



## DOVECOT PRIMARY SCHOOL

<b>Policy title</b>	<b>Equality Policy</b>
<b>Function</b>	To set out how the school fulfils its duty to ensure there is equal access to all elements of school life and how it teaches children about the importance of equality.
<b>Non-Statutory guidance</b>	Anti-Bullying Policy Relationships and Behaviour Policy Equality Policy Parent code of conduct Staff code of conduct Social media policy
<b>Statutory Guidance</b>	Keeping Children Safe in Education 2024 Equality Act 2010 DfE The Equality Act 2010 and Schools SEND Code of Practice
<b>Last reviewed</b>	Autumn 2025
<b>Date of next review</b>	Autumn 2026
<b>Signed (Headteacher)</b>	
<b>Signed (Chair of Governors)</b>	

## 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](#).

## 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 Christine Nurse who will:**

- 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 are Sue Buckle and Danika Weston. They will:**

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Meet with the equality link governor regularly 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.

Staff and governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings. Where this has been discussed during a Governors' 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. In addition, the school has an online CPD platform, Creative Education, and specific courses are suggested and assigned for staff to complete.

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 (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 an overview of attainment data for end of key stages 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, i.e. identify if one group of pupils is not performing as well as another.

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, through the JIGSAW curriculum in KS1 and KS2, 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. We will invite external speakers to contribute.
- Working with our local community. This includes encouraging leaders of local faith groups to come in to school to talk to pupils or members of staff 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

### Objective 1:

To protect the well-being of all pupils by challenging any non-inclusive views held by anyone within

the school or wider community.

**Objective 2:**

To provide a welcoming environment which promotes our whole school ethos of inclusion and equality for all stakeholders.

**Objective 3:**

To increase access to the curriculum for pupils with a disability. This will cover teaching and learning as well as the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits. It will also cover the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum, thereby ensuring equal access to the curriculum for all.

**9. Monitoring arrangements**

The governing board and headteacher will update the equality information we publish, at least every year. This document will be reviewed by the governing board and headteacher at least every 4 years. This document will be approved by the governing board and headteacher.

**10. Links with other policies**

This document links to the following policies:

Accessibility plan

Risk assessments

SEND Policy

Supporting children with medical needs