



*Curiosity, Courage, Compassion*

*'A community learning together in God's love'*

Thundridge and Tonwell St Mary's  
Church Schools' Federation

# **Equality Objectives**

## (Tonwell St Mary's)

**Date agreed: September 2020**

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## 1. Aims, Vision and Values

Our vision and values set out that we aim to help each person to:

Be interested to develop a love and independence for learning and be ready to try new things.

Be brave enough to make mistakes, have a go at challenges and try again.

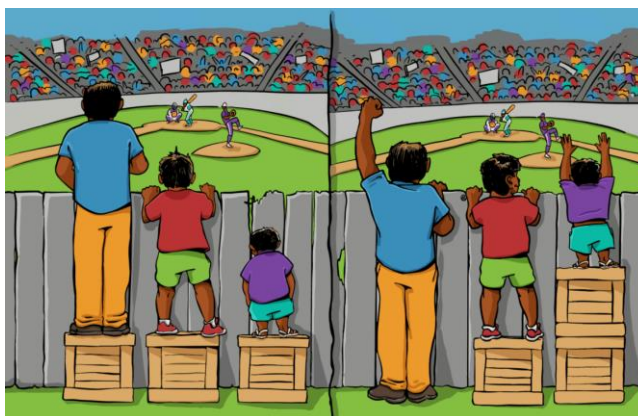
Be kind showing respect and care to all.

As part of a community learning together in God’s love promoting our core values of ‘Curiosity, Courage, Compassion’. Our federation is a community where each person is known and valued. We are ambitious for all to develop our three Cs, as well as Christian and British values.

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

In addition to this, our school has awareness that there are people who may be disadvantaged but do not have a protected characteristic. This policy also applies to them. Our school aims to provide a good quality of education for all, to remove barriers and give necessary support. Our school uses the following image to illustrate this:



## 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 which sets out the following characteristics are protected characteristics:
  - age;
  - disability;
  - gender reassignment;
  - marriage and civil partnership;
  - pregnancy and maternity;
  - race;
  - religion or belief;
  - sex;
  - sexual orientation.
- [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, 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 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.

New staff receive information on the Equality Act as part of their induction, and all staff receive refresher training annually.

## 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. giving all children the opportunity to represent the school at sporting events, carrying our risk assessments to ensure all pupils can fully participate in school trips and visits).

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

- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of 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, 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 worship times 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 organising school trips and activities based around the local community and an annual school visit to a different place of worship
- 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 is accessible to pupils with disabilities.

## 8. Equality objectives

***Objective 1: To ensure all staff and governors are trained in equality issues so that they can all give at least three examples of how the school promotes equality***

Why we have chosen this objective: Only a very small minority of staff and governors have had any formal training linked to equality.

To achieve this objective we plan to:

- Have a governor attend training in equality and disseminate training to other governors and staff
- Include equality objectives in staff meetings and as part of safeguarding annual updates
- Headteacher's termly report to governors to include progress towards equality objectives and examples of how the school is promoting equality

Review Notes:

Achievements to Date	Next Steps
<ul style="list-style-type: none"> <li>- HT and equalities named governor attended training (Train the Trainer: Equality and Diversity delivered by equality and diversity.co.uk and Race Inequality In Education: Acknowledging The Problem And Strategies For Auditing delivered by Herts for Learning)</li> <li>- HT and equalities governor disseminated training to all staff and governors</li> <li>- Equalities objectives have been shared with all staff and governors.</li> <li>- Further training for HT (Designing a 21st Century Curriculum: Educating for Equality delivered by NAHT and training from Toks Olusamokun, HfL Race Equality Adviser (from September 2021))</li> <li>- Training for new EY teacher</li> </ul>	<ul style="list-style-type: none"> <li>- Increase information in HT report</li> <li>- Further training for all staff to keep up-to-date and increase awareness, including anti-racism training.</li> </ul>

**Objective 2: To ensure there are a range of resources and displays in school representing the diversity of our school, wider community and the world (including disability, race, sexual orientation) so that every classroom has at least three examples available**

Why we have chosen this objective: Our school context we have a large proportion of white British backgrounds (95% children/100% staff). There is a range of diversity in family set ups and a growing proportion of children with SEND. We want our children to have knowledge and understanding beyond their own direct experience.

To achieve this objective we plan to:

- Audit resources (e.g. small world, dolls, fiction and non-fiction books, display materials)
- Budget for and purchase resources
- Review our teaching and learning policy to clearly set out expectations for staff to use and promote resources representing diversity

Review Notes:

Achievements to Date	Next Steps
<ul style="list-style-type: none"> <li>- Variety of resources purchased, including: books for topics diversity pack for KS1 and KS2, TTS diversity books, Early Years Resources different cultures book pack, Hope Education diversity picture books, Big Cat diversity books, small world and diversity dolls for EYFS classroom</li> <li>- In house display and school website represent diversity, including race, gender and disability.</li> </ul>	<ul style="list-style-type: none"> <li>- Further invest in resources and always consider diversity representation when purchasing new resources</li> </ul>

**Objective 3: To ensure there are opportunities across the curriculum for children to develop their knowledge and understanding of diversity in our school, wider community and the world so that subject leaders are able to show at least one example of how the curriculum supports this**

Why we have chosen this objective:

To achieve this objective we plan to:

- Plan training for subject leaders in equality
- Designate specific time for subject leaders to review the curriculum for their areas of responsibility, update plans and be able to articulate and show examples of how the curriculum supports children's knowledge and understanding of diversity
- SLT and governors to meet with subject leaders to monitor the curriculum

Review Notes:

Achievements to Date	Next Steps
<ul style="list-style-type: none"><li>- All curriculum intent statements include diversity</li><li>- History, music, English and PE curriculum fully reviewed to clearly show diversity</li><li>- All subjects reviewed e.g. diverse musicians of the half term, diversity in books taught in English, diverse range of people studied in history, athletes for Growth Mindset sports day carefully chosen for representation (e.g. Montell Douglas and Louise Hunt)</li></ul>	<ul style="list-style-type: none"><li>- Governors to invite subject leaders to present at full GB meetings and include discussion of diversity in the subject.</li></ul>

## 9. Monitoring arrangements

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

This document will be reviewed by the Governing Body at least every 4 years.

## 10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Behaviour policy