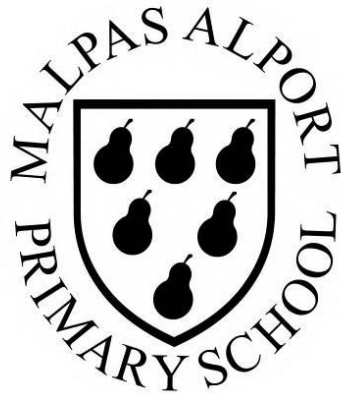


Malpas Alport Endowed Primary School

Equality Policy: Duty and Objectives



Approved by:	Full Governing Body
Date:	Spring 2025
Review Cycle:	Annual
Next Review:	Spring 2026

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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

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 Ruth Martin. They will:

- › Meet with the designated member 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
- › Promote knowledge and understanding of the equality objectives among staff and pupils
- › Meet with the equality link governor twice a year to raise and discuss any issues
- › Identify 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 year.

The Headteacher is the 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 societies)

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

- › Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- › Share 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 dealing with relevant issues. Pupils will be encouraged to take an active role in such assemblies and we will also invite external speakers to contribute
- › 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
- › 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

8. Equality objectives

Objective 1

Ensure there are regular positive role models of all protected characteristics throughout the curriculum and educational materials, that reflect the true diversity of our UK society.

Why we have chosen this objective: The area that school serves is predominantly White/ British and does not represent the society of the UK, therefore we have a duty to represent all protected characteristics in a positive manner.

To achieve this objective we plan to: Complete a curriculum review, review educational materials, and positively reinforce protected characteristics.

Progress we are making towards this objective: Teaching the No Outsiders Curriculum, Delivering Equality objective and learning through weekly assemblies, PSHCE curriculum.

Objective 2

Have in place a reasonable adjustment agreement for all pupils with disabilities by July, to meet their needs better and make sure that any disadvantages they experience are addressed.

Why we have chosen this objective: We have an increasing number of pupils with neurodiversity and we want to ensure they thrive.

To achieve this objective we plan to: Create a person-centered plan for each child

Progress we are making towards this objective: Complete an up-to-date register of disabilities.

Objective 3

Undertake an analysis of recruitment data and trends in regard to race, disability and any gender pay gap by July, and report on this to the pay committee of the governing board.

Why we have chosen this objective: To highlight any issues and ensure we are fulfilling our statutory requirements

To achieve this objective we plan to: monitor trends in recruitment and pay

Progress we are making towards this objective: data collection

9. Monitoring arrangements

The headteacher will update the equality information we publish, described in sections 4 to 7 above, at least every year.

This document will be reviewed by the Governing Board (Achievement and Wellbeing Committee) at least every 3 years.

This document will be approved by The Achievement and Wellbeing Committee.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- SEND Policy
- Relationship and Behaviour Policy
- Supporting Pupils with medical Needs
- Suspensions