




<b>Capel-le-Ferne Primary School</b>		
<b>Equality Information and Objectives Policy</b>		
Date agreed by Governors	15.01.2025	
Date of next review	Spring 2026	
Further information about policy	This policy is based on a template on The Key for School Leaders. It will be reviewed annually.	
"Learning today for life tomorrow"  Our Values: Independence, Creativity, Confidence, Respect		

	<b>Name</b>	<b>Contact information</b>
<b>Designated Safeguarding Lead (DSL)</b>	Anthony Richards	<a href="mailto:anthony.richards@capel-le-ferne.kent.sch.uk">anthony.richards@capel-le-ferne.kent.sch.uk</a>
<b>Deputy Designated Safeguarding Lead(s)</b>	Rebecca Twinn Dave Stafford Amy Mercer	<a href="mailto:rebecca.twinn@capel-le-ferne.kent.sch.uk">rebecca.twinn@capel-le-ferne.kent.sch.uk</a>  <a href="mailto:dave.stafford@capel-le-ferne.kent.sch.uk">dave.stafford@capel-le-ferne.kent.sch.uk</a>  <a href="mailto:amy.mercer@capel-le-ferne.kent.sch.uk">amy.mercer@capel-le-ferne.kent.sch.uk</a>
<b>Headteacher</b>	Anthony Richards	<a href="mailto:anthony.richards@capel-le-ferne.kent.sch.uk">anthony.richards@capel-le-ferne.kent.sch.uk</a>



## Contents

1. Aims .....	3
2. Legislation and guidance .....	3
3. Roles and responsibilities .....	3
4. Eliminating discrimination .....	4
5. Advancing equality of opportunity.....	4
6. Fostering good relations .....	4
7. Equality considerations in decision-making.....	5
8. Equality objectives .....	5
9. Monitoring arrangements.....	6
10. Links with other policies.....	<b>Error! Bookmark not defined.</b>

---



## 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. Our Values are: Independence, Creativity, Confidence, Respect.

## 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 2 years
- › Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governor will:

- › Meet with the designated member of staff for equality on a termly basis (3 times per year), 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.

The designated member of staff for equality is Anthony Richards

- › Meet with the equality link governor on a termly basis to raise and discuss any issues (3 times per year).
- › 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 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. Updates are also provided.

The school has a 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:

- › Publish attainment data each academic year showing how pupils with different characteristics are performing
- › Analyse the data referenced above 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)

## 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, 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.
- › 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 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 (Set spring 2025)

### Objective 1

Undertake an analysis of recruitment data and trends in regard to race, disability and any gender pay gap by September 2025, and report on this to the pay committee of the governing board in autumn 2025.

Actions:

- Review all recruitment information including applications and shortlisting information and look at trends in race, age, disability and gender.
- On-going review of pay within gender ensuring there is no difference that is solely based on gender.
- Make recommendations and implement these to the recruitment process to ensure that recruitment is not impacted by unconscious or conscious bias.

Evidence of Impact:

- Analysis completed of recruitment information from September 2023 to present with clarity given on school based data on recruitment.
- Analysis completed of pay with focus on gender and reporting on any discrepancies.
- Report back to FGB any changes made to recruitment process that supports equality of opportunity.

### Objective 2

Increase engagement, enjoyment and attainment of girls in STEM subjects in comparison to boys.

Actions

- Complete pupil voice surveys to properly understand barriers to enjoyment and attainment in STEM subjects for some girls.
- Consider and implement different strategies to support increase in engagement and attainment of girls in STEM subjects.
- Ensure analysis within pupil progress sessions focuses on maths attainment of girls.

Evidence of Impact:

- Articulation of different strategies school has implemented in order to support girls within STEM subjects. This is in correlation to survey results.



- Higher proportion of girls attaining the expected standard in maths since previous year and a closing of the gap between girls and boys.

### **Objective 3**

Ensure that families where English is an additional language receive and understand communication from the school to support their child's education.

#### Actions

- Review the different languages that are represented across the school
- Create resources in home language to engage families – consult with these families about further support they would like.
- Diversify the resources, including texts we have available for some of these children

#### Evidence of Impact

- Feedback from families as well as greater understanding and engagement in school events.
- Broader and tighter understanding of school context.

## **9. Monitoring arrangements**

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

This document will be reviewed by governors annually. Objectives will be updated at least every 2 years.

This document will be approved by governors on an annual basis.