

Equality information and objectives policy



Christ Church CofE (VA) Primary School and Nursery

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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 love, hope, friendship, compassion, forgiveness and respect.

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 will:

- Meet with the designated member of staff for equality 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

The designated member 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 year 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:

- 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 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 societies)

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
- 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 and Collective Worship dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies
- 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 different groups of pupils within the school. 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

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

8. Equality objectives

Objective 1

To celebrate and advertise the diversity existing in school.

Objective 2

To ensure that all children achieve the best of their ability across the curriculum.

Objective 3

To ensure that diversity opportunities are well embedded in the school curriculum in all subjects.

9. Monitoring arrangements

This document will be reviewed by the Teaching and Learning Committee at least every 4 years.

This document will be approved by governing board.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- SEN policy
- Behaviour policy
- Health and Safety policy

Appendix 1

1. Project Details	
Name of the policy or practice being assessed, and a brief overview of its aims and objectives	
Is it new or existing?	
Who has been involved in completing the EIA	
Date of completion	

2. Evidence Gathering and Engagement
a. What evidence has been used for this assessment? For example, national statistics, setting statistics,
b. Who have you engaged and consulted with as part of your assessment?

3. Impact on different groups of people	
Specific groups to consider	Potential impact on this group of people and actions taken to mitigate impact and advance equality, diversity and inclusion
Age	
Disability	
Gender reassignment	

Marriage and civil partnership A person has the protected characteristic of marriage and civil partnership if the person is married or is a civil partner.	
Pregnancy and maternity	
Race	
Religion or belief	
Sex Both men and women	
Sexual orientation LGBTQ+ staff	

4. Action Planning		
Issue Identified	Planned Action	Lead and Timeframe

5. Monitoring and Review
How will you monitor the impact of your policy once it has been put into effect?
Review Date:

Appendix 2 – template of completed Equality Impact Assessment

The aim of an equality impact assessment (EIA) is to consider the equality implications of your policy or practice on different groups of people and consider if there are ways to proactively advance equality.

1. Project Details	
Name of the policy or practice being assessed, and a brief overview of its aims and objectives	Flexible Working Policy Based on the current legislation for right to request flexible working. Policy ensures setting is compliant with legislation and staff are aware of their rights and there is a clear process for requesting and responding to any flexible working requests.
Is it new or existing?	Existing
Who has been involved in completing the EIA	HR Manager
Date of completion	January 2022

2. Evidence Gathering and Engagement
a. What evidence has been used for this assessment? For example, national statistics, setting statistics, • Looked at records of flexible working requests within setting in terms of those agreed or not agreed and looked at any trends for this by gender and role. • Looked at requests where counter proposals have been made by the setting and if these were agreed with the employee. • Reviewed any appeals and outcomes of these • Checked for national statistics on Government websites such as ACAS and Gov.uk
b. Who have you engaged and consulted with as part of your assessment? Using HfL model policy so recognised Trade Unions have been consulted. Also consulted with current staff for any views and the setting's equality groups where available.

3. Impact on different groups of people	
Specific groups to consider	Potential impact on this group of people and actions taken to mitigate impact and advance equality, diversity and inclusion.
Age	The policy needs to be accessible to all, regardless of age. Policy is accessible in a variety of formats, via intranet, HR and line managers.
Disability	The policy needs to be accessible to all, regardless of ability or disability. Policy available in different formats on request. Available on the setting website or via HR or line manager.
Gender reassignment	The policy needs to be accessible to all. Wording has been checked for pronoun use throughout (e.g., does not use he or she)
Marriage and civil partnership A person has the protected characteristic of marriage and civil partnership if the person is married or is a civil partner.	Wording of the policy needs to apply to people of all sexual orientations. (e.g., not just use 'husband', 'wife' etc. Wording has been checked for this aspect
Pregnancy and maternity	The policy needs to be accessible to all. The policy is mainly used by those returning from maternity leave so need to ensure all staff are aware of the policy and that it can be used for other reasons apart from for those returning from maternity leave.
Race	The policy needs to be accessible to all, regardless of race/ethnicity. Interpreting service available and details can be provided.
Religion or belief	The policy needs to be accessible to all, regardless of religion and belief. Equality and Diversity training is available for all staff.

Sex Both men and women	The policy needs to be accessible to all. Applications seem to be greater from female employees however this reflects the workforce.
Sexual orientation LGBTQ+	Wording of the policy needs to apply to people of all sexual orientations. (e.g. not just use 'husband', 'wife' etc.) Wording has been considered so that it does not exclude people with a particular sexual orientation.

4. Action Planning		
Issue Identified	Planned Action	Lead and Timeframe
Equality monitoring data is not currently collected regarding who is accessing the flexible working policy. Therefore, at present it is not possible to fully analyse whether uptake is representative across all equality groups.	Going forward, collect equality monitoring data for applications to the policy and compare with data from ESR to ensure uptake is representative across all equality groups	HR Manager – asap

5. Monitoring and Review
How will you monitor the impact of your policy once it has been put into effect?
Continue to record outcomes of requests and ensure keep statistics for each protected characteristic where known.
Review Date: When next model policy is issued by HfL or following any changes to legislation.

Appendix 3 – Protected Characteristics

Under the Equality Act 2010, there are nine protected characteristics:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation.