



Christleton Primary School

Be the best you can be

Equality Duty and Objectives

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Equality Duty and Objectives		Full Governing Body	
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Signed Headteacher		<i>Mr Mitchell</i>	
Signed Chair of Governors			

Christleton Primary School Equality Duty and Objectives

Public Sector Equality Duty Statement

1. Purpose and commitment

Christleton Primary School is committed to equality, dignity, inclusion and high expectations. The school will identify and remove unlawful discrimination and barriers, make reasonable adjustments, advance equality of opportunity and foster respectful relationships. Equality is integral to leadership, safeguarding, curriculum, behaviour, attendance, SEND, employment, procurement and community engagement.

This policy explains how the school meets the Public Sector Equality Duty and publishes equality information and objectives. It does not replace the need to consider equality properly whenever a decision is made.

2. Legal framework and protected characteristics

Under section 149 of the Equality Act 2010, the school must have due regard to the need to: eliminate discrimination, harassment, victimisation and other prohibited conduct; advance equality of opportunity between people who share a relevant protected characteristic and those who do not; and foster good relations between those groups.

The protected characteristics are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The way each characteristic applies differs between education, employment and other school functions. The school will obtain advice rather than assume every rule is identical.

The policy also has regard to the SEND Code of Practice, Human Rights Act, employment law, public-law fairness and data-protection requirements.

3. What due regard means in practice

Decision-makers will consider equality consciously, with an open mind and at the time a proposal is being developed. They will use sufficient relevant information, consider likely positive and negative effects, identify reasonable alternatives or mitigations and keep the duty under review as arrangements are implemented.

Significant policies, restructures, changes to provision, premises projects, admissions-related practices, behaviour systems, uniform decisions, curriculum changes and budget reductions will include a proportionate written equality analysis. The analysis need not use a particular form, but the record must show the evidence, groups considered, impacts, adjustments and decision.

4. Roles and responsibilities

- The governing board ensures the school complies with the PSED, approves objectives, considers equality in decisions and monitors progress.
- The headteacher provides leadership, ensures staff understand responsibilities, allocates actions and publishes information.
- The equality lead Mr Mitchell coordinates evidence, objectives, training and annual reporting.
- The SENDCO leads on SEND provision and reasonable adjustments in partnership with leaders, staff, pupils and parents.
- All staff challenge discrimination, use inclusive practice, report incidents and make agreed adjustments.

5. Equality in education and school life

5.1 Access, participation and achievement

The school will analyse participation, attainment, progress, attendance, suspension/exclusion, behaviour responses, leadership opportunities, clubs, trips and wider experiences to identify material gaps. The response will focus on barriers and appropriate action rather than assuming a difference automatically proves discrimination.

5.2 Disability and SEND

The duty to make reasonable adjustments is anticipatory. The school will consider physical access, communication, curriculum, assessment, behaviour routines, trips, medical needs, information and auxiliary aids. The Accessibility Plan and SEND Information Report provide further detail. A lack of diagnosis does not prevent appropriate support where needs are evident.

5.3 Curriculum and personal development

The curriculum will be ambitious for all pupils and will present diverse people, families, cultures, faiths and contributions accurately and age appropriately. Teaching will challenge stereotypes and prejudice and develop respectful discussion. No pupil will be withdrawn or excluded from the broad curriculum on discriminatory grounds.

5.4 Behaviour, bullying and safeguarding

Discrimination, prejudice-based bullying, harassment, sexual harassment and victimisation are unacceptable. Incidents will be recorded, supported, investigated and addressed under behaviour and safeguarding procedures. The school will distinguish between intent and impact, educate pupils and take proportionate action. A person who reports discrimination will be protected from victimisation.

5.5 Religion, belief and culture

The school will respect lawful religious and non-religious belief while maintaining its duties to provide education, safeguard pupils and promote equality. Requests relating to uniform, diet, observance or participation will be considered individually and reasonably, with advice where rights may conflict.

6. Equality in employment

Recruitment, pay, appraisal, training, flexible working, maternity, disability, discipline, grievance, redundancy and dismissal will be managed fairly and in line with CW&C HR procedures. Reasonable adjustments will be considered for applicants and employees. Managers will not seek health or personal information beyond what is lawful and necessary.

Because the school has fewer than 150 employees, it is not subject to the specific workforce-information publication requirement that applies to larger public authorities. It will nevertheless use proportionate workforce information to understand equality and meet the general duty, without publishing data that could identify individuals.

7. Engagement and evidence

Evidence may include school data, pupil/parent/staff voice, incident records, accessibility reviews, complaints, local/national information and professional advice. Engagement will be meaningful and accessible, including with people likely to be affected by an objective or decision. The school will not collect protected-characteristic data merely because it is available; purpose, necessity and privacy will be considered.

8. Data protection and publication

Equality information may involve sensitive personal data. The school will publish aggregated or narrative information that demonstrates compliance without exposing individuals, particularly where cohorts are small. Suppression, combining years or qualitative explanation will be used where necessary.

The website will publish: this policy or equivalent equality information; an annual update demonstrating compliance; the current equality objective(s); and progress against them. Accessible formats will be available.

Equality Objectives:

The governing board will publish one or more specific and measurable objectives at least every four years. Objectives will be based on evidence, proportionate to the school and include a baseline, action, owner, milestone, measure of success and end date.

At Christleton Primary School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, irrespective of race, gender, disability, belief, religion or socio-economic background.

In order to further support pupils, raise standards and ensure inclusive teaching, we have set ourselves the following objectives:

Objective One

To monitor and analyse pupil achievement by race, gender and special educational need or disability and act on any trends or patterns in the data that require additional support for pupils.

Objective Two

To raise levels of attainment in core subjects for vulnerable learners. For vulnerable learners to achieve national expectations in Reading, Writing and Maths.

Objective Three

To raise levels of parental and pupil engagement in learning and school life, across all activities including regular attendance to ensure equity and fairness in access and engagement.

To be reviewed annually by the governing body and SLT in the spring term.

Objective One

To be monitored by the assessment lead for data trends.

Objective Two

To be monitored by the SENCo with a focus on the progress of SEN pupils.

To be monitored by the Headteacher and senior leadership team with a focus on vulnerable groups.

Objective Three

To be monitored by the Headteacher for parental engagement and attendance.

10. Complaints and reporting

Pupils, parents and staff are encouraged to report discrimination, harassment or barriers.

Pupil and parent concerns follow the School Complaints Procedure unless safeguarding or another statutory route applies. Staff may use grievance, dignity-at-work or whistleblowing procedures. Immediate safeguarding concerns are reported to the DSL.

11. Monitoring and review

Leaders will review equality information and objective progress at least annually and governors will receive an appropriately anonymised report. This policy is reviewed annually; published objectives are renewed at least every four years and information demonstrating compliance is updated annually.