



Equality Information and Objectives

This is a Trust Statement - information and objectives specific to individual academies and their procedures are added by the academy in *Appendix 2 and Appendix 3*. (For a copy of the academy specific information and objectives – see the individual academy website).

Date	Revision & Amendment Details	By Whom
September 2019	Approved	Executive
September 2023	Review and updated	Executive

Review / Updates

Education Committee

- Update equality information (described in sections 4 – 7) annually
- Review the whole document every four years

Academies

- Update academy specific equality information (described in Appendix 2) annually
- Review and update objectives every four years

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1. Aims

Peterborough Diocese Education Trust (the Trust) 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 (for details of protected characteristics - see [Appendix 1](#))
- 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 / academies 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 the [Department for Education \(DfE\) advice for schools on the Equality Act](#), 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 the Trust's funding agreement and articles of association.

3. Roles and responsibilities

3.1 The Board of Directors will:

- Ensure that the equality information as set out in this statement is published and communicated throughout the Trust, including to governors, 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 four years
- Delegate responsibility for monitoring the achievement of the objectives in each academy on a daily basis to the headteacher / head of school and delegate responsibility for monitoring progress of the objectives to the Academy Governance Committee (AGC).

3.2 The Academy Governance Committee (AGC) will:

- Meet regularly with the Headteacher / Head of School or designated member of staff for equality and other relevant staff members to discuss any issues and how these are being addressed
- Ensure they are familiar with all relevant legislation and the contents of this document
- Monitor progress of the academy's Equality Objectives as set out in [Appendix 3](#)
- Attend appropriate equality and diversity training
- Report back to the Board of Directors through the Central Executive Team regarding any issues.

3.3 The headteacher / head of school will:

- Monitor the achievement of the objectives on a daily basis
- Promote knowledge and understanding of the equality objectives among staff and pupils
- monitor success in achieving the objectives and report back to governors.

If an academy has a designated member of staff for equality, they will:

- Support the Headteacher / Head of School in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the governors on a regular basis to raise and discuss any issues
- Support the Headteacher / Head of School in identifying any staff training needs, and deliver training as necessary.

3.3 All staff

All academy staff are expected to have regard to this document and to work to achieve the objectives referred to in section 8 and set out in [Appendix 3](#).

4. Eliminating Discrimination

The Trust is committed to eliminating discrimination and is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, Trust policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Directors, governors and all staff 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.

How individual academies specifically work to eliminate discrimination is set out in [Appendix 2](#).

5. Advancing Equality of Opportunity

As set out in the DfE guidance on the Equality Act, the Trust aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected by a particular characteristic they have (e.g. pupils / staff 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.

Academy specific details as to how they will advance equality of opportunity can be found in [Appendix 2](#).

6. Fostering Good Relations

The Trust aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance and friendship and understanding of a range of religions and cultures through different aspects of the 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
- Working with communities.

For academy specific details in relation to how they foster good relations – [see Appendix 2](#).

7. Equality Considerations in Decision-Making

The Trust and its academies ensure they have due regard to equality considerations whenever significant decisions are made.

For details of how individual academies consider the impact of significant decisions on particular groups – [see Appendix 2](#).

8. Equality Objectives

The Trust expects each academy to set their own objectives depending on their circumstances and context, whilst keeping in-line with the Trust’s overall approach to equality set out in this Policy.

Individual academies Equality Objectives are set out in [Appendix 3](#).

9. Monitoring Arrangements

The Board of Directors, acting through the Education Committee, will update the equality information it publishes, described in sections 4 to 7 above, at least every year and this whole document will be reviewed by them at least every 4 years.

The Headteacher / Head of School will, in partnership with their AGC:

- Update the equality information the academy publishes, described in [Appendix 2](#), at least every year; and
- Review and agree the academy-specific equality objectives in [Appendix 3](#) every four years.

10. Links with Other Policies

This document links to the following policies:

- Accessibility plan
- SEND.

Appendix 1

The Protected Characteristics as set out in [The Equality Act 2010](#) are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation.

Appendix 2

Equality Information - Academy Specific

Name of academy: **Cottingham CofE Primary**

Eliminating Discrimination in Our Academy

We work to eliminate discrimination in the following ways:

- Staff and governors are regularly reminded of their responsibilities under the Equality Act
- New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training annually.
- ‘My Concern’ safeguarding portal used by all staff to record any incidents of discrimination.

Advancing Equality of Opportunity

As set out in the DfE guidance on the Equality Act, we aim to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected by 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 academy clubs).

Fostering Good Relations

We aim 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 the 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 collective worship dealing with relevant issues. Pupils will be encouraged to take a lead in such collective worship and external speakers will also be invited to contribute
- Our local community is involved in the school through various channels including invitation to lead worship, attend performances in school/church, lead extra-curricular events such as termly prayer days, and provide sporting opportunities and routes into sport.
- We always welcome approaches from local residents, business etc. who would like to be involved with our school. All pupils are encouraged to participate in the academy’s activities, such as sports clubs. We also work with parents / carers to promote knowledge and understanding of different cultures.

- Developing links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach – *this can include curriculum visits from different faith groups.*
- As a small, rural, village school we are proud of our relationship with the whole Cottingham community. Our mission of building strong and healthy relationships and caring for ourselves, each other and the environment underpins our vision of serving our local community, which seeks to reflect in our life and work the example and teaching of Jesus Christ as set out in the Gospels. "This is my commandment: Love each other in the same way I have loved you" John 15 verse 12
- At Cottingham CofE we also extend our community further afield. This includes supporting a number of good causes as well as sponsoring a child through the compassion UK charity. As a result, we have supported a number of local and national/worldwide charities in supporting others less fortunate than ourselves.
- We encourage and implement initiatives to deal with tensions between different groups of pupils within the academy. For example our Spiritual 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 academy's activities, such as sports clubs. We also work with parents/carers to promote knowledge and understanding of different cultures. This has included families sharing their festival of Diwali with their peers.
- As a school within an ever expanding multi academy trust, our children, staff and parents have a number of opportunities to meet and work alongside counterparts from within the Diocese of Peterborough. We continue to enjoy strong links with schools within our local cluster for example.

Equality Considerations in Decision-Making

We will always consider the impact of significant decisions on particular groups. For example, when an academy trip or activity is being planned, the academy considers whether the trip:

- *Cuts across any religious holidays*
- *Is accessible to pupils with disabilities*
- *Has equivalent facilities for all pupils regardless of gender}.*
- *Takes into account dietary/allergen needs.*

The academy 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 academy trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

Reviewed by the Headteacher (Oct 2023)

Appendix 3

Cottingham CofE Equality Objectives

Objective 1: To promote cultural development and understanding through a rich range of experience, both in and beyond the school.

Why have we chosen this objective:

To Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act

To achieve this we plan to:

- Offer a varied programme of both curricular/extracurricular visits and visits to the school to include places of worship, visits that will enhance learning in a range of subjects.
- Plan for a range of visitors to attend our school through assemblies to share different faiths and cultures for example.
- Offer all pupils the experiences to understand that they are part of a multi- faith society and learn the values of other religions whilst demonstrating our own school Christian values.
- Use our mission statement including 'Build strong and healthy relationships.'

Progress we are making towards achieving this objective:

- Children regularly attend PDET 'Worship' experience along with other Academies.
- Visit to local mosque or arrange visits from different world faiths.
- RE curriculum ensures children learn about different faiths through music/arts etc.
- Cultural experiences, for example, Indian drumming sessions planned for pupils.
- Pupils/parents in school deliver session regarding their faith (Share Diwali experiences etc)
- Values days used to promote 'building strong and healthy relationships,' within the community and further afield.
- Charity work including sponsoring a child as well as other local charities supported.
- Magnificent Minds and Helping Hands group offers children pupil voice.

Objective 2: To ensure that all pupils are given similar opportunities with regards to after-school clubs and activities.

Why have we chosen this objective:

To advance equality of opportunity between people who share protected characteristics and those who do not.

To achieve this we plan to:

- Increase attendance of different groups to after-school clubs.

- To engage all children including those disadvantaged children so that they attend at least one club or extra-curricular activity during the year.
- Plan for sports funding to signpost groups of children or individuals to attend at least one club or extra-curricular activity during the year.

Progress we are making towards achieving this objective:

- Sports funding used to offer ALL children access to extra-curricular sporting clubs.
- Plans to use sports funding to invite certain groups to attend extra-curricular sporting clubs including groups based on gender, least active, gifted & talented, lower than expected attendance etc.
- All children in receipt of PP are regularly provided with vouchers to allow funded/subsidised places at after school and holiday provision.
- Vulnerable children receive funded places at Corby Tennis centre during holidays.

Objective 3: To ensure the school environment is accessible as possible to all pupils, staff and visitors.

Why have we chosen this objective:

Advance the equality of opportunity between people who share protected characteristics and those who do not.

To achieve this we plan to:

- Ensure that all pupils, staff and visitors are able to access learning and environment.
- Make good use of funding streams available (Sports England/Lottery) to provide relevant opportunities and equipment that enhance the school learning environment both inside/outside of school.
- *Use our mission statement including 'Care for ourselves, each other and the environment.'*

Progress we are making towards achieving this objective:

- Curriculum and learning are inclusive and accessible to all children/staff.
- School building and classrooms are accessible to all children/adults.
- Sport funding (Carry forward because of Covid-19) used to provide KS1/EYFS children further active outdoor resources.
- Sports funding/charity fundraising used to enhance school playground with equipment used for active breaks/lunchtimes.
- Much improvement to the inside school environment including carpeted classrooms and hall floor. This adds to the children/staff comfort. Children/adults in return care for their environment.
- Refurbished accessible toilet.
- Pathways around and within the school fencing improved to allow safer access for all.

Reviewed by the Headteacher (Oct 2023)