Kirtlington
C.E. School

Equality policy and plan

‘We love our neighbour just as Jesus Christ loves us’

Reviewed and approved by: FGB

Policy Reviewed: January 2025

Future Review: January 2029

Objectives Reviewed February 2026

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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 vision statement:

'We love our neighbour just as Jesus Christ loves us'

And our values:

- **Love -** includes friendship and the love of learning and of people. It links with kindness, teamwork and how we treat each other and relate to one another, including forgiveness and reconciliation.
- **Respect -** includes treating people fairly, with dignity and equality, ensuring our relationships with all people are respectful. It includes learning to assess honestly and to understand feelings and behaviours as well as learning to say sorry, to be forgiven and to learn from mistakes.
- **Perseverance** - includes resilience, determination, self-belief, and learning to cope with difficult situations and grow through them. It connects with supporting good mental health as we learn from our mistakes.
- **Hope -** includes aspiration and aiming high, as well as trying to be the best person we can be. It includes hope for our future, hope for others, and hope for the world, believing that we can make a change.
- **Service -** includes becoming good citizens who care about others and will do things without reward because it is the right thing to do. It includes thinking about others rather than always about ourselves and helps mental health both for those being helped and those helping.

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 headteacher

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

At Kirtlington CE Primary School the headteacher is the designated member of staff for monitoring equality issues.

All school staff will:

- Have regard to this document and to work to achieve the objectives as set out in section 8.
- Ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Plan.
- Strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images.
- Challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the headteacher.

Teachers will support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

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 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:

- Analysing attainment data and pupil achievement by race, gender and disability and addressing any trends or patterns in the data that may require additional action to narrow the gap
- 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) and ensuring all pupils are given the opportunity to make a positive contribution to the life of the school
- Ensuring pupils with disabilities can access all parts of the school curriculum including visits and residentials, and can participate fully in extra-curricular activities
- Providing additional support for disabled parents/carers and staff to help them to play a full part in the life of the school (e.g. providing a sign interpreter for a deaf parent; ensuring that meetings are held in the most accessible parts of the school to support wheelchair users).

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

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

8. Equality objectives

Objective 1: To continue to promote understanding and respect for diversity		
Why we have chosen this objective	**To achieve this objective we plan to**	**Progress we are making towards this objective**
To help foster good relationships across all characteristics between people who share a protected characteristic and people who do not share it by having the need and regard to tackle prejudice and promote understanding. To broaden the experiences and understanding of many pupils in our locality who have limited experience of diverse communities	Ensure school policies and procedures promote equality of opportunity. Ensure all staff are aware of our responsibility with regards to the equality act. Ensure our school curriculum promotes tolerance of all groups. Continue with our spiral curriculum teaching of other religions in RE. Facilitate the introduction to, and understanding of, other religions and cultures. Ensure representation of minority groups through our curricular resources, literature, and displays. Invite a broad range of speakers and role models to assemblies. Continue the implementation of our new RSE / PSHE curriculum across the school. Look at appropriate world issues through assemblies, topics and PSHE	**2025-2026** Over the past year, the school has strengthened its commitment to equality and inclusion by embedding a curriculum that promotes respect for all groups. The RE spiral curriculum and wider teaching have continued to deepen pupils' understanding of different religions and cultures, supported by increasingly diverse books, resources and displays. Assemblies, PSHE, RSE, and topic work explore world issues and global perspectives, ensuring pupils develop tolerance, empathy, and a broad, inclusive worldview. Work within PSHE lessons, assemblies and across the school builds empathy and respect for differences. **2026-2027** **2027-2028** **2028-2029**

Objective 2: To remove the barriers to learning for pupils with SEND and ensure that their progress is in line with other children

Why we have chosen this objective	To achieve this objective we plan to	Progress we are making towards this objective
To advance equality of opportunity between people who share a protected characteristic and those who do not. To ensure all staff are confident with the identification of SEND need and how to provide support with quality first teaching, complete the assess, plan, do review process to meet needs of pupils and acquire evidence to support possible referrals. To ensure all children receive quality teaching that meets their individual needs.	Careful tracking of attainment and progress for pupils with SEND. Target appropriate interventions for those pupils. Create individual Pupil Profiles and involve parents in their implementation. Vulnerable groups identified at termly Pupil Progress meetings and a support plan in place for these children. Provide SENCO support and training for staff. Ensure reasonable adjustments are in place for children with SEND. Where appropriate, work with outside agencies to achieve the best progress for our children.	**2025-2026** Provision for pupils with SEND has been strengthen in a variety of measures. Individual Pupil Profiles templates have been updated to make them more user-friendly and easy to use. These are written with meaningful parental involvement, ensuring that support strategies are consistent and personalised. Vulnerable pupils are identified termly through Pupil Progress meetings, with clear support plans established for each child. Staff have benefited from increased guidance and training, helping them to implement effective reasonable adjustments in classrooms and cater for individual children's needs in an effective, targeted manner. School works frequently and collaboratively with external agencies, ensuring pupils receive specialist input to help maximise their progress and overall wellbeing. **2026-2027** **2027-2028** **2028-2029**

Objective 3: To eliminate gender stereotyping within the school.		
Why we have chosen this objective	**To achieve this objective we plan to**	**Progress we are making towards this objective**

To advance equality of opportunity between genders. To eradicate gender-related bullying. To promote equal access to activities e.g. sports. To encourage pupils to explore all future career options.	Ensure the whole-school culture is non-discriminatory. Provide training for staff to ensure there is no subconscious bias in the classroom. Ensure all staff challenge stereotypical viewpoints, comments and behaviours. Promote non-typical gender experiences for all pupils. Ensure equal access to resources, experiences and non-curricular activities to all. Provide role-models through assemblies, literature and examples in class.	**2025-2026** The non-discriminatory culture has been strengthened by regularly reinforcing expectations around challenging stereotypes and discriminatory behaviour. Curriculum materials, assemblies, and classroom examples are consciously chosen to include diverse role models and promote non-typical gender experiences, helping pupils broaden their understanding of what is possible for them. The school has also ensured that all pupils have equal access to resources, experiences, and extracurricular opportunities, further embedding an inclusive and equitable ethos across the whole setting. **2026-2027** **2027-2028** **2028-2029**

9. Monitoring arrangements

The governing body and headteacher will update the equality information we publish at least every year.

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

This document will be approved by the governing body.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- SEND policy
- Antibullying policy