

# **Cowling Community Primary School**



## **Cowling equality information and objectives policy**

**Introduced: October 2025**

**Review: October 2026**

## **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, Cowling Community Primary School is a place where every child has the chance to shine. This underpins everything we do and we will support every child to achieve their very best.

We provide a broad, balanced and progressive knowledge and skill based curriculum, which is built upon firm foundations. Our teaching stimulates motivation, imagination and curiosity.

We ensure our children value difference and show high levels of respect and courtesy. All members of our school promote an inclusive, welcoming and safe community, which meets the needs of all. We believe in working together to make our school, community and world a better place. At Cowling Community Primary School, we celebrate the diversity of the world and help our children broaden their horizons.

We support all aspects of our children's health and well-being and prepare them to meet the challenges and issues faced in the modern world. Our children are encouraged to remain motivated by long-term goals, seeing links between the effort they make now and the benefits they will see in the future. We encourage them to persevere through and learn from any setbacks they

encounter. We promote positive moral attributes (courage, honesty, generosity, integrity, social confidence and a sense of justice).

## **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 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

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 biannually in September.

The headteacher is the designated member of staff for monitoring equality issues, she regularly liaises with the Chair of Governors regarding any issues.

## **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:

- Analyse 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)

## **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
- 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. 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.

### **Objective 1**

Undertake an analysis of the opportunities the school fosters good relations between those who share a protected characteristic in the community and beyond with our pupils and report to the governing body by October 2026.

**Why we have chosen this objective:** We have chosen to undertake an analysis of the opportunities our school fosters for good relations between those who share a protected characteristic in the community and beyond with our pupils because this work directly supports our commitment to meeting the Public Sector Equality Duty (PSED).

Under the PSED, we are required to 'have due regard to the need to foster good relations across all characteristics, between people who share a protected characteristic and people who do not share it'. By conducting this analysis, we will gain a comprehensive understanding of how effectively we are currently meeting this duty and identify areas where we can strengthen our practice.

This objective is particularly important for Cowling Community Primary School because it will enable us to:

**Ensure compliance with our legal duties:** The PSED requires us to give thought to the implications our decisions and policies have on equality whenever we are making a significant decision or developing a policy. This analysis will provide us with evidence to demonstrate we are fulfilling this requirement.

**Take a proactive approach:** Rather than waiting for issues to arise, this work allows us to be proactive in identifying opportunities to promote good relations and address any gaps in our current provision.

**Support all our pupils:** The Equality Act 2010 covers nine protected characteristics including sex, race, religion or belief, sexual orientation, gender reassignment, pregnancy and maternity, age, disability, and marriage and civil partnership. By examining how we foster good relations across all these characteristics, we can ensure every child in our school community feels valued and respected.

**Inform future planning:** The findings from this analysis, which we will report to the governing body by October 2026, will directly inform our future equality objectives and help us develop targeted actions to strengthen community cohesion and mutual respect throughout our school.

This work aligns with our whole-school commitment to creating an inclusive environment where diversity is celebrated and all members of our community can thrive.

To achieve this objective, we plan to track visitors that attend our school and visits that pupils make externally. Looking into trends in regard to race, disability and gender.

## **9. Monitoring arrangements**

The headteacher 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 [governing board / name of committee of the governing board / individual governor / head teacher] at least every 4 years.

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

This document will be approved by the governing body.

## **10. Links with other policies**

This document links to the following policies:

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