



Equality Information and Objectives

This is a Trust Statement - information and objectives specific to individual academies and their procedures are added by the academy in *Appendix 2 and Appendix 3*. (For a copy of the academy specific information and objectives – see the individual academy website).

Date	Revision & Amendment Details	By Whom
September 2019	Approved	Executive
September 2023	Review and updated	Executive

Review / Updates

Education Committee

- Update equality information (described in sections 4 – 7) annually
- Review the whole document every four years

Academies

- Update academy specific equality information (described in Appendix 2) annually
- Review and update objectives every four years

CONTENTS

1	Aims	4
2	Legislation and Guidance	4
3	Roles and Responsibilities	4
4	Eliminating Discrimination	5
5	Advancing Equality of Opportunity	5
6	Fostering Good Relations	5
7	Equality Considerations in Decision-Making	6
8	Equality Objectives	6
9	Monitoring Arrangements	6
10	Links with Other Policies	6
	Appendix 1	7
	Appendix 2	8
	Appendix 3	10

1. Aims

Peterborough Diocese Education Trust (the Trust) aims to meet its obligations under the Public Sector Equality Duty by having due regard to the need to:

- Eliminate discrimination 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 it (for details of protected characteristics - see [Appendix 1](#))
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

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 / academies 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 the [Department for Education \(DfE\) advice for schools on the Equality Act](#), 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](#).

This document also complies with the Trust's funding agreement and articles of association.

3. Roles and responsibilities

3.1 The Board of Directors will:

- Ensure that the equality information as set out in this statement is published and communicated throughout the Trust, including to governors, 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 four years
- Delegate responsibility for monitoring the achievement of the objectives in each academy on a daily basis to the headteacher / head of school and delegate responsibility for monitoring progress of the objectives to the Academy Governance Committee (AGC).

3.2 The Academy Governance Committee (AGC) will:

- Meet regularly with the Headteacher / Head of School or designated member of staff for equality 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
- Monitor progress of the academy's Equality Objectives as set out in [Appendix 3](#)
- Attend appropriate equality and diversity training
- Report back to the Board of Directors through the Central Executive Team regarding any issues.

3.3 The headteacher / head of school will:

- Monitor the achievement of the objectives on a daily basis
- Promote knowledge and understanding of the equality objectives among staff and pupils
- monitor success in achieving the objectives and report back to governors.

If an academy has a designated member of staff for equality, they will:

- Support the Headteacher / Head of School in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the governors on a regular basis to raise and discuss any issues
- Support the Headteacher / Head of School in identifying any staff training needs, and deliver training as necessary.

3.3 All staff

All academy staff are expected to have regard to this document and to work to achieve the objectives referred to in section 8 and set out in [Appendix 3](#).

4. Eliminating Discrimination

The Trust is committed to eliminating discrimination and is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, Trust policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Directors, governors and all staff 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.

How individual academies specifically work to eliminate discrimination is set out in [Appendix 2](#).

5. Advancing Equality of Opportunity

As set out in the DfE guidance on the Equality Act, the Trust aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected by a particular characteristic they have (e.g. pupils / staff 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.

Academy specific details as to how they will advance equality of opportunity can be found in [Appendix 2](#).

6. Fostering Good Relations

The Trust aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance and friendship and understanding of a range of religions and cultures through different aspects of the 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
- Working with communities.

For academy specific details in relation to how they foster good relations – [see Appendix 2](#).

7. Equality Considerations in Decision-Making

The Trust and its academies ensure they have due regard to equality considerations whenever significant decisions are made.

For details of how individual academies consider the impact of significant decisions on particular groups – [see Appendix 2](#).

8. Equality Objectives

The Trust expects each academy to set their own objectives depending on their circumstances and context, whilst keeping in-line with the Trust's overall approach to equality set out in this Policy.

Individual academies Equality Objectives are set out in [Appendix 3](#).

9. Monitoring Arrangements

The Board of Directors, acting through the Education Committee, will update the equality information it publishes, described in sections 4 to 7 above, at least every year and this whole document will be reviewed by them at least every 4 years.

The Headteacher / Head of School will, in partnership with their AGC:

- Update the equality information the academy publishes, described in [Appendix 2](#), at least every year; and
- Review and agree the academy-specific equality objectives in [Appendix 3](#) every four years.

10. Links with Other Policies

This document links to the following policies:

- Accessibility plan
- SEND.

Appendix 1

The Protected Characteristics as set out in [The Equality Act 2010](#) are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation.

Appendix 2

Equality Information - Academy Specific

Name of academy: Oundle C of E Primary School

Eliminating discrimination in our academy

We work to eliminate discrimination in the following ways:

- staff and governors are regularly reminded of their responsibilities under the Equality Act, in particular at the beginning of the academic year when the school is reading and revising policies for the year ahead.
- new staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September as part of our understanding of Safeguarding.
- The SENCO is the designated member of staff for monitoring equality issues. They regularly liaise with the Head Teacher regarding any issues and these would be shared with Governors and staff as appropriate.

Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, we aim to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected by 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 (e.g. enabling Muslim pupils to pray at prescribed times)
- 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 academy clubs).
- Encouraging people who have a particular characteristic to apply for roles and responsibilities within school.
- Names of staffing candidates are obscured to those short listing. (AGC Minutes Autumn 2022.)
- Devising systems for ensuring that all children with a disability are able to access the full curriculum with adaptations as necessary eg. Change of venue for residential trip, ensuring equipment is available to support accessibility to PE, specific playground equipment has been chosen to enable access etc.
- To promote understanding of disability through fund raising/charity focus eg. Turner's Syndrome, Duchenne etc.
- Educate children about racism and how this is unacceptable in school and society through 'Black History Month' and a progressive RSHE teaching and learning scheme, Jigsaw.
- Educate children about appropriate protected characteristics through Collective Worship, RSHE, class circle time etc.
- Symbols representing 'protected characteristics' are displayed in all classrooms as a reminder.
- School display in the community area reminds children of what the protected characteristics are and why everyone is important.
- The library hosts a wide range of books that show a wide representation of different culture, race, faiths and other protected characteristics so that all children feel represented.

- Staff are exemplary role models through their language and actions for children to follow.
- Sports teams and clubs are mixed sex groups wherever possible.

Fostering good relations

In our academy, in addition to what is mentioned in section 6, we foster good relations in the following ways:

- We urge and support all staff and children to be open in a safe environment where everyone is entitled to feel listened to and feel heard. Children name 5 trusted adults annually to encourage an understanding that they are never alone and can speak to someone.
- Our school hosts Oundle Baptist Church on site and invites representatives of St Peter's on a regular basis. Visits to other places of worship, or the invitation of guest speakers from other faiths, take place as appropriate to support children's learning, understanding and life experiences.
- Volunteers of all ages are welcome in school and the school embraces the opportunity for the children working with different ages and genders.
- We have a link with Oundle School where students of all ages and backgrounds come into school and work with groups of children to support their learning. In particular, we have a Chinese club, Latin Club and Maths Club.
- We encourage and implement initiatives to deal with tensions between different groups of pupils within the academy. For example our academy 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 academy's activities, such as sports clubs. We also work with parents/carers to promote knowledge and understanding of different cultures through our newsletters, sharing of work and events.
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach. For example, we have created a culture of openness to develop confidence in recognising difference through the use of presentations and dialogue from guest speakers eg. Black History Month, Referees from POSH.

Equality considerations in decision-making

In our academy, the ways in which we consider equalities in decision making, and record those decisions, are as follows:

For example, when an academy trip or activity is being planned, the academy considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

The academy 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 within the risk assessment when planning academy trips and activities. The record is completed by the member of staff organising the activity and is stored electronically.

Reviewed by the Headteacher: September 2025

Appendix 3

Oundle C of E Primary School Equality Objectives

We aim to ensure that all children and staff members feel included and supported regardless of their specific protected characteristic.

In particular, as part of our on-going whole school monitoring, we focus on:

- Narrowing gaps in attainment between groups of pupils, for example, girls and boys.
- Improving the attendance of pupils from particular groups and those with specific protected characteristics.
- Increasing the participation of particular groups in academy activities.
- Reducing prejudice-related bullying and the use of derogatory language through education.
- Improving knowledge, skills and attitudes to enable pupils to appreciate and value difference and diversity, e.g. increasing understanding between pupils from different faith communities by celebrating diversity and visiting places of worship of different faiths.
- Ensuring our recruitment process is fair to all candidates ie. No-name identified when shortlisting
- Ensuring recruitment adverts are posted in all local communities and not restricted to one area
- Ensuring our website photos/content reflect different people and cultures
- Ensuring all staff with a specific characteristic feel understood and supported in their role within school due to staff understanding, changes in systems and adaptations as necessary.

The following are two key areas that the school will focus on in the academic year 2025 – 2026:

Objective 1: To celebrate the different origins of staff and children in our school and community.

Why have we chosen this objective:

Our school has an increasing number of staff and pupils from different backgrounds and cultures. The school recognises that more time could be spent to bring this to the forefront of conversation, within the school environment and within the curriculum.

To achieve this, we plan to:

Celebrate all the different backgrounds and cultures of those in our school community by embedding an annual diversity day and ensuring there are visual reminders of the diversity within our school.

Progress we are making towards achieving this objective:

Diversity Day July 2025
Troopers Group is established to support service children within the school
Each year group visited a place of worship
Each class was named by an inspiration person – During move up day we learnt about that person and their life / upbringing.

Objective 2: To ensure that children in school can state some/all of the protected characteristics and why it is important that we recognise everyone as individuals and respect our differences.

Why have we chosen this objective:

To ensure we are fostering and promoting good relations between people who share a protected characteristic and people who do not share it.

To achieve this, we plan to:

Use our teaching and promotion of protected characteristics as a whole school focus eg. Black History Month, as a stimulus for regular reference and discussion. Symbols displayed in school should be referred to as a reminder as appropriate. Our enrichment programme is developed to include places of worship of all faiths to develop further understanding of others; their beliefs and practices within our community. A school culture that celebrates difference and with greater tolerance of others is further developed. Children are supported in 'how' to initiate conversations around protected characteristics so that they are confident and secure of what is appropriate.

Progress we are making towards achieving this objective:

Black History Month is acknowledge annually.
Collective Worship highlights protected characteristics and people with different protected characteristics to ensure the children have role models and inspirational life stories to draw upon and/or relate to.
Pupil voice indicates a good understanding of what protected characteristics are and the importance of valuing everyone including those who have protected characteristics and how best to approach conversations avoiding offence.

Reviewed by the SLT: Sept 2026