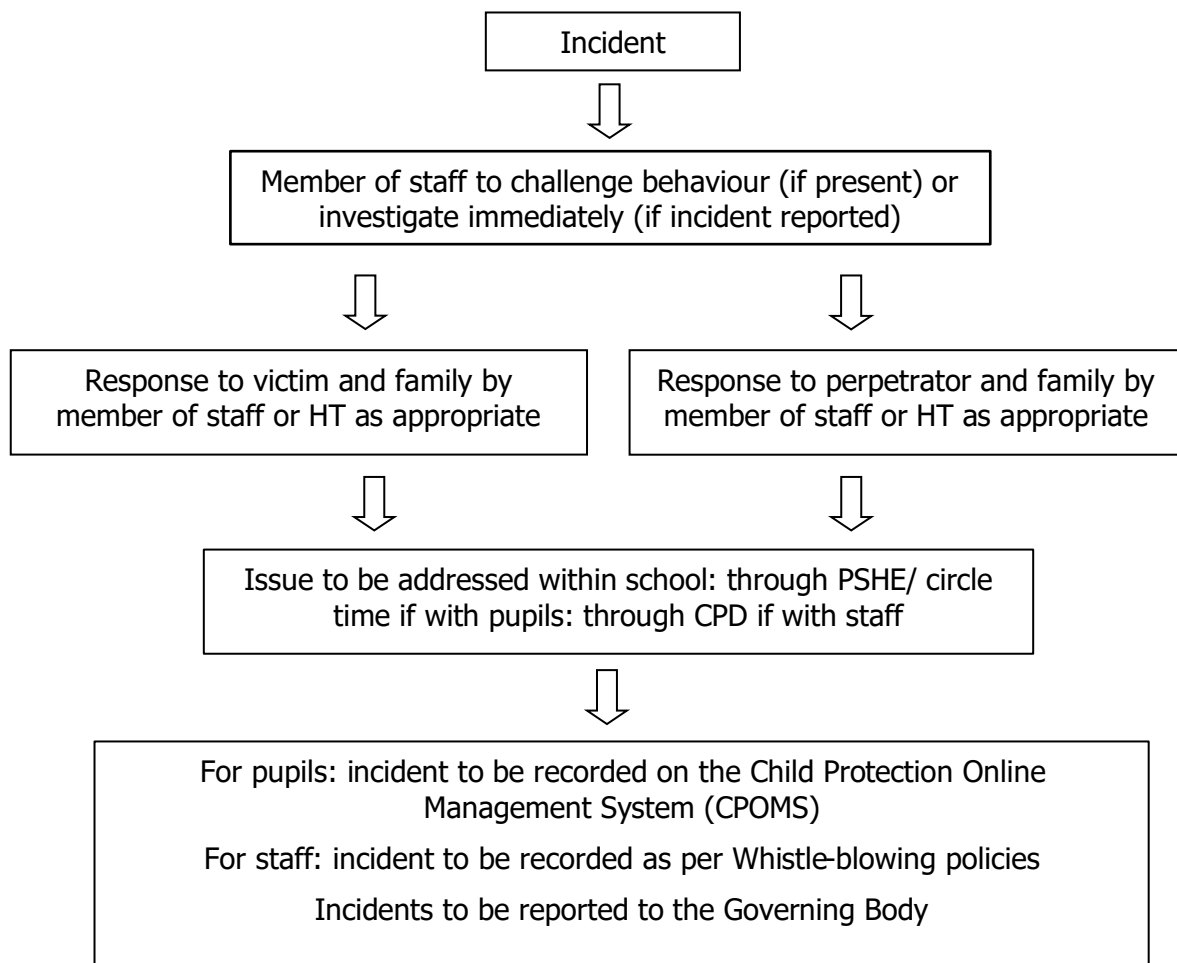
- promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in Religious Education (RE) and Personal Social Health Economic education (PSHE), but also activities in other

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 may include inviting representatives of faith groups to speak at assemblies or to classes 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 made up 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 the pupils to promote knowledge and understanding of different cultures.
- developing links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.

7. Responding to and reporting incidents of discrimination

The procedure for reporting and responding to incidents of discrimination is outlined below:



8. 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:

- is accessible to pupils with disabilities.
- has equivalent facilities for boys and girls.

9. Equality objectives

Objectives 2022-26	How we will achieve our objective	Progress we have made 2022-25
Promote the culture of non-acceptance of gender stereotyping/ gender harassment	<ul style="list-style-type: none"> -CPD for staff on sexual harassment -Online safety/ Online relationships sessions for Y6 with Schoolbeat Officer -Detailed recording of incidents through CPOMS -PSHE lessons focusing on positive self-worth/ relationships -CPD for staff on Transgender pupils 	<p>CPD has taken place</p> <p>Online safety for Y6 workshops takes place with police support</p> <p>Incidents are reported on CPOMS</p> <p>Encouraging girls to play a wider variety of sports – boy/ girl time on MUGA, being part of girls' leagues, taking part in national initiatives eg #Letgirlsplay</p>
Increase acceptance, understanding and support for visual/ hearing impaired staff or pupils	<ul style="list-style-type: none"> -Use of sign language promoted – sign language club for Infant children; junior children to learn basic signs -Purchase software appropriate for visually impaired pupils -Promote sports for visually impaired pupils through taster sessions 	<p>Sign language club taken place</p> <p>Hearing supports used where appropriate in school</p> <p>Appropriate software is used</p>
Provide opportunities for: improving mental well-being for pupils from low-income families through increased trips/ visits/ sporting activities	<ul style="list-style-type: none"> -Pupils to have at least one trip/ visit per term with school contributing towards the cost -School participating in a wide range of sporting activities through Gloucester Schools Sports Network 	<p>Trips/ activities part-funded</p> <p>Take up for all school clubs/ sporting activities is monitored</p> <p>Increased opportunities for less-active pupils through Gloucestershire Schools Sports Network</p>
New 2022-23		
Provide a wider range of literature from different faiths and cultures	<ul style="list-style-type: none"> -New reading books purchased with more cultural diversity -Global learning project to continue to promote awareness of different cultures - English Subject Leaders to ensure books from a variety of faiths/ cultures 	<p>Continuing programme of purchasing more culturally diverse books – ensure they are part of the progression mapping in English</p>

	are in each class book corner – purchase if necessary	
New 2023-25		
Promote the culture of acceptance of different faiths and races in our community	Canvas school community to ask for help in inviting visitors from different faiths Ensure children are aware of different languages spoken by members of the community	Have used a variety of community members (parents and pupil) to promote and explain different faiths

10. Monitoring arrangements

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

This document will be reviewed and approved by the Governing Board annually.

11. Links with other policies

This document links to the following policies:

- Accessibility Policy and plan
- Child Protection and Safeguarding Policy
- Behaviour Policy
- Exclusion Policy
- Whistleblowing Policy
- Low level concerns Policy