




Eton Wick C of E First School

Policy Document

EQUALITY & OBJECTIVES

Category: statutory	Approved by Headteacher: 
To be reviewed by: Headteacher/FGB	<i>Date: September 2025</i>
To be reviewed: every 4 years	Overviewed by FGB:
Next review due by: September 2028	<i>Date: September 2025</i>

*Our ethos as a church of England School is captured in the vision of good seed growing in good soil. We endeavour to provide an environment in which we are all developing, learning and growing.
Rooted in that vision, our policies have been developed.*

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 body 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, and that they are reviewed and updated at least once every four years.
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher



The Governors will:

- Meet with the designated member of staff (Headteacher) at least twice a year during governor monitoring 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
- Report back to the full governing body regarding any issues

The Headteacher 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.

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 (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, also linking with our whole school Religious Education and Cornerstones Curriculum.
- 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

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:

In our commitment to fostering an inclusive educational environment. The following objectives outline our approach to Race Equality, Gender Equality, Disability and Learning Needs Equality, and Religion and Belief Equality from 2025 - 2028

Race Equality

1. To continue to cultivate an appreciation for diverse cultures by incorporating multicultural resources and themes into our curriculum, ensuring that all children recognise and respect racial diversity.
2. To provide training for staff on unconscious bias and cultural competence, enabling educators to effectively understand and address the unique needs of children from various racial backgrounds.
3. To ensure that different groups of children are representing various pupil leader groups to ensure connections of different racial backgrounds, promoting friendship and understanding while fostering an inclusive school community.

Gender Equality

1. To ensure that extra-curricular activities actively encourage both boys and girls to participate, fostering an environment that celebrates diverse talents and interests.
2. To actively promote female and male role models through assemblies and educational visits, thereby encouraging children to begin to challenge traditional gender stereotypes.



3. To implement gender-neutral language and practices within the classroom and school policies, ensuring every child feels valued and included regardless of their gender identity.

Disability and Learning Needs Equality

1. To continue to enhance the accessibility of school facilities and resources, ensuring that all children with disabilities can fully engage in the school environment.
2. To provide tailored support, differentiated instruction and reasonable adjustments for children with diverse learning needs, enabling them to achieve their full potential alongside their peers.
3. To foster a culture of empathy and understanding through awareness days and training sessions focusing on disability awareness for staff and students alike.

Religion and Belief Equality

1. To promote an understanding of various religions and beliefs through an inclusive curriculum that reflects the diversity of our community and encourages open discussions.
2. To ensure that our children have the opportunity to celebrate significant religious and cultural festivals, fostering mutual respect and understanding
3. To create a peaceful and respectful environment where children are encouraged to express their beliefs freely, whilst also being taught the importance of respecting differing perspectives.

9. Monitoring arrangements

The Headteacher will update the equality information we publish at least every year.

This document will be reviewed by the full governing body every 4 years (objectives will be reviewed annually).

10. Links with other policies

This document links to the following policies:

- Accessibility plan

