



Denver VC Primary School

Equalities Information and Objectives Policy

Introduction

As a church school, our values are based on Christian principles, and we have an ethos of hard work and mutual respect.

Our shared Christian vision seeks to recognise whatever is good in each individual through the way we Discover, Value, Celebrate and Praise each other.



Let your light shine (Matthew 5:16)

Our vision is lived out through our exploration of our Christian values: thankfulness, peace, wisdom, hope, tolerance, perseverance, friendship, generosity, justice, compassion, forgiveness and love.

We aim to develop the whole school community, promoting the academic, social, emotional, physical, spiritual, and aesthetic aspects of the individual.

This is the starting point of all our policy writing so that we can encourage all members of our community to 'Let their light shine' surrounded by a safe, enabling and encouraging environment.

Formally adopted by the Governing Board of:-	Denver VC Primary School
On:-	12th October 2026
Chair of Governors:-	Carole Reich
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1. Aims

Denver VC Primary School aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

1. Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share a relevant protected characteristic
3. Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it. The protected characteristics are:
 1. Age
 2. Disability
 3. Gender reassignment
 4. Marriage or civil partnership
 5. Pregnancy and maternity
 6. Race
 7. Religion or belief
 8. Sex
 9. Sexual orientation

Our school aims to promote respect for difference and diversity in accordance with our vision and values :



Let your light shine (Matthew 5:16)

2. Legislation and guidance

This document meets the requirements under the following legislation:

4. [The Equality Act 2010](#), which introduced the Public Sector Equality Duty and protects people from discrimination
5. [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:

6. 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
7. 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
8. Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governor is Janet Wilde. They will:

9. Meet with the designated member of staff for equality every year, and other relevant staff members, to discuss any issues and how these are being addressed
10. Ensure they're familiar with all relevant legislation and the contents of this document
11. Attend appropriate equality and diversity training
12. Report back to the full governing board regarding any issues

The headteacher will:

13. Promote knowledge and understanding of the equality objectives among staff and pupils

14. Monitor success in achieving the objectives and report back to governors
15. Have “due regard” when making a decision or taking an action to whether it may have particular implications for people with particular protected characteristics
16. Meet with the equality link governor every year to raise and discuss any issues

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 annual refresher training.

The school has a designated member of staff for monitoring equality issues (the Headteacher), and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

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:

17. 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)
18. Taking steps to meet the particular needs of people who have a particular characteristic
19. 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:

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

We will make sure that with any data we publish to show how we meet our equality duties, individual staff or pupils will not be identifiable. This means we may not publish some data if it relates to a very small number of staff or pupils to preserve their confidentiality.

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:

24. 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 relationships, social, health and economic (RSHE) 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
25. Making pupils aware of our behaviour and anti-bullying policies
26. 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
27. 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
28. 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

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:

29. Cuts across any religious holidays
30. Is accessible to pupils with disabilities
31. Has equivalent facilities for boys and girls

The school 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 at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

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 – we've chosen September 2030 to be our deadline for this and will provide annual updates.

Objective 1

Train all members of staff and governors on equal opportunities and non-discrimination by the beginning of the next academic year. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.

We have chosen this objective as the school serves a predominantly White British community, we want to ensure that staff and governors have a strong understanding of equality, diversity and inclusion, and are fully aware of their legal responsibilities under the Equality Act 2010. This will help us promote respect for all, challenge discrimination, and prepare pupils to live and thrive in a diverse modern Britain.

To achieve this objective, we plan to:

- Introduce annual equality training
- Appraisal process to include equality objectives (Teacher Standards)
- Monitor impact
- Review curriculum
- Offer workshops for parents/carers
- Include voice of the children e.g. School Council
- Seek support and involvement from the Benefice.

We will RAG rate as we monitor and review to determine progress we are making towards this objective:

Objective 2

Have in place a reasonable adjustment agreement for all staff with disabilities by July, to meet their needs better and make sure that any disadvantages they experience are addressed.

We have chosen this objective to ensure that staff with disabilities are appropriately supported and that any barriers to their full participation in the workplace are identified and addressed. This will help us meet our legal responsibilities, promote staff wellbeing, and foster an inclusive and supportive working environment.

To achieve this objective, we plan to:

- Identify any members of staff who have a disability and invite them to discuss any adjustments that may support them in their role.
- Develop and implement individual reasonable adjustment agreements in partnership with affected staff members.
- Review existing workplace practices, equipment, and environments to identify and remove potential barriers.
- Ensure leaders understand their responsibilities regarding reasonable adjustments and supporting colleagues with disabilities.
- Regularly review adjustment agreements to ensure they remain effective and continue to meet individual needs.

- Promote an open and supportive culture in which staff feel confident to disclose disabilities and request support where needed.
- Monitor the implementation and impact of reasonable adjustments through staff wellbeing discussions and appraisal processes.

We will RAG rate as we monitor and review to determine progress we are making towards this objective:

Objective 3

Increase the representation of members from local Black and minority ethnic communities over a 4-year period (from this September to September in 4 years' time),

We have chosen this objective because the school serves a predominantly White British community and currently has limited involvement from Black and minority ethnic groups. Increasing visitors from a range of backgrounds will help ensure that wider perspectives, experiences, and cultural backgrounds contribute to a richer cultural environment. It will also support our commitment to equality, diversity, and inclusion, while helping pupils develop an understanding of and respect for the diverse society in which they live.

To achieve this objective, we plan to:

- Identify agencies, charities etc that can offer appropriate activities and presentations to underpin the curriculum offer.
- Seek advice from the LA and Diocese
- Develop a programme of activities aimed at raising staff, governors, children and families understanding of those of other backgrounds.

We will RAG rate as we monitor and review to determine progress we are making towards this objective:

9. Monitoring arrangements

The governing body 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 at least every 4 years.

This document will be reviewed by a sub-committee annually to ensure continued compliance with the PSED.

This document will be approved by the governing board.

10. Links with other policies

This document links to the following policies:

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