



# Equality Information Statement

Sutton Courtenay Primary School

Next review date: June 2026

The Equality Act 2010 (Appendix 1 brings together for the first time all the legal requirements on equality that the private, public and voluntary sectors need to follow. It affects equality law at work and in delivery all kinds of services and in the context of this policy in all aspects of the provision of an education.

The Equality Act 2010 replaces all the existing equality law including: The Equal Pay Act 1970, The Sex Discrimination Act 1975, The Race Relations Act 1976 and The Disability Discrimination Act 1995.

The Act protects people from discrimination and there are NINE protected characteristics which apply to all members of the school community.

These are:

- Age
- Disability
- Gender reassignment
- Marriage or Civil Partnership
- Pregnancy and Maternity
- Race
- Religion or belief
- Sex (gender)
- Sexual orientation

Equality of opportunity is a fundamental aspect of the ethos at Sutton Courtenay C of E Primary school. It is the responsibility of the governors, Headteacher and all personnel involved in the school to provide leadership in the development and implementation of effective policies to promote equality of opportunity.

## **1. Purpose**

**Sutton Courtenay C of E Primary School** recognises that all individuals have fundamental human rights and therefore adopts a rights-based approach to equality and diversity. We develop practices that promote the right for everyone to participate in all aspects of life by promoting initiatives that remove barriers to participation and by actively promoting equality and social inclusion.

Sutton Courtenay C of E Primary School is committed to ensuring that all people connected with the school i.e. children, staff, parents, other visitors and governors are treated fairly with regard to the 9 protected characteristics listed above.

## **Aims**

Equality at Sutton Courtenay C of E Primary School is about providing equality and excellence for all to secure the highest possible standards of attainment. Equality applies to all members of the school community: pupils, parents, community, staff and governors.

It is based on the following core values and ethos as expressed in the school's motto:

**Love life; love learning; love one another.** Our vision of the school is built upon community - learning together, discovering together and loving one another in order to achieve the highest standards across the curriculum, in our values and how we behave.

*'A new command I give you: love one another. As I have loved you, so you must love one another.'* John 13 v34

### **Our Vision**

We work to provide our children with strong foundations on which to build their lives through core values and the love of each other.

*'Everyone then who hears these words of mine and does them will be like a wise man who built his house on the rock.'* Matthew 7 v24

### **Our Values**

Our three core values are at the heart of all we do:

***Readiness***

***Respect***

***Responsibility***

These values are designed to ensure that the school provides equality of education and opportunity for all. The school meets the needs of all, taking account of learning ability, disability, ethnicity, culture, gender, language, race, faith or belief, sexual orientation and socio-economic factors.

### **These values promote:**

- All pupils and staff to achieve to their full potential
- Celebrate what we have in common and our shared experiences
- Reasonable adjustments for disability
- Respecting, valuing and celebrating differences between people
- Preparation pupils for life in a diverse society
- Acknowledging and addressing prejudice and prejudice based incidents and taking positive action to eliminate this
- Making the school a place where everyone feels welcomed and valued
- Increasing participation and fostering good relations between different groups within the school and within the wider community
- Ensuring that an inclusive ethos is established and maintained within our strong Christian ethos

It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a diverse society.

### **Leadership and Management**

All the school policies reflect a commitment to inclusion and equalities. A clear ethos is also set by the governing body and the school management, which reflects the school's commitment to equality for all members of the school community. The school advances

equalities of opportunity through positive and proactive approaches to valuing and respecting diversity.

The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils.

The school management works in partnership with others to eliminate all forms of oppressive behaviour; prejudice related incidents and discrimination.

All members of the school community, including pupils, parents, community and staff are consulted and contribute to the development and review of policy documents. The school ensures the involvement of governors and takes positive action to enable consultations and contribution of all.

The evaluations of plans and policies are used to set equality objectives and address equality issues. The development of teaching and the curriculum are monitored to ensure high expectations of all pupils and appropriate breadth of content in relation to the school, local, UK and global community.

## **Responsibilities**

The Governing Body and Headteacher will ensure that the school complies with all relevant equalities legislation and ensures that the policy; related procedures and strategies are implemented. The Headteacher will also ensure that all staff are aware of their responsibilities under the policy.

A named member of staff will be responsible for leading on equalities.

The school recognises it has to make special efforts to ensure that all groups prosper including:

- Boys and girls, men and women, and those who do not wish to identify with gender or are in the process of re-assignment
- All minority ethnic groups including travellers, refugees and asylum seekers
- Those with different religions or beliefs
- Those with special educational needs
- Those with a range of disabilities
- Children looked after and their carers
- Those who are gay or lesbian
- Pupils or staff who are pregnant or have just given birth
- Those at economic disadvantage

*We identify individuals and groups of children and track their progress on a regular cycle.*

Sutton Courtenay C of E Primary School is located near the towns of Abingdon and Didcot. The majority of pupils begin their school experience at Sutton Courtenay C of E School in the

nursery. A minority enter school in the full-time FS class from other pre-school providers. We have a high rate of mobility in our children – only 75% of children in school remain for the full eight year offer from 3-11. This is often due to insecure housing and changing housing needs.

At the time of this review, 23% of children are on the Special Needs register, which is higher than average. 15% of children have English as an additional language, with 9% having been in the country for less than 2 years.

There are a relatively high number of pupils in receipt of deprivation pupil premium funding (currently 27%). There are high levels of involvement with social care. 67% of pupils from Sutton Courtenay school live in houses that sit in the top 30% most deprived in the country in the Education, Skills and Training Deprivation Domain. A third of pupils from Sutton Courtenay school live in houses that sit in the top 30% most deprived in the country in the Barriers to Housing and Services Domain.

## **2 Scope**

The school has a responsibility to eliminate unlawful discrimination, to promote equality of opportunity, and to promote good relations between persons identified with respect to their: disability, sex, race, religion or belief, sexual orientation, trans gender status or gender reassignment, age, marital status, responsibility for dependants.

We recognise that individuals may experience discrimination within society as a result of one or more of these factors. Every employee must ensure that they do not practice unlawful or otherwise unjustifiable discrimination in carrying out their duties and in their dealings with others. All employees are expected to be sensitive to the needs of our diverse population. Employees are encouraged to follow RET's Dignity at Work policy if they wish to report any concerns that the SCCEPS Equality Information Statement is not being followed.

## **3 Policy**

### **a. School's Commitment to Equalities**

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination,
- advance equality of opportunity
- foster good relations

We understand the principal of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

In order to meet our general duties, listed above, the law requires us to fulfil specific duties to demonstrate how we meet the general duties. These are to:

- Publish equality Information – to demonstrate compliance with the general duty across its functions (**We will not publish any information that can specifically identify any child**)
- Prepare and publish equality objectives

Our objectives will detail how we will ensure equality is applied to the services listed above. However, where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

The school recognises that new Positive Action provisions in the Equalities Act 2010 allow us to target measures that are designed to alleviate disadvantages experienced by, or to meet the particular needs of, pupils with particular protected characteristics. If we decide to use these we will ensure that it is a proportionate response to achieve the relevant aim.

We carefully consider and analyse the impact of our policies on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

**The school has identified the following issues that may be barriers to effective learning and successful working at the school:**

- low self-esteem, low expectations and peer group pressure
- low income leading to difficulty in participating in some aspects of school life and no adequate home study space
- low parental capacity to support
- frequent school and house moves and lack of stability in life leading to time out of school or low attendance
- lack of help with emotional, mental physical well-being and poor behaviour including exclusions
- Special Educational Needs
- lack of physical access to school facilities or services
- persistent absence/punctuality
- experience of bullying, harassment or social exclusion

**Identification**

Teaching staff and school helpers will observe children at play and in classrooms always seeking to identify good and unacceptable behaviour.

In instances of unacceptable or inappropriate behaviour support will be given at the time. These incidents will be recorded and but any abuse will be recorded for discussion with the teacher, parents and Headteacher.

Suitable training is to be undertaken by relevant teaching staff and governors to aid the identification of discrimination, learn techniques for managing abuse and to keep abreast of changes in the law.

This document and others relevant to standards of behaviour (e.g. Behaviour Policy) will be available on the school website for reading by the governing body and staff.

### **Positive action**

Unlike positive discrimination, which is in itself unlawful, positive action will be fostered in line with current best practice:

Staff will continue to use examples in their teaching to demonstrate the benefits of a mixed society and the contributions made to our history by individuals of all genders, races, age, and sexual orientation.

Knowledge is encouraged in all aspects of school life to show the advantages of pooling experience, knowledge and various points of view.

The school encourages externality to review our provision. In April 2023 we were awarded the Bronze Equalities Award from Equaliteach.

### **Daily procedures**

Children, parents/carers and staff will be given equal treatment, equal opportunity to voice their opinions and equal access to resources.

Teaching material and other forms of communication are reviewed on a regular basis to ensure compliance with this policy.

Positive action, especially by pupils, will continue to be rewarded and made known to the wider school community.

Collective worship times will reinforce good behaviour in the area of equal opportunities and involve peer groups in the approval process.

Staff meetings will include equal opportunity issues, with particular reference to this policy and its inclusion in curriculum activity.

Clear and constant messages will be given regarding the school's values and disciplinary procedures in line with the policy on behaviour.

## **Parent/carer involvement**

As with all school policies, there is a critical role to be played by parents/carers.

Parents will continue to be informed of their child's behaviour, together with any aspects of their attitude towards others which gives rise to concern. Initial liaison regarding discrimination problems is expected to be of an informal nature - by the class teacher or Headteacher. See behaviour policy.

However, records will be maintained of abuses and ongoing concerns will be discussed in depth by the Headteacher and parents/carers. Parents/Carers who are unavailable/unwilling to discuss individual cases will receive a letter inviting their response, a copy of which will be held on file.

All forms of discrimination by any person within the school are to be treated seriously and a careful note kept of any such incidents. Parents/carers will be informed. It must always be made clear that such behaviour is unacceptable. Subsequent incidents should be reported to the Headteacher.

In the event that formal disciplinary proceedings are contemplated, or if co-operation is not evident the governing body will be consulted and a plan of action agreed. Continued unacceptable behaviour could result in exclusion procedures for the pupil.

Our aim is to have a zero incidence of discriminatory behaviour. We work through the curriculum to proactively teach the behaviours we want to see. The school should exude a confident, progressive approach to the aims set out in this policy, actively demonstrating the benefits of mixed contributions and teamwork.

What we currently do:

### **Establishing, maintaining and developing a school culture and ethos**

- The school is committed to celebrating diversity/equality in many ways, in particular by recognising the uniqueness of every individual, as reflected in the school prospectus and on its website
- Information on disability is collected through the admissions process
- We celebrate achievement weekly in our achievement assemblies for both academic success and contributions to the school community through the Star of the Week awards
- We promote positive attitudes towards disabled people by having an open admissions policy and including all children in all activities
- We promote positive attitudes towards people of different ethnic groups/religions etc
- We involve children, parents and staff through our newsletters, school council and governing body
- We promote high expectations through celebrating achievement
- We promote behaviour expectations through modelling good behaviour, having a clear and explicit behaviour policy, continually monitoring and collating data collected within the school and reporting annually to the Governing body

- We ensure that we welcome applications for school places and jobs from all sections by having a comprehensive, non-selective intake. Advertisements for jobs contain RET's equal opportunities wording.
- We provide more favourable treatment for disabled children in our break and lunchtime support arrangements
- We provide Breakfast, After School Club and Daycare Facilities and additional early start places for disadvantaged pupils when particular needs are identified.
- School investigates persistent absence and monitors attendance and there are rewards linked to both monthly and termly monitoring.

### **Listening to pupils, staff, parents and others**

- Children are encouraged to express their views during PSHE lessons and Circle time
- The school hears the child's voice through its school council, SEN reviews, pupils interviews, peer and self assessment
- The school seeks the views of parents through parent/teacher consultations, questionnaires, regular Newsletters to parents and Friends' meetings.
- There is a whistle blowing policy in place
- The school encourages, enables and hears the full range of views including those with disabilities by taking the advice of the Local Authority

### **Informing and involving parents and carers**

Recognising that some of the groups covered in this policy are more likely to find school unfamiliar or strange, the school:

- explains how it operates through its prospectus, information evenings for parents, its website, Vlogs and open afternoons;
- offers a range of ways of communicating between school and parents that meet parents' circumstances and needs through telephone contact or e-mail with the class teacher
- actively encourages parents to attend consultation evenings with the Pupils and Families Manager contacting non-attenders to make alternative arrangements where necessary;
- keeps note of parents who struggle to engage and ensures that they receive communication about consultation evenings and general information through the school newsletter;
- has created designated parking spaces for disabled drivers;
- ensures that parents understand how well their child is progressing through regular progress checks, end of year report and reviews;
- explains how parents and others can help their child at home e.g. homework booklets and newsletters, handouts at parents' evenings, and Vlogs
- Explains how parents and others can help in school by joining the 'FOSCS' – Friends Of Sutton Courtenay School;
- Encourages parents to join in with our activities by regular announcements in the school newsletter and social activities.
- Engages a range of parents in Star Assembly, performances and sports' events

## **Welcoming new children and helping them to settle in effectively**

Recognising that some of the groups covered in this policy are more likely to find school unfamiliar or strange, the school:

- ensures a happy start at normal times by induction days and a programme of pre-transfer visits for vulnerable pupils;
- ensures part of TAs brief to act as ‘a listening ear’;
- ensures effective school transfer and induction mid-year by the use of visits, buddies and sensitive class teaching;
- ensures that extra help is given to children who find a change of school challenging;
- ensures well-planned school adjustments are made to cater for a child with disabilities – if possible in advance of starting at the school by the transferring SENCo attending annual reviews where necessary and arranging extra visits;
- Close links with support services address child needs in advance of transfer and constant involvement informs any ongoing necessary modifications or alterations to provision.

## **Curriculum**

Curriculum planning takes account of and builds on pupils` starting points and is differentiated appropriately to ensure the inclusion of all, including pupils:

- Learning English as an additional language
- From minority ethnic groups
- With special educational needs
- Who are looked after by the local authority
- Who are at economic disadvantage
- Who are at risk of disaffection and exclusion

The school monitors and evaluates its effectiveness in providing an appropriate curriculum for pupils of all backgrounds. Each area of the curriculum is planned to incorporate the principles of equality and positive attitudes to diversity. All subjects contribute to the spiritual, moral, social and cultural development of all pupils.

The content of the curriculum reflects and values diversity. It encourages pupils to explore bias and to challenge prejudice and stereotypes. Extra-curricular activities and special events should cater for the interests and capabilities of all pupils and take account of parental concerns related to religion and culture.

## **Teaching and Learning**

Teachers ensure that the classroom is an inclusive environment in which all pupils can participate; feel all their contributions are valued; have opportunities to succeed and

achieve high standards. All pupils access the mainstream curriculum and teachers take positive action to include all groups or individuals.

Teaching styles, strategies and pupil groupings in the classroom is planned and varied. Allocations to teaching groups are kept under continual review and are analysed by ethnicity, EAL, gender and background.

### **Learners' Progress, Attainment and Assessment**

All pupils have the opportunity to achieve their highest standards. Baseline assessment is used appropriately for all pupils. The school ensures that assessment is free of gender, cultural and social bias, and that assessment methods are valid.

The monitoring and analysing of pupil performance by gender, ethnicity, disability and background enables the identification of groups of pupils where there are patterns of underachievement. The school ensures that action is taken to counter this. Staff have very high expectations of all pupils and they continually challenge them to extend their learning and achieve higher standards. The school recognises and values all forms of achievement. Assessment for learning, including self-assessment and peer assessment, provides all pupils with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress.

All pupils have full opportunities to demonstrate what they know, understand, can do and are aware of the next steps in their learning. Information from assessment is used to inform future learning and staff use a range of methods and strategies and approaches to assess pupils' progress.

We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to close gaps.

### **Addressing the full range of learning needs**

Recognising that some of the groups covered in this policy are more likely to under-achieve, the school:

- ensures curriculum is relevant by organising a range of small group interventions to improve literacy and numeracy skills and modify behaviour and to address vulnerable children's needs if and when appropriate;
- ensures appropriate teaching styles and classroom organisation through staff training e.g. High quality inclusive teaching and classroom behaviour management;
- ensures planning is based on earlier learning e.g. regular testing and good assessment and tracking;
- shares good practice;
- tracks child progress and identifies under-performing children through its regular progress checks; and comparisons with prior attainment

- promotes and maintains higher attendance through close contact with parents from the school office, attendance certificates and contracts, and close liaison with the Attendance and Engagement Officer.

### **Learners' personal development, welfare and well-being**

Welfare and well-being takes account of cultural, religious and ethnic differences, and the experiences and needs of refugee and asylum seeker children.

The school uses a wide range of access strategies for pupils learning English as an additional language and encourages them to use their first/home and community languages and takes account of and meets the needs of Gypsy, Roma and Traveller pupils. Providers of all services to the school are also required to demonstrate their commitment equalities and inclusion.

Appropriate support is given to victims of harassment and prejudice related incidents, through the use of multi-professional teams and approaches where appropriate. The perpetrators are challenged in accordance with school policy and also provided with relevant support and strategies for improving behaviour.

### **Ensuring fair and equal treatment for staff and others**

Recognising that the school need to ensure that its policies and practice does not discriminate, directly or indirectly, against adults as well as children in the school and that positive role models and a wider perspective will strengthen it, the school;

- ensures non-discriminatory recruitment and employment practices in line with current legislation;
- promotes dignity at work as set out in the Anti-bullying, harassment and discrimination policy (formally titled Dignity at work policy) and
- encourages the development of all staff by an active staff development programme.

### **Admissions, Induction and Attendance**

The admissions process and induction procedures are monitored to ensure that they are fair, transparent and consistent for all pupils. This ensures that they do not discriminate and disadvantage pupils from any particular group(s).

Comprehensive information about pupils` ethnicity, first language(s), faith, physical needs, diet is included in all admission forms.

The school and families are aware of their rights and responsibilities in relation to pupil attendance, and appropriate personnel who are aware of community issues always follow up absence.

Provision is made for leave of absence for religious observance, which includes staff as well as pupils. Provision is also made for pupils on extended leave so that they are able to continue with their learning.

## **Behaviour, Discipline and Exclusions**

The school expects high standards of behaviour from all pupils and strategies are in place to reintegrate poor attenders and excluded pupils, which address the needs of all pupils. All incidents and exclusions are monitored by gender, ethnicity, special educational need and background and action is taken in order to eliminate any disparities between different groups of pupils.

The school's procedures for disciplining pupils and managing behaviour are fair and applied equally to all. It is recognised that cultural background may affect behaviour. The school takes this into account when dealing with incidents of unacceptable behaviour and all staff operate consistent systems of rewards and discipline.

Pupils, staff and parents are aware of procedures for dealing with all forms of harassment. They know that any language or behaviour, which for example is racist, sexist, homophobic or potentially damaging to any minority group, is always unacceptable.

Attendance is monitored by gender, ethnicity, special educational need and background. Action is taken in order to reduce any disparities between different groups of pupils.

## **Encourage participation of under-represented groups**

Recognising that the school has an opportunity to model empowerment of all groups including disabled, ethnic, religious and socially and economically disadvantaged groups, the school:

- recruits governors representative of the children's population and/or community;
- encourages the widest participation in Sutton Courtenay C of E Primary School activities by running events that appeal to a cross section of the community e.g. Christmas Fair, Summer Fete and School Discos;

## **Review**

The implementation of this policy will be monitored by the Headteacher, SEND Lead and SEN Governor

This policy will be updated in line with new initiatives together with any streamlining of school processes.

This Equality Information statement will be reviewed every year.

## Appendix 1 – THE EQUALITY ACT 2010

### A SINGLE EQUALITY DUTY

“What does this mean for schools?”

The Equality Act 2010 brings together for the first time all the legal requirements on equality. It applies to all schools and academies and covers all aspects of school life which are to do with how a school treats pupils and prospective pupils; their parents and carers; its employees and members of the community.

#### 1. What is the Equality Duty?

The Equality Act introduces a single equality duty and this is known as the **public sector Equality Duty**, which came into force on 5 April 2011.

The Equality Duty covers the following protected characteristics:

- Disability
- Gender Reassignment
- Pregnancy and maternity
- Race – this includes ethnic or national origins, colour or nationality
- Religion or Belief – includes lack of belief
- Sex (referred to previously as gender and includes issues of transgender)
- Sexual Orientation

The protected characteristics of ‘Age’ and ‘Marriage and Civil Partnership’ apply to schools as employers, but not with regard to the treatment of pupils or prospective pupils.

The Equality Duty has three aims and requires schools to show how they are meeting these by giving **due regard** to the need to:

- **Eliminate unlawful discrimination**, harassment, victimisation and any other conduct prohibited by the Act;
- **Advance equality of opportunity** between people who share a protected characteristic and people who do not share it; and
- **Foster good relations** between people who share a protected characteristic and people who do not share it.

Having **due regard** means consciously thinking about the three aims of the Equality Duty as part of the process of decision-making. This means that consideration of equality issues must influence the decisions reached by schools, specifically to:

- Remove or minimise disadvantages suffered by children and adults who share a relevant protected characteristic that is connected to that characteristic.

- Take steps to meet the needs of children and adults who share a relevant protected characteristic that is different from the needs of people who do not share it
- Encourage children and adults who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.

The Equality Duty is obligatory, which means that all three of its aims must be met. These responsibilities should be built into the work that schools already do.

The weight given to the Equality Duty should be in proportion to its relevance. However it is important to note that “proportionality” and “relevance” is not dependent on the size of the school population who experience disadvantages connected to a protected characteristic. Equality is important, even if there is no one from a protected characteristic in the school or local community. Education plays a vital role in influencing young people and developing positive attitudes to diversity.

The three aims of the Equality Duty will be relevant to all school functions including:

- progress, attainment and assessment
- behaviour, discipline and exclusions
- pupils’ personal development, welfare and well-being
- teaching and learning
- admissions and attendance
- curriculum
- staff recruitment and professional development
- partnerships with parents and community

What this means in practice is that schools need to:

- have a pro-active approach
- ‘mainstream’ equality by building it into existing policies and procedures
- meet all three aims of the Equality Duty

## **2. What are the specific duties?**

The specific duties require schools to:

- Publish information to demonstrate compliance with the three aims of the Equality Duty within all their functions and to do this at least annually.
- Set and publish equality objectives, at least every four years.

To achieve the specific duties, schools will need to collect and analyse data related to the protected characteristics to determine their focus for the equality objectives.

It is up to each school to decide for itself what information it publishes to demonstrate its compliance with the Equality Duty. ***There is no prescribed format.*** The sensible starting point will be to simply look at what equality information it publishes already, and to consider whether that gives a reasonable picture of progress on equality issues affecting its pupils, parents/carers, community and staff to raise standards for all. ***It is essential to maintain and ensure the focus is on performance, not process.***

Schools must ensure that the information they publish and the equality objectives they set are easily accessible for people. In addition to publishing them electronically on their website, schools should consider making them available in other formats. They should also consider whether the information is provided in a way which makes it easy for everyone to understand and use.

Schools are required to have published this information by **6 April 2012**. After this date, the information must be published at least annually.

**School governing bodies are ultimately responsible for ensuring that schools meet the duty and should work closely with the whole school community to:**

- Evaluate how well the school is already achieving the three aims of the general duty across all of the protected characteristics listed earlier.
- Identify where there are gaps and prioritise these for actions identifying at least 3 measurable 'equality objectives' to focus on over the next 3 years,
- Develop, implement and review policies, including the 'Single Equality Policy'.

The Single Equality Policy details all protected characteristics, and makes clear the school's responsibilities under the Act, its commitment and what it will do to achieve 'equality of opportunity' for the whole school community.

#### **a) Single Equality Policy**

An updated model policy can be found on the intranet at **Governor Services>Governing Body Work>Policies>Equality**

**It is important that policy is put into practice and therefore, it should be linked to achieving equality objectives.** This should be part of the school's existing planning processes.

#### **b) Agreeing Equality Objectives**

The governing body's equality audit will indicate priorities for improving outcomes and narrowing gaps. These are likely to be turned into equality objectives.

**c) The governing body must review progress in achieving equality objectives at least once a year**

**Where can schools get help?**

**For further advice and support, please contact the RET HR Lead.**