



## Idle C of E Primary School Equality Objectives March 2026

At Idle C of E Primary School, we are committed to ensuring equality of opportunity for all pupils, staff, parents and carers irrespective of race, gender, disability, belief, sexual orientation, age or socio-economic background, in line with Equality Act 2010. The Public Sector Equality Duty (PSED) extends to all the aspects of a person's identity – known as 'protected characteristics' – that are protected under the Equality Act 2010. These are race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment.

We shall endeavour to make a positive contribution to society by demonstrating qualities such as respect, co-operation and valuing differences while celebrating cultural diversity. We aim to create a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and ability to participate fully in school life. We tackle discrimination through the positive promotion of equality, by challenging bullying and stereotypes and by creating an environment which champions respect for all.

At Idle C of E Primary School, we are committed to promoting equality of opportunity in line with our PSED duties and the Equality Act 2010. This commitment applies to our work in the classroom, our pupil support systems, our recruitment and retention of staff and our work in the local and wider community.

Our admissions arrangements are fair and transparent and do not discriminate on the grounds of race, gender, religion, belief, disability and/or socio-economic background.

### **Our equality objectives are:**

- To promote spiritual, moral, social and cultural development through all appropriate curricular and extra-curricular opportunities. We aim to meet this objective with particular reference to issues of equality and diversity.
- To reduce prejudice and increase understanding of equality through direct teaching across the curriculum.
- To move beyond deterministic notions of fixed ability and to model learning and teaching behaviours that avoid labelling.
- To promote cultural development and understanding through a rich range of experience, both in and beyond the school.
- To eradicate prejudice related bullying in relation to the protected characteristics listed in the Equality Act 2010.

- To tackle prejudice and promote understanding in relation to people with disabilities.
- To monitor and promote the involvement of all groups of students in the extra-curricular life of the school, including leadership opportunities, especially students with special educational needs.
- To close gaps in attainment and achievement between students and all groups of students; especially boys and girls, students eligible for free-school meals, students with special educational needs and disabilities, looked after children and students from different heritage groups.
- To further improve accessibility across the school for students, staff and visitors with disabilities, including access to specialist teaching areas.
- To endeavour to ensure that the staff body and representation of staff in leadership roles is reflective of our inclusive and diverse community
- To reduce the incidence of the use of homophobic, sexist and racist language by students in the school.

We promote the principles and practices of equality and justice throughout the school and we aim to be a school where everyone:

- is respected and respects others
- takes part fully in the life of the school
- achieves their full potential
- develops skills essential to life
- exercises choice
- celebrates cultural diversity

As an employer we will not discriminate on any of the following:

- Age
- Disability
- Gender re-assignment
- Race
- Religion and belief
- Sex
- Sexual orientation
- Marriage and civil partnership

Nor as a school or employer will we accept any of the following:

- Direct discrimination
- Indirect discrimination
- Associative discrimination
- Harassment
- Harassment by a third party
- Victimisation

Actions:

- All governors, staff and pupils will receive training annually in relevant aspects of equal opportunities to ensure their ability to actively support this policy and throughout the year as part of ongoing learning.
- The school will inform staff of pupils needs and provide support, information and advice to staff on how best to support our whole school community.
- The school will make all reasonable effort to ensure that meetings are accessible and convenient for all and take into account particular needs and requirements, e.g physical access, child care and interpreter support.
- Parents and members of the local community are invited to help in the delivery of the curriculum.
- Pupils will be provided with learning opportunities that are inclusive and accessible.
- Pupils will learn about other religions, faiths, cultures, communities and history as part of a rich and diverse curriculum.
- The school will include in its annual report to parents, information concerning the arrangements made for the admission of disabled pupils; the steps taken to prevent disabled pupils from being treated less favourably than other pupils; the facilities provided to assist access to the school by disabled pupils. Progress in this area is documented in the School's S.E.N action plan.
- To monitor changes to the curriculum to ensure they result in good outcomes for pupils in all vulnerable or minority groups, and to review the curriculum in light of new performance measures.
- To implement effective strategies to support pupils in all vulnerable or minority groups in the school community and the classroom.

- To improve the quality of support for pupils in all vulnerable or minority groups that are highlighted and brought to our attention by incidences in school, other pupils, staff or parents or discipline and behaviour data, learning outcomes and the pastoral team.
- To continue to explore the use of new technologies to support pupils in all vulnerable groups in accessing their learning.