



Equality Information and Objectives

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Contents

1. Aims.....	2
2. Legislation and guidance	2
3. Roles and responsibilities	3
4. Eliminating discrimination	4
5. Advancing equality of opportunity	4
6. Fostering good relations	5
7. Equality considerations in decision-making	5
8. Equality objectives	5
9. Monitoring arrangements.....	5
10. Links with other policies.....	5
Appendix 1.....	6
Appendix 2.....	7
Appendix 3.....	10

1. Aims

Peterborough Diocese Education Trust (the Trust) aims to meet its obligations under the public sector equality duty 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 (for details of protected characteristics - see *Appendix 1*);
- 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/academies 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.](#)

This document also complies with our funding agreement and articles of association.

3. Roles and responsibilities

The Academy Governance Committee (AGC) for each academy will:

- ensure that the equality information and objectives as set out in this statement are published and communicated throughout the academy, including to staff, pupils and parents / carers;
- meet regularly with the headteacher or designated member of staff for equality 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.

The headteacher will:

- monitor the achievement of the objectives on a daily basis;
- promote knowledge and understanding of the equality objectives amongst staff and pupils;
- monitor success in achieving the objectives and report back to governors.

If an academy has a designated member of staff for equality, they will:

- support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils;
- meet with the governors on a regular basis 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 referred to in section 8 and set out in *Appendix 2*.

4. Eliminating discrimination

The Trust is committed to eliminating discrimination and 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.

How individual academies specifically work to eliminate discrimination is set out in *Appendix 2*.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the Trust aims to advance equality of opportunity by:

- removing or minimising disadvantages suffered by people which 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 academy societies / clubs).

In fulfilling this aspect of the duty, each academy will:

- publish attainment data each academic year showing how pupils with different characteristics are performing;
- analyse the above data 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 their own pupils.

Any academy specific details as to how they will advance equality of opportunity can be found in *Appendix 2*.

6. Fostering good relations

The Trust 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 the 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 collective worship dealing with relevant issues. Pupils will be encouraged to take a lead in such collective worship and external speakers will also be invited to contribute;
- working with our local communities.

For academy specific details in relation to how they foster good relations – see *Appendix 2*.

7. Equality considerations in decision-making

The Trust and its academies ensure they have due regard to equality considerations whenever significant decisions are made.

For details of how individual academies consider the impact of significant decisions on particular groups – see *Appendix 2*.

8. Equality objectives

Individual academies Equality Objectives are set out in *Appendix 2*.

9. Monitoring arrangements

The headteacher will, in partnership with their AGC, update the equality information the academy publishes, described in sections 4-7 above and *Appendix 2*, at least every year.

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

The academy specific information in this document will be approved by the AGC and the Headteacher.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- SEND

Appendix 1

The Protected Characteristics as set out in [The Equality Act 2010](#) are:

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

Appendix 2

Academy specific information

Name of academy: Cottingham CofE Primary School

Eliminating discrimination in our academy

We work to eliminate discrimination in the following ways:

- 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 or whether it has been challenged, it is recorded in the governance meeting minutes for example.
- New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training at the start of a new academic year.
- The Headteacher at Cottingham CofE is the designated member of staff responsible for monitoring equality issues. Where necessary, they liaise with the Academy Governance Committee (AGC) regarding any issues and make them and senior leaders aware of these as appropriate.

Advancing equality of opportunity

- In our academy, in addition to what is mentioned in section 5, we advance equality of opportunity in the following ways: removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying);
- At Cottingham CofE we actively encourage people who have a particular characteristic to participate fully in any activities. This includes both curricular and extra-curricular opportunity. To do so we would take into account the needs of the adult/pupil and make arrangements that could include the following:
- Resources to enable participation in class. This could be resources to allow a child with dyslexia opportunities to take part and make good progress. If sight/hearing was a potential barrier to learning, resources would be made available or the classroom layout would be altered to allow access by all.
- A reporting system is in place that addresses any complaints made in relation to bullying of any kind whether in school or out of school. Logs of homophobic, racial and online bullying for example are kept and these are monitored by the Academy Governance Committee (AGC). Where a complaint of bullying is made, parents of those children involved are included in the process.

- Termly summative data is analysed and is then used by teaching staff/subject leaders to plan accordingly so that all children have sufficient opportunities to make good progress from their own starting points. In accordance with DfE requirements the necessary data is published via the school website.
- Cottingham CofE is an inclusive school and as such all children will have access to learning. Where learning takes place out of school, support is provided that allows participation by all pupils. Depending on circumstances this support could be a 1:1 adult for example.
- Additional funding received, including Pupil Premium/Sports funding, is used to support children to access the curriculum as well as extra-curricular events. Depending on an individual's needs, the funding could be used to provide resources, transport, clothing etc. The offer of this support is based upon an individual's needs and/or amount of funding received.

Fostering good relations

In our academy, in addition to what is mentioned in section 6, we foster good relations in the following ways:

- As a small, rural, village school we are proud of our relationship with the whole Cottingham community. Our mission of building strong and healthy relationships and caring for ourselves, each other and the environment underpins our vision of serving our local community, which seeks to reflect in our life and work the example and teaching of Jesus Christ as set out in the Gospels. "This is my commandment: Love each other in the same way I have loved you" John 15 verse 12
- Our local community is involved in the school through various channels including invitation to lead worship, attend performances in school/church, lead extra-curricular events such as termly prayer days, and provide sporting opportunities and routes into sport. We always welcome approaches from local residents, business etc. who would like to be involved with our school.
- At Cottingham CofE we also extend our community further afield. This includes supporting a number of good causes as well as sponsoring a child through the compassion UK charity. As a result, we have supported a number of local and national/worldwide charities in supporting others less fortunate than ourselves.
- We encourage and implement initiatives to deal with tensions between different groups of pupils within the academy. For example our Spiritual 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 academy's activities, such as sports clubs. We also work with parents/carers to promote knowledge and

understanding of different cultures. This has included families sharing their festival of Diwali with their peers.

- As a school within an ever expanding multi academy trust, our children, staff and parents have a number of opportunities to meet and work alongside counterparts from within the Diocese of Peterborough. We continue to enjoy strong links with schools within our local cluster for example.

Equality considerations in decision-making

In our academy, the ways in which we consider equalities in decision making, and record those decisions, are as follows:

For example, when an academy trip or activity is being planned, the academy considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls
- Takes into account dietary/allergen needs.

The academy 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 academy trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

Appendix 3

Equality Objectives

Objective 1: *To promote cultural development and understanding through a rich range of experience, both in and beyond the school.*

Why we have chosen this objective:

- *To Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act*

To achieve this objective we plan to:

- *Offer a varied programme of both curricular/extracurricular visits and visits to the school to include places of worship, visits that will enhance learning in a range of subjects.*
- *Plan for a range of visitors to attend our school through assemblies to share different faiths and cultures for example.*
- *Offer all pupils the experiences to understand that they are part of a multi- faith society and learn the values of other religions whilst demonstrating our own school Christian values.*
- *Use our mission statement including ‘Build strong and healthy relationships.’*

Progress we are making towards this objective:

Objective 2: *To ensure that all pupils are given similar opportunities with regards to after-school clubs and activities.*

Why we have chosen this objective:

- *To advance equality of opportunity between people who share protected characteristics and those who do not.*

To achieve this objective we plan to:

- *Increase of attendance to after-school clubs.*
- *To engage all children including those disadvantaged children so that they attend at least one club or extra-curricular activity during the year.*

Progress we are making towards this objective:

Objective 3: *To ensure the school environment is accessible as possible to all pupils, staff and visitors.*

Why we have chosen this objective:

- *Advance the equality of opportunity between people who share protected characteristics and those who do not.*

To achieve this objective we plan to:

- *Ensure that all pupils, staff and visitors are able to access learning and environment.*
- *Make good use of funding streams available (Sports England/Lottery) to provide relevant opportunities and equipment that enhance the school learning environment both inside/outside of school.*
- *Use our mission statement including ‘Care for ourselves, each other and the environment.’*

Progress we are making towards this objective:

Objective 4: *To eradicate prejudice related bullying in relation to the protected characteristics listed in the Equality Act 2010*

Why we have chosen this objective:

- *To eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.*

To achieve this objective we plan to:

- *Create effective system for recording incidences of discriminatory behaviours.*
- *Use systems in place to ensure swift identification of any issues, implement prompt and effective action involving parents where necessary and allow comprehensive recording.*
- *Improve everyone’s understanding of the implications of homophobic and other forms of name calling through the PSHE/SRE curriculum.*

- *Involve parents who will work with the school to eliminate any forms of prejudiced bullying in line with the school behaviour policy.*
- *Use our mission statement including 'Think about the consequences before we act or speak.'*

Progress we are making towards this objective:

Objective 5: *Actively close gaps in attainment and achievement between pupils and all groups of pupils; especially students eligible for free-school meals, students with special educational needs and disabilities and looked after children*

Why we have chosen this objective:

- *To advance equality of opportunity between people who share protected characteristics and those who do not.*

To achieve this objective we plan to:

- *Modify provision, in order to meet all children's needs and interests.*
- *Introduce more specific interventions, to include rapid intervention, for reading, writing and maths.*
- *Improve parental engagement by providing opportunities for parents/carers to attend school and being part of the learning experience.*
- *Provide parents with relevant and up to date attainment/progress reports.*

Progress we are making towards this objective: