Crakehall CE Primary School
The Green
Crakehall
Bedale,
North Yorkshire, DL8 1HP

Equality Information & Objectives Policy (October 2026)

		Comment
Date adopted by School Governing Body	**14 October 2024**	
Date reviewed	**01 October 2026**	Reviewed by TH
Next review	**September 2027**	

1. Overview

The School's Equality Objectives cover a three-year period from 2024 to 2027. It integrates our statutory duties in relation to race, disability and gender and promoting community cohesion. The duties cover staff, pupils and people using the services of the school including parents.

It also addresses the legislation relating to religion or belief, sexual orientation and age and therefore includes our priorities and actions to eliminate discrimination and harassment for these equality areas.

2. Aims

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

- ensure that all learners have equal access to a rich, broad, balanced and relevant curriculum.
- advance equality of opportunity by ensuring that teaching, learning and the curriculum promote equality, celebrate diversity and promote community cohesion by fostering good relations.
- eliminate any discrimination, harassment and victimisation.
- ensure that no-one is unfairly or illegally disadvantaged as a consequence of their age, disability, gender, gender-identity, sexual orientation, colour, race, ethnic or national origin, disability or religious beliefs.
- ensure that this policy is applied to all we do.
- ensure that pupils and parents are fully involved in the provision made by the school.
- ensure that within the school budget, adequate funding is provided to underpin this policy and that intervention, positive and preventative action is funded where necessary.

At Crakehall CE Primary, we are committed to creating an inclusive and respectful learning environment, where every individual is valued and has equal access to opportunities and support. We celebrate the diversity of our school community, embracing differences in race, ethnicity, gender, disability, age, religion, and sexual orientation.

We strive to provide a safe and nurturing environment, free from bullying, harassment, and prejudice.

To achieve these objectives, we regularly review and update our policies and practices, ensuring they promote equality and diversity. We actively support and encourage all members of our school community to actively engage in promoting a culture of respect and understanding.

We believe that by working together, embracing diversity, and fostering an inclusive ethos, every individual at Crakehall CE Primary can achieve their fullest potential and become confident, responsible citizens who contribute positively to society.

3. 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.

4. 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.
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every three years.
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Head of School.
- Ensure they're 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 Executive Headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils.
- Monitor success in achieving the objectives and report back to governors.

The Head of School will:

- Support the Executive Headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils.
- Discuss the progress of meeting the objectives with the Local School Committee.
- Support the Executive Headteacher in 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 9.

5. 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 regular refresher training. The head of school monitors equality issues. They regularly liaise regarding any issues and make governors aware of these as appropriate.

6. 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.
- 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:

- Collate and monitor attainment data each academic year, showing how pupils with different characteristics are performing.
- Analyse the above data to determine strengths and areas for improvement, implement actions in response.
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying).
- Collate and monitor further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils.

7. 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.
- 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 are developing links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach, e.g. Vicar at local Church.

8. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

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

9. Equality objectives

Objective 1: Narrow the attainment gap for disadvantaged pupils.

Objective 2: To increase the opportunities for pupils to develop their talents/interests.

Objective 3: To ensure that all residential visits are accessible to all children.

10.Monitoring arrangements

The Head of School will update the equality information we publish, described in sections 4-7 above, at least every year.

This document will be reviewed by governing body, Executive Headteacher and Head of School at least every 3 years.

This document will be approved by governing body.

Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- SEND Policy