



# TOWNSEND

CHURCH OF ENGLAND SCHOOL

## Equality information and objectives policy

<b>Last reviewed</b>	<b>March 2025</b>	<b>Next review</b>	<b>January 2029</b>
<b>Review period</b>	<b>Every 4 years</b>	<b>Headteacher Signature: Anthony Flack</b>	<i>Anthony flack</i>

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## 1. Introduction

At Townsend, our vision of 'Achievement For All, Respect For All' is underpinned by the concept of 'Love your neighbour' from the story of the Good Samaritan, Luke 10:25-37. We value everyone, and show love and respect for ourselves and others, setting high standards and supporting each other so that we can all flourish. The concept of 'love your neighbour' is taught in three strands:

1. Love your neighbour – treat others as you would wish to be treated yourself
2. Love yourself – self-care is important, look after yourself physically, mentally and spiritually
3. Love the journey – whether academic or personal, Townsend supports everyone's journeys to enable you to flourish individually and collectively

A whole school, child-centred approach is fundamental to all aspects of everyday life at Townsend Church of England School. In practice this means keeping the child at the centre of decision making in our partnership working with children and their families. As stated in Children Acts 1989 and 2004, the welfare of children is paramount and that they are best looked after within their families, with their parents playing a full part in their lives, unless compulsory intervention in family life is necessary.

We hope that parents and carers appreciate our statutory duty to offer early help support and, depending on the gravity of the situation, protect children in need and who have suffered or otherwise likely to suffer significant harm. The core objective of early help support is to prevent any child from being harmed or placed at risk of harm and therefore halt any escalation where possible.

At Townsend Church of England School, we strive to create a culture, which enables children to express their wishes, feelings, and talk about anything that is of importance to them. We believe that every child deserves to receive an education within an environment that feels safe to learn and develop. We want our pupils, staff, parents, and carers to have confidence and trust in our goals and know that collaborative working is fundamental to create and maintain a child-centred approach to safeguarding.

This policy outlines the commitment to our legal duties to safeguard children, the responsibilities for all of our staff and the specific roles and responsibilities for our key Designated Safeguarding Leads and Governance.

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination, harassment, victimisation 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 a relevant protected characteristic
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it. The protected characteristics are:
  - Age
  - Disability
  - Gender reassignment
  - Marriage or civil partnership
  - Pregnancy and maternity
  - Race
  - Religion or belief
  - Sex
  - Sexual orientation

## 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](#), the [technical guidance for schools from the Equality and Human Rights Commission](#) and [guidance from the Government Equalities Office on meeting the specific duties that support the Public Sector Equality Duty](#).

This document also complies with our funding agreement and articles of association.

## 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/carers;
- 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;
- have “due regard” when making a decision or taking an action to whether it may have particular implications for people with particular protected characteristics.

The designated member of staff for equality will:

- support the Headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils;
- support the Headteacher in identifying any staff training needs, and deliver training as necessary.

School staff will:

- ensure that they are up to date and aware of the contents of the school’s policy towards all types of discrimination;
- follow and support the school Respect for All code;
- challenge inappropriate language and behaviour;
- tackle bias and stereotyping;
- work to promote anti-bullying strategies as outlined in the school’s Behaviour for Learning, and Well-Being and Anti-Bullying Policies;
- show a commitment to undertake development and training within this area as necessary;

- engage with the school in eliminating any discrimination and act as a good example to students and parents/carers;
- promote a positive working environment;
- report to their line managers immediately on any incidents relating to discrimination or victimisation, either by staff, pupils, or any other member of the school community, so that these incidents can be reviewed, and action taken where necessary.

Students at the school will:

- engage with the school in eliminating any discrimination;
- follow and support the school Respect for All code;
- promote a positive environment and a positive attitude towards equality;
- report as appropriate to school staff any incidents of inappropriate language or behaviour, discrimination or victimisation that they know to have occurred;
- support the school's anti-bullying strategies;
- set a good example regarding behaviour and social awareness to other students.

Parents, carers, and visitors will:

- familiarise themselves with the school's equality policy and to support the scheme as appropriate;
- work with the school to resolve any incident relating to discrimination or victimisation that their child is involved in;
- respect and follow our equality policy and Respect for All code when visiting the school.

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.

The school has a designated member of staff for monitoring equality issues. They 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;

- 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 activities).

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);
- publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils.

We will make sure that with any data we publish to show how we meet our equality duties, individual staff or pupils will not be identifiable. This means we may not publish some data if it relates to a very small number of staff or pupils to preserve their confidentiality.

## **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;
- making pupils aware of our behaviour and anti-bullying policies;
- 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 ambassadors have 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. We consider equality implications before and at the time that we develop policy, make decisions, and continue to review these on a continuing basis.

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

As a school, we are required to publish equality information every year.

We must report on at least 1 equality objective once every 4 years – we've chosen July 2026 to be our deadline for this.

Actions	Timescale	Led by	Success criteria
Plan a deliver an annual cultural diversity event and make greater focus throughout the year to other key national events, such as: Pride, non-Christian religious days, neurodiversity day, etc	Annually – Spring Term	EDI Lead and student leadership team	Even will take place on an annual basis, reviewed regularly and inclusive of all students.
Monitor examination results and in house data, to ensure no groups significantly underachieve. Particular focus led by 'In Year' data analysis	Annually – Autumn Term	DHT Assessment & Progress	No one group underachieves Pupil Premium resources are used to enhance pupil premium attainment.
Review current staff wellbeing initiatives and continue to promote and develop our offer	Annually – Summer Term	SLT	Regular group meetings – representatives from all areas of staff community Range of opportunities made available to support staff wellbeing. Wellbeing Survey completed twice a year
Plan school calendar and events to ensure no minority faith group is discriminated from participating in events such as Parent consultation evenings	Annually – Spring Term	AHT	No significant clashes No parental complaints

## 9. Monitoring arrangements

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

School-specific equality objectives will be reviewed by the Headteacher at least every 4 years.

This document will be reviewed by the Headteacher annually, to ensure continued compliance with the PSED.

This document will be approved by the Headteacher.

## 10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- SEN information report
- SEND policy