
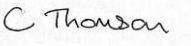




# Culgaith CE School EQUALITY POLICY, OBJECTIVES & ACTION PLAN 2025 – 2029

Approved by:			
<b>Name:</b>	Lynn Dobinson	Claire Thomson	
<b>Position:</b>	Head teacher	Chair of Governors	
<b>Signed:</b>			
<b>Date:</b>	March 2025	<b>Version No:</b>	6
<b>Proposed review date<sup>2</sup>:</b>	March 2029		

## REVIEW SHEET

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any).

Version Number	Version Description	Date of Revision
1	Original	June 2012
2	Reformatted only	June 2017
3	Updated with information on what must be published on the school website and timescales for publication	September 2017
4	Updated and edited for Culgaith CE School	September 2019
5	Updated and reviewed by new Headteacher	October 2022
6	Minor updates to include information on sexual and other forms of harassment and minor formatting	January 2025

## CONTENTS

1.	1	
2.	1	
3.	2	
4.	2	
5.	4	
	Behaviour, exclusions and attendance	4
	Addressing prejudice and discriminatory-based bullying	4
6.	4	
7.	5	
8.	5	
9.	5	
	Governing Body	6
	Head teacher and Leadership team	6
	Teaching and support staff	6
	Pupils	6
	Visitors	6
10.	7	
11.	7	
12.	7	
13.	7	

### [Referenced statutory and non-statutory guidance](#)

[PSED checklist for school staff and governors.](#)

[PSED guidelines for writing equality objectives.](#)

[PSED template for publication of the school equality objectives.](#)

[PSED equality objectives action plan.](#)

[PSED statement for the staff handbook.](#)

[PSED statement for school website.](#)

[Equality Impact Assessments Guidance](#)

## 1. Introduction

Our school is inclusive; we focus on the well-being and progress of every child and we are committed to ensuring all members of our community are equally valued.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement.

We recognise that these duties reflect international human rights standards as expressed in the [UN Convention on the Rights of the Child](#), the [UN Convention on the Rights of People with Disabilities](#), and the [Human Rights Act 1998](#).

**Our approach to equality is based on 7 key principles:**

1. **All learners are of equal value.** Whether or not they are disabled, whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.
2. **We recognise, respect and value difference and understand that diversity is a strength.** We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.
3. **We foster positive attitudes and relationships.** We actively promote positive attitudes and mutual respect between groups and communities different from each other.
4. **We foster a shared sense of cohesion and belonging.** We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.
5. **We observe good equality practices for our staff.** We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development.
6. **We have the highest expectations of all our children.** We expect that all pupils can make good progress and achieve to their highest potential.
7. **We work to raise standards for all pupils, but especially for the most vulnerable.** We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

## 2. Purpose of the Policy

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate against pupils, staff or the wider school community or treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity.

Age and marriage and civil partnership are also “protected characteristics” and although are not part of the school provisions related to pupils, would apply to staff and the wider school community.

The Act requires all public organisations, including schools, to comply with the Public Sector Equality Duty (PSED) and two specific duties:

**The Public Sector Equality Duty or “general duty”.** This requires all public organisations, including schools, to:

- eliminate unlawful discrimination, harassment and victimisation;
- advance equality of opportunity between different groups;
- foster good relations between different groups.

**Two “specific duties”.** This requires all public organisations, including schools, to:

1. publish information (the Policy) to show compliance with the Equality Duty;
2. publish equality objectives at least every 4 years which are specific and measurable.

This Policy describes how our school, which has very limited resources, is meeting these statutory duties and working hard to ensure that equality is at the core of all that we do. This document is supported by our Equality Objectives Action Plan which demonstrates how we intend to ensure that principles of equality are embedded into our school and community life.

We utilise a PSED checklist for school staff and governors to help assess the school's compliance with our PSED duties. Further information on how the Equality Act applies to schools can be found in the Department for Education (DfE) document [Equality Act 2010: advice for schools](#).

### 3. Links to other policies and documentation

Although this Policy is the key document for information about our approach to equality in line with the Public Sector Equality Duty, evidence of our commitment to our responsibilities under the Equality Act can also be found in our: *(delete or add other information as appropriate)*

- Accessibility Plan
- Admissions procedures
- Behaviour Policy
- Equality impact assessment procedures
- Equality training materials
- Governing body minutes
- Parent and pupil surveys
- Child Protection Policy and procedures
- Code of conduct for staff and other adults
- School performance data
- School prospectus (where available)
- School website and newsletters
- Self-evaluation reviews
- SEND Policy
- School development plans

As a school we also collect the following information, broken down by race, religion or belief, sex, disability and, where relevant, sexual orientation, gender reassignment, pregnancy and maternity, marriage and civil partnership, and age: *(delete or add other information as appropriate)*

- School admissions
- Pupil attainment and progress
- Prejudice-related incidents
- Sanctions (including suspension and exclusion)
- Staff recruitment and selection
- Promotions
- Professional development opportunities

The Equality Act also applies to schools in their role as employers, and the ways in which we comply with this are found in our Recruitment and Selection procedures.

### 4. Our school profile

Culgaith C of E Primary School is a very happy, caring, friendly and welcoming school for children between the ages of 3 and 11 where exciting things happen and people grow, play and learn together. We are situated to the East of Penrith, just off the M6 motorway and the A66. We serve the village of Culgaith and surrounding areas.

The well-being of all members of Culgaith C of E School community is very important to us. We believe that we must nurture the whole child and feel strongly that creativity and fun play a major part in the learning process.

We have high expectations in terms of being ready to learn and of behaviour. We encourage a high level of independence, mutual respect and support. The children play an active part in decision making within our school through the School Council and whole School Council led assemblies.

In November 2023 we were inspected by Ofsted who affirmed that we are a good school with many outstanding features.

We are very fortunate in having spacious accommodation including a wonderful variety of outdoor spaces. Our wildlife area, playground and separate fenced areas for the younger children provide opportunities for a range of work and play activities.

Our school is predominantly white-British with no EAL children.

We currently have three classes in our school. However, we believe that it is important that the children know all members of staff well. We also know that teaching our own strengths across the school has a very positive impact on learning. In order that this can happen, we plan our timetable so that each teacher has some sessions with each class at some point in the school year. We have a team of skilled teaching assistants and administrative staff who work in school in a variety of roles. Our School Council has representatives from each year group from Reception to Year 6. These are elected, as is the leader. However, we quite often meet for council sessions as a whole school.

We will not publish information about our pupils or members of staff which may enable them to be identified. This is particularly relevant because there are very small numbers.

Nor will we publish information that might be misunderstood by people outside the school. It would be inappropriate to publish information which might be used to harm the school's reputation.

We will also keep our local context in mind in our response to legislation and the fact that we are a very small school. We will remain flexible in our approach.

Our Vision and Values (see website) are central to our whole school community and include many aspects which are pertinent to this policy.. This document is also part of the Home/School agreement. These documents are reviewed regularly with full consultation.

Commented [1]: I couldn't find this

We are a church school and, as such, we try to remember what Jesus taught us so that we can learn, live, work and play together happily. We want everyone at our school to feel happy and safe.

We want everyone to be excited about learning and to enjoy their time at school. We believe that everyone should get the help they need so that they can learn and grow as much as they can.

We believe that everyone should be treated equally and we expect everyone to do their best and to celebrate their own and other people's achievements

We expect all the adults and children in our school community to follow our vision and values.

#### **SDP Objectives:**

To build a strong relationship between the whole school and its local community, to learn about and appreciate our role as part of the national and global communities and the importance of being a responsible citizen.

To ensure children experience positive images of own and other cultures and of self and others in order to develop equality of regard, tolerance and respect.

To enable children to celebrate and to begin to understand diversity and equality, and to relate to others with different needs and from different cultures and religions from their own.

**Note: If we do not provide actual figures in relation to pupils or staff from ethnic minorities or any other equality group with protected characteristics it is because they are a small number of people and we must maintain their privacy. We are also not required to collect any statistical data which we do not already collect routinely e.g. RAISE online and other data.**

## **5. What we are doing to eliminate discrimination, harassment and victimisation**

- We take account of equality issues in relation to admissions and exclusions; the way we provide education for our pupils and the way we provide access for pupils to facilities and services.
- We are aware of the Reasonable Adjustment duty for disabled pupils – designed to enhance access and participation to the level of non-disabled pupils and stop disabled children being placed at a disadvantage compared to their non-disabled peers.
- The Head teacher ensures that all appointment panels give due regard to this Policy so that no one is discriminated against when it comes to employment, promotion or training opportunities.
- We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all.
- Our admissions arrangements are fair and transparent, and we do not discriminate against pupils by treating them less favourably on the grounds of their sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity.
- We carry out Equality Impact Assessments (EIAs) on all new policies, practices, events and decision-making processes to ensure that they are fair and do not present barriers to participation or disadvantage any protected groups from participation.
- We challenge all forms of prejudice and prejudice based bullying.

### **Behaviour, exclusions and attendance**

The school policies on behaviour and attendance take full account of our duties under the Equality Act. We make reasonable, appropriate and flexible adjustment for pupils with a disability. We closely monitor data on exclusions and absence from school for evidence of overrepresentation of different groups and take action promptly to address concerns.

### **Addressing prejudice and discriminatory-based bullying**

The school challenges all forms of prejudice and discriminatory-based bullying, which stand in the way of

fulfilling our commitment to inclusion and equality, including:

- prejudices around disability and special educational needs.
- prejudices around race, religion or beliefs.
- prejudices around gender and sexual orientation.

[There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with. We treat all bullying incidents equally seriously.] **[Amend to reflect the school situation and documentation]**

## **6. What we are doing to advance equality of opportunity between different pupil groups**

- We know the needs of our school population very well and collect and analyse data in order to inform our planning and identify targets to achieve improvements. We take action to close any gaps, for example, for those making slow progress in acquiring age-appropriate literacy and number skills. We also ensure children from all groups are challenged to reach higher levels.
- We have procedures, working in partnership with parents and carers, to identify children who have a disability through our pupil admissions meetings and home visits.
- We collect, analyse and use data in relation to attendance and exclusions of different groups.
- We use a range of teaching strategies that ensures we meet the needs of all pupils.

- We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality.
- We ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary.
- Our school has an accessibility plan that is reviewed every 3 years or when a significant change has taken place. The Plan is published on the school website.
- We will take positive and proportionate action to address the disadvantage faced by particular groups of pupils with particular protected characteristics, such as targeted support. The actions will be designed to meet the school's Equality Objectives.

## **7. What we are doing to foster good relations**

- We prepare our pupils for life in a diverse society and ensure that there are activities across the curriculum that promote the spiritual, moral, social and cultural development of our pupils.
- We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHE and citizenship and across the curriculum.
- We use materials and resources that reflect the diversity of the school, population and local community in terms of race, gender, sexual identity, disability and avoiding stereotyping.
- We promote a whole school ethos and values that challenge prejudice-based discriminatory language, attitudes and behaviour.
- We provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.
- We include the contribution of different cultures to world history and that promote positive images of people.
- We provide opportunities for pupils to listen to a range of opinions and sympathise with different experiences.
- We promote positive messages about equality and diversity through displays, assemblies, visitors and whole school events.

In order to ensure that the work we are doing on equality meets the needs of the whole school community we:

- review relevant feedback from the annual parent questionnaire, parents' evening, parent-school forum and/or focus meetings or governors' parent-consultation meeting.
- secure and analyse responses from staff surveys, staff meetings and training events.
- review feedback and responses from the children and groups of children from the School Council.
- ensure that we secure responses and feedback at Governing Body meetings.

## **8. Publishing equality information and objectives**

We identify and publish equality objectives on a four-year cycle. The objectives are reviewed each year by the school's Governors and SLT and are available on our website. We are happy to provide our equality objectives in other formats if requested.

We have a template for publishing school equality objectives on our website and use guidance on writing equality objectives to ensure that our objectives are SMART (Specific, Measurable, Achievable, Relevant and Time-bound).

In line with DfE guidance on what we must or should publish on the school website, we will consider collecting and publishing governing board members' diversity data so that such information is widely accessible to members of the school community and the public.

## **9. Roles and responsibilities**

We expect all members of the school community and visitors to support our commitment to promoting

equality and meeting the requirements of the Equality Act. We will provide training, guidance and

information to enable them to do this.

### **Governing Body**

The Governing Body is responsible for ensuring that the school complies with legislation, and that this Policy and its related procedures and action plans are implemented.

Every governing body committee keeps aspects of the school's commitment to the Equality Duty under review, for example, in terms of standards, curriculum, admissions, exclusions, personnel issues and the school environment. Equality objectives are set every four years by the Governing Body. The Governing Body assess the success in reaching the objectives annually.

### **Head teacher and Leadership team**

The Head teacher is responsible for implementing the Policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

A senior member of staff has day-to-day responsibility for co-coordinating implementation of the Policy and for monitoring outcomes.

### **Teaching and support staff**

All teaching and support staff will:

- promote an inclusive and collaborative ethos in their classroom;
- challenge prejudice and discrimination;
- deal fairly and professionally with any prejudice-related incidents that may occur;
- plan and deliver curricula and lessons that reflect the school's principles, for example, in providing materials that give positive images in terms of race, gender and disability;
- maintain the highest expectations of success for all pupils;
- support different groups of pupils in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult;
- keep up to date with equality legislation relevant to their work.

[We will provide training and guidance on equality for all staff in our staff handbook (see sample [PSED statement for staff handbook](#)). This is reviewed annually and introduced to staff at the start of the year. The handbook is introduced to all new members of staff.] **[amend to reflect procedures and documentation used in school]**

### **Pupils**

Pupils are expected, and will be supported, to:

- be involved in the development of the Policy to help them understand how it relates to them in an age or ability appropriate way;
- act in accordance with any relevant part of the Policy;
- experience a curriculum and environment which is respectful of diversity and difference and prepares them well for life in a diverse society;
- understand the importance of reporting discriminatory bullying and racially motivated incidents;
- help us ensure our peer support programme promotes understanding and supports pupils who are experiencing discrimination.

### **Visitors**

All visitors to the school, including parents and carers, are expected to support our commitment to equality and comply with the duties set out in this Policy. We will provide guidance and information to

enable them to do this. Information will be placed on the school website (see sample [PSED statement for school website](#)) and on parent information boards.

## **10. Equal opportunities for staff**

This section deals with aspects of equal opportunities relating to staff. We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

- All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.
- We are also concerned to ensure, wherever possible, that the staffing of the school reflects the diversity of our community.
- As an employer we strive to ensure that we eliminate discrimination, sexual harassment, harassment and victimisation in our employment practice and actively promote equality across all groups within our workforce.
- We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.
- We ensure that all staff, including support, administrative staff, and others employed on a regular basis by external organisations, receive appropriate training and, where applicable, opportunities for professional development, both as individuals and as groups or teams.

## **11. Monitoring and reviewing the Policy**

We update and re-publish our Equality Policy as necessary, our school profile and objectives annually to account for the September intake or staffing changes and how they affect diversity in school, and the action plan no less than every 4 years. We will also review our action plan in brief annually in light of any new objectives to ensure our longer-term goals remain relevant.

## **12. Disseminating the Policy**

This Equality Policy, along with the Equality Objectives and related information, is available:

- on the school website.
- as paper copies in the school office.
- in the staff handbook/Code of Conduct.
- on display for visitors, including parents and carers.

We publish copies of relevant Policies and guidance, including those on behaviour, admissions and special educational needs, on our school website.

## **13. Complaints**

Complaints arising from the operation of this Policy will be dealt with in line with the school's complaints procedure.

Complaints by staff will be dealt with under the Grievance Procedure, as appropriate.

We take all complaints seriously and will take appropriate action to eliminate discriminatory behaviour.

We will monitor complaints to help establish whether we are meeting our equality duties and report regularly to the Governing Body about the nature of complaints made and action taken.

## REFERENCED STATUTORY AND NON-STATUTORY GUIDANCE

The following statutory and non-statutory guidance was used in research and/or referenced in formulating this Equality Policy, Objectives and Action Plan:

- [UN Convention on the Rights of the Child](#)
- [UN Convention on the Rights of People with Disabilities](#)
- [Human Rights Act 1998](#)
- [The Equality Act 2010 and Schools \(UK Gov Department for Education\)](#)
- [Public Sector Equality Duty: Guidance for Schools \(Equality and Human Rights Commission\)](#)
- [The Essential Guide to the Public Sector Equality Duty \(EHRC\)](#)
- [Technical guidance on the Public Sector Equality Duty: England \(EHRC\)](#)
- [Sexual harassment and harassment at work: technical guidance \(EHRC\)](#)
- [Menopause in the workplace: Guidance for employers](#)

## Part 3 – Equality Objectives – Reviewed as below.

Link to Public Sector Equality Duty	Protected Characteristic/ Equality Group	Aim	Objective	Target Group (s): e.g. whole school, girls, boys, SEN, staff etc.	Action	Who's responsible?	Dates from and to:	Indicator of Achievement
Eliminate unlawful discrimination, harassment and victimisation  Equality of opportunity	All	To ensure that SLT and the Governors are clear about their responsibilities in the recruitment and selection of staff	Recruitment procedures ensure equality for candidates and that the recruiting panel recruit the best person to the role  Staff reporting improved sense of inclusion	Applicants and all school staff including volunteers	Undertake Equality Impact Assessments on Policies/ Procedures relating to recruitment and staffing and ensure alignment with LA/national guidance  Improved data collection and monitoring of equality information relating to staff	Senior Leadership Team and Governors on Curriculum Committee	Complete - March 2025	Feedback from candidates on the process indicates fairness.  School staff reflect diversity
Advance equality of opportunity	Gender	To ensure that girls are equally involved in physical activity	Improved participation of girls in targeted sports activities	Girls	Monitor attendance of girls at out-of-school hours sports clubs  Survey girls and understand barriers to participation	PE coordinator- Leeanne	Complete - March 2025	Increase in number of girls taking part in competitive sports – girl specific events such as girls football comp
Advance equality of opportunity	Gender	To promote opportunities for boys and girls to learn more about life choices which challenge gender stereotyping	Positive changes in options around work experience opportunities and diplomas	Children	Provide activities that allow pupils/students to explore gender stereotyping.  Use of Global goals and global education for courageous advocacy – children studying gender difference on a global scale – promotion of opportunity and pupil voice through school council etc.	All staff	Complete - March 2025	Pupils feel more confident about choosing options which are not stereotypical  Pupils confident to speak up and debate gender stereo-typing – pupil voice.
Advance equality of opportunity	Other	To improve the attainment of pupils eligible for free school meals or pupils recognised as disadvantaged by school	Improved attainment	Children eligible for free school meals/disadvantaged	Collate and analyse data relating to attainment by target group Use vulnerability indicator to assess needs of individual pupils and identify areas of support.	All staff	Complete - March 2025	Improved attainment levels of pupils eligible for free school meals and/or disadvantaged
<b>Date Action Agreed:</b>				<b>Date Agreed for Review:</b>				

# 1. Equality Objectives

## 1. Objective 1: Enhance Diversity and Representation in the Curriculum

### Action Plan

Actions	Person Responsible	Resources Needed	Success Criteria
Conduct curriculum audit to identify gaps in diversity and representation	Curriculum Coordinator, Subject Leaders	Curriculum mapping tools, staff time – planning day time assigned	Comprehensive audit report highlighting areas for improvement
Integrate more diverse perspectives and experiences into the curriculum	Headteacher, Curriculum Coordinator	Staff meeting time, community engagement with CDEC	Detailed curriculum mapping with clear implementation steps
Provide staff training on inclusive curriculum design and delivery	Headteacher	External training, budget for CPD/ Twilight training ongoing with CDEC and Anti-racist Cumbria	All staff demonstrate understanding of inclusive practises

### Child-Friendly Objective

We want to make sure our lessons include stories, information, and perspectives from people of all different backgrounds and cultures.

## 2. Objective 2: Promote Courageous Advocacy and Global Citizenship

### Action Plan

Actions	Person Responsible	Resources Needed	Success Criteria
Develop "Courageous Advocacy" initiative to empower pupils to take action	Headteacher, Global Citizenship Lead - LP	Funding for student projects, staff time	Measurable student involvement and impact
Continue international school partnerships to facilitate global learning	Global Citizenship Lead – LP and Headteacher	Travel budget, staff coordination time, projects etc.	- Ongoing links with partners in Ankoma -
Integrate global themes across the curriculum	All teachers	Curriculum resources, staff training	Global themes evident in lessons and pupil work

### Child-Friendly Objective

We want to help you learn about important world issues and give you chances to make a difference.

## 3. Objective 3: Foster an Inclusive, Anti-Racist School Culture

## Action Plan

Actions	Person Responsible	Resources Needed	Success Criteria
Provide staff training on addressing bias and racism	Headteacher	External training, CPD budget with Anti-racist Cumbria	All staff demonstrate understanding
Review and update policies to ensure inclusivity	Headteacher, Governing Body	Staff time, policy review resources	Policies updated and published
Establish student pupil voice opportunities for all pupils, led by school council	Headteacher, School council lead - SF	Staff coordination, school council activity budget	Council actively engaged

## Child-Friendly Objective

We want to make sure everyone in our school feels welcome, respected, and able to be themselves.

## 2. Impact Statement

By implementing these objectives, Culgaith CE will become a more inclusive, diverse, and equitable school. The enhanced curriculum, courageous advocacy, and inclusive culture will empower pupils to be active global citizens, prepare them for the future, and foster a sense of belonging for all.