

Version	Date	Updated by
1.0	13-09-23	Cate Tumman

Equality Policy

Background

(1) A public authority must, in the exercise of its functions, have due regard to the need to—

(a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;

(b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;

(c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

(2) A person who is not a public authority but who exercises public functions must, in the exercise of those functions, have due regard to the matters mentioned in subsection (1).

(3) Having due regard to the need to advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it involves having due regard, in particular, to the need to—

(a) remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic;

(b) take steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it;

(c) encourage persons 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.

(4) The steps involved in meeting the needs of disabled persons that are different from the

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Date reviewed:	Sept 2023	Policy:	Equality

needs of persons who are not disabled include, in particular, steps to take account of disabled persons' disabilities.

(5) Having due regard to the need to foster good relations between persons who share a relevant protected characteristic and persons who do not share it involves having due regard, in particular, to the need to—

(a) tackle prejudice, and

(b) promote understanding.

(6) Compliance with the duties in this section may involve treating some persons more favourably than others; but that is not to be taken as permitting conduct that would otherwise be prohibited by or under this Act.

(7) The relevant protected characteristics are—

- *age;*
- *disability;*
- *gender reassignment;*
- *marriage, civil partnership*
- *pregnancy and maternity;*
- *race;*
- *religion or belief;*
- *sex;*
- *sexual orientation.*

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Appendix 1- Equality Objectives (5-yearly priorities)

Objective	Actions	Who	By when	Commentary of progress (yearly)
Leadership of our pupils & people				
To identify knowledge gaps of staff to support LGBT community, through implementing a CPD programme to enable all staff to know how to recognise concerns and respond appropriately.	<ul style="list-style-type: none"> Safeguarding training Targeted LGBTQ+ staff training 	DSL	Sept 24 Developed ongoing yearly	End of year 1 progress summary End of year 2 progress summary End of year 3 progress summary End of year 4 progress summary
Quality of Education for our pupils & people				
To ensure the newly developed curriculum across all key stages secures coverage of appropriate breadth and depth of different race and cultures.	<ul style="list-style-type: none"> Primary phase teachers to review and monitor curriculum plans and coverage. Head teacher to monitor 	Primary phase Leaders	Sept 24 Developed yearly	End of year 1 progress summary End of year 2 progress summary End of year 3 progress summary End of year 4 progress summary
Personal Development of our pupils & people				
To increase opportunities for all pupils to participate in outdoor and adventurous activities in order to develop confidence and resilience.	<ul style="list-style-type: none"> Provide area for Forest School sessions for all pupils Plan off-site trips and visits both curriculum linked and extra-curricula to meet the wide range of needs, interests and ages of pupils 	Primary teachers SENCO Head teacher Proprietor	Sept 2028 Termly	End of year 1 progress summary End of year 2 progress summary End of year 3 progress summary End of year 4 progress summary

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Behaviour & Attitudes of our pupils & people				
Embed and develop new rewards and celebration system to ensure children feel the sense of achievement and belonging	<ul style="list-style-type: none"> • Develop rewards ticket system • Develop prize cupboard for reward system • Design and incorporate weekly “BELONG” certificates • Introduce more ways of rewarding the positive behaviours 	SENCO Head teacher Proprietor teachers	Dec 23-ongoing	End of year 1 progress summary End of year 2 progress summary End of year 3 progress summary End of year 4 progress summary

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