



Bishop Cornish CEVA Primary School Equality Information and Objectives Policy

Date Reviewed: March 2026

Next Review: September 2026

Tracey Fletcher

Head Teacher

Tim Parkman

Chair of Governors

Our Mission Statement: To inspire through faith and love, that all may flourish. (Based on Psalm 92 12:15)

The Christian values that we hold as a school permeate throughout all areas of school life.

Friendship - we help each other when things are tough, support each other, and can be trusted with feelings or secrets. We are caring, have fun together and respect each other's differences.

Perseverance – when we are facing a challenge, we use our mind and our body to overcome it.

Respect – everyone matters, treat others kindly, and care about how our actions affect other people, places and things.

Compassion – caring about the suffering of others, making you want to help someone who is having a hard time.

Trust – believing that someone will be honest, kind and keep their promises, making us feel safe and cared for.

Justice – treating everyone fairly and making sure that rules are followed so that everyone gets what they deserve.

Contents

1. Aims
2. Legislation and guidance
3. Roles and responsibilities
4. Eliminating discrimination
5. Advancing equality of opportunity
6. Fostering good relations
7. Equality considerations in decision making
8. Equality objectives
9. Monitoring arrangements
10. Links with other policies

We value all children as unique ‘Children of God’ and welcome them into our safe, loving and supportive school family. We endeavour to use nurture to encourage individuals to flourish and aspire to reach their God given potential. We rejoice in our diversity and our broad, balanced curriculum provides opportunities for all to achieve excellence, open minds and inspire dreams both now and the future.

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, 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

Our school aims to promote respect for difference and diversity in accordance with our values. Based on our school philosophy and Christian vision our aims are:

1. To embrace and nurture everyone in a Christian environment; to develop a living Christian faith and to be able to appreciate the Christian way of life.
2. To inspire and develop the talents, passions and uniqueness of every child, member of staff and member of whole school family.
3. To guide and mould each child to aspire to their God given potential.
4. To ensure the children in our care become confident, creative, responsible and resilient young people who have a love of life, a sense of responsibility and developing independence.
5. To provide a stimulating, creative, meaningful and exciting curriculum which is rich and vibrant in music, the arts and outdoor learning.
6. To see, to know, to understand and to inspire all children individually and develop and nurture their love of lifelong learning.
7. To serve our children, our families, each other and the wider community as called to, in the Gospels, by Jesus Christ.
8. To be Christian role models, inspiring the children and their families to show forgiveness, truth, compassion and love.

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](#).

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 equality link governor is Ollie O'Meakin who will:

- Meet with the designated member of staff for equality every six months , 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
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

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.

If you have a designated member of staff for equality, insert and amend as applicable, the following:

The designated member of staff for equality is the headteacher:

- Support staff in promoting knowledge and understanding of the equality objectives among themselves and pupils
- Meet with the equality link governor every six months to raise and discuss any issues
- Identifying any staff training needs, and deliver training as necessary.

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 Autumn term via The National College.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and 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 societies)
- 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

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.
- 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 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. We consider equality implications before and at the time that we develop policy and make decisions and continue to review these on a continuing basis.

The school always considers the impact of significant decisions on particular groups.

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

8. Equality objectives

Objective 1: Narrowing the attainment gap.

Key Actions:

- Use data to identify underperforming groups and individuals
- Deliver evidence-based interventions (e.g. phonics boosters, maths mastery groups)
- Provide CPD for staff on adaptive teaching and inclusive pedagogy
- Engage parents/carers through workshops and regular progress updates.

Monitoring:

- Termly pupil progress meetings
- Use of formative and summative assessments
- Pupil and teacher feedback.

Success Indicators:

- At least a 10% reduction in the attainment gap by 2030
- Improved progress for targeted groups.

Objective 2: Improve accessibility for all.

Key Actions:

- Conduct annual accessibility audits (physical, digital, and curricular)
- Provide assistive technologies and differentiated resources
- Ensure all communication is available in accessible formats
- Make reasonable adjustments for staff and pupils with disabilities.

Monitoring:

- Accessibility audit reports
- Feedback from stakeholders with disabilities
- SENCO reviews.

Success Indicators:

- 100% of identified accessibility issues addressed by 2030
- Positive feedback from pupils and families with additional needs.

Objective 3: Provide learning opportunities for children to celebrate diversity and understand issues around inequality.

Key actions:

- Carry out an audit on our resources to support children
- Review personal development plan
- Explore CPD opportunities for staff.

Monitoring

- Audit conducted and presented to Governors and SLT
- Feedback to governors and SLT on the personal development plan.

Success Indicators:

- Governors understand how schools celebrate diversity
- Minimal reports on equality-related bullying/incidents.
- Student-led projects around.

9. Monitoring arrangements

The governing board will update the equality information we publish, [described in sections 4 to 7 above], at least every year.

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

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

This document will be approved by the governing board.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- SEN information report
- SEND policy
- School Improvement Plan
- Behaviour
- Recruitment
- Complaints