Hardwick and Cambourne Community Primary School

Equality Information and Objectives Policy

Date Reviewed: Summer 2025
Reviewed by: Governing Body
Next Planned Review: Summer 2027

Safeguarding Statement

At Hardwick and Cambourne Community Primary School we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Hardwick and Cambourne Community Primary School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

1. Aims

Our school 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
- 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 co-headteachers

The co-headteachers will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

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.

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 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 (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 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 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 a lead 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
- 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 promote, educate & raise awareness, tolerance and understanding the ideas of gender equality; religious beliefs and racial equality through our school values as well as implicit and explicit teaching across the curriculum.

Why we have chosen this objective:

Being a unique school: two campuses, two communities, one family we serve two different catchments. While we do have children from diverse backgrounds and cultures attending both schools, our children do not always meet diversity as part of their everyday lives – especially on the Hardwick campus. We want to ensure they develop an understanding of a positive attitude towards people of all faiths and none and to appreciate and value people of different sexes as well as from different races, religions and cultural beliefs.

To achieve this objective we plan to:

- Consider diversity in every aspect of curriculum design at the long term planning stage.
- Ensure every opportunity is taken to promote an understanding of a wide range of cultures and lifestyles across the curriculum e.g through the reading material used an available in school, assemblies, theme days
- Present positive images and develop the delivery of Fundamental British Values across the curriculum to reflect the diversity of the wider society.

We will review progress towards this objective annually and report it to governors

Objective 2

To ensure staff at school develop a broader understanding of the different cultures within our school and wider community

Why we have chosen this objective:

It has been a while since the staff have had equality and diversity training and we feel that a refresher would be welcomed. We are also a school that is committed to the prevention of discrimination, harassment and victimization.

To achieve this objective we plan to:

Staff diversity training

We will review progress towards this objective annually and report it to governors

Objective 3

To eliminate harassment by ensuring there are clear reporting procedures for these behaviours as well as ensuring they are classified, responded to, reported on PRIDE and figures are reported termly to the governing body.

Why we have chosen this objective:

There have been very few recorded incidents of racist or homophobic language being used in our school for a long time but, given our demographic, it is possible that this is a hidden issue, particularly with regard to derogatory language linked to sexuality. We want to assess if this is a problem in our school and ensure that swift action is taken to address any issues that arise as a result.

To achieve this objective we plan to:

Carry out pupil interviews to ask children about behaviour on the playground and what words are used.

Ensure children understand why using derogatory language against any of the protected characteristics does not meet our core school values of inclusion, respect and sense of belonging, or the British Values of tolerance through collective worship, PSHE and RE lessons.

We will review progress towards this objective annually and report it to governors

9. Monitoring arrangements

The co-headteachers will update and report to the governing body the equality information we publish at least every year.

This document will be reviewed by governing body at least every 4 years.

This document has been approved by governing body