EQUALITY OF OPPORTUNITY POLICY

Capel St. Mary CEVC Primary School
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Care
Achieve
Persevere
Enjoy
Learn

Suffolk County Council

Introduction and Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination, harassment, victimisation 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 a relevant protected characteristic
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it. The protected characteristics are:
  - Age
  - Disability
  - Gender reassignment
  - Marriage or civil partnership
  - Pregnancy and maternity
  - Race
  - Religion or belief
  - Sex
  - Sexual orientation

Our school aims to promote respect for difference and diversity in accordance with our Christian vision and values and our curriculum 'drivers'. Our Curriculum drivers at Capel St Mary CEVC Primary are Care, Achieve, Persevere, Learn and Enjoy. This dovetails with our Christian vision "With Faith as Small as a Mustard Seed, you can Move Mountains." Both our aims and our vision are intended to ensure that our school promotes achievement for all, irrespective of ethnicity, religion, attainment, age, disability, gender or background.

We do not discriminate against anyone. We promote the principle of fairness and justice for all. We seek to ensure that all pupils have equal access to opportunity. We constantly strive to remove any barriers to learning for our children. We ensure that all recruitment, employment and training systems are fair to all. We challenge personal prejudice and stereotypical views whenever they occur. We value each pupil's worth, we celebrate the individuality and cultural diversity of the community centred on our school, and we show respect for all minority groups. We are aware that prejudice and stereotyping are caused by poor self-image and by ignorance. Through positive educational experiences, and support for each individual's legitimate point of view, we aim to promote positive social attitudes, and respect for all.

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 to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objective

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.

Roles and Responsibilities

The **governing body** will:

- 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
- 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
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The **headteacher** will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors
- Have “due regard” when making a decision or taking an action to whether it may have particular implications for people with particular protected characteristics

The **class teacher** will:

- Recognise they may have their own prejudices, but do their best to ensure that all pupils are treated fairly and with respect
- Not knowingly discriminate against any child.
- Provide resources that present positive images, and which challenge stereotypical images of groups of people

Teachers will implement this policy when designing schemes of work, both in our choice of topics to study, and in how we approach sensitive issues. For example, we study a variety of cultures and religions positively.

All our teachers and support staff challenge any incidents of discrimination. We record any incidents of discrimination on CPOMS, our online recording system.

All **staff members** will:

- Deal with prejudice-related incidents in a sensitive and practical way, being able to recognise and tackle bias, prejudices, mimicking and stereotyping
- Be vigilant with regard to behaviour
- Be aware that their approach and organisation of children does not discriminate in any way
- Promote equal opportunities and good relations avoiding discrimination against anyone in relation to the protected characteristics
- Keep up to date with the law on discrimination and undertake training opportunities
- Use resources that reflect the philosophy of this policy
- Ensure curriculum topics clearly meet the needs of pupils with English as an additional language (EAL), or bilingual pupils and ensuring that these pupils have an equal access to the curriculum

General Duty

Schools and other public sector organisations subject to the Public Sector Equality Duty (PSED) must, in the exercise of their functions, have due regard to the need to:

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

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 are informed about our duties under the Equality Act as part of their induction, and all staff are reminded annually when this policy is reviewed.

The headteacher monitors equality issues, and make senior leaders and governors aware of these as appropriate.

Advancing Equality of Opportunity

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

- 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)
- Taking steps to meet the particular needs of people who have a particular characteristic
- 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:

- scrutinise attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils
- Maintain an accessibility plan and review this at least every 3 years

The school has 40 employees (correct April 2026). Schools with 150 employees or more must publish equality information about employees. Schools with 250 employees or more must publish information about the gender pay gap.

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:

- 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 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
- Making pupils aware of our behaviour and anti-bullying policies
- 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
- Working with our local community, for example by organising school trips and activities based around the local community
- 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

- Developing links, where possible, with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

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:

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

Equality Objectives

As a school, we are required to publish equality information every year. We must review at least 1 equality objective once every 4 years. **The objectives below will be reviewed in the summer term 2029**.

Objective 1: Eliminating discrimination

To develop the provision of PSHE and RSE in order to embed a clear understanding of the protected characteristics at an age appropriate level.

Why we have chosen this objective: to ensure that our pupils are well-prepared for an ever-changing and diverse society and that they consistently display our core values in their interactions with other people.

To achieve this objective, we plan to: embed the equality values throughout the curriculum and our wider provision.

Progress we are making towards this objective: opportunities to discuss the protected characteristics have been identified in long term PSHE planning. Evidence can be found in PSHE books. Regular opportunities are planned for discussion around the protected characteristics in collective worship, in particular during the weekly British Values assembly.

Objective 2: Advancing equality

To ensure that the curriculum celebrates the diversity not only in our community but across the UK. To develop a curriculum where all children are represented and that they develop a greater understanding of diversity through the texts that they read and share.

Why we have chosen this objective: Capel St Mary is a predominantly white, British village. We aim to increase our pupils' understanding of diversity, ensuring that children from all background are represented.

To achieve this objective, we plan to: review the curriculum, ensuring representation of different cultures and backgrounds.

Progress we are making towards this objective: we have adopted the CUSP curriculum which has this objective to the fore.

Objective 3: Fostering good relations

Capel St Mary is a small village just outside of Ipswich in Suffolk. We aim to develop and foster relationships within our local community and with people from other communities, including people with different faiths.

Why we have chosen this objective: we want to make all people feel welcome in our school. We want to develop mutually-beneficial relations with members of our own community and beyond to harness the skills, knowledge and understanding of a range of people and to develop these in our pupils. We want pupils to know about and respect different people's lives.

To achieve this objective, we plan to: create links through educational visits and by inviting a range of visitors into school, for example, people with different faiths. We plan to communicate with schools in different contexts, exploring differences and similarities and showing them what Capel St Mary has to offer.

Progress we are making towards this objective: we are at the early stages of developing this objective.

Behaviour, Suspensions and Exclusions

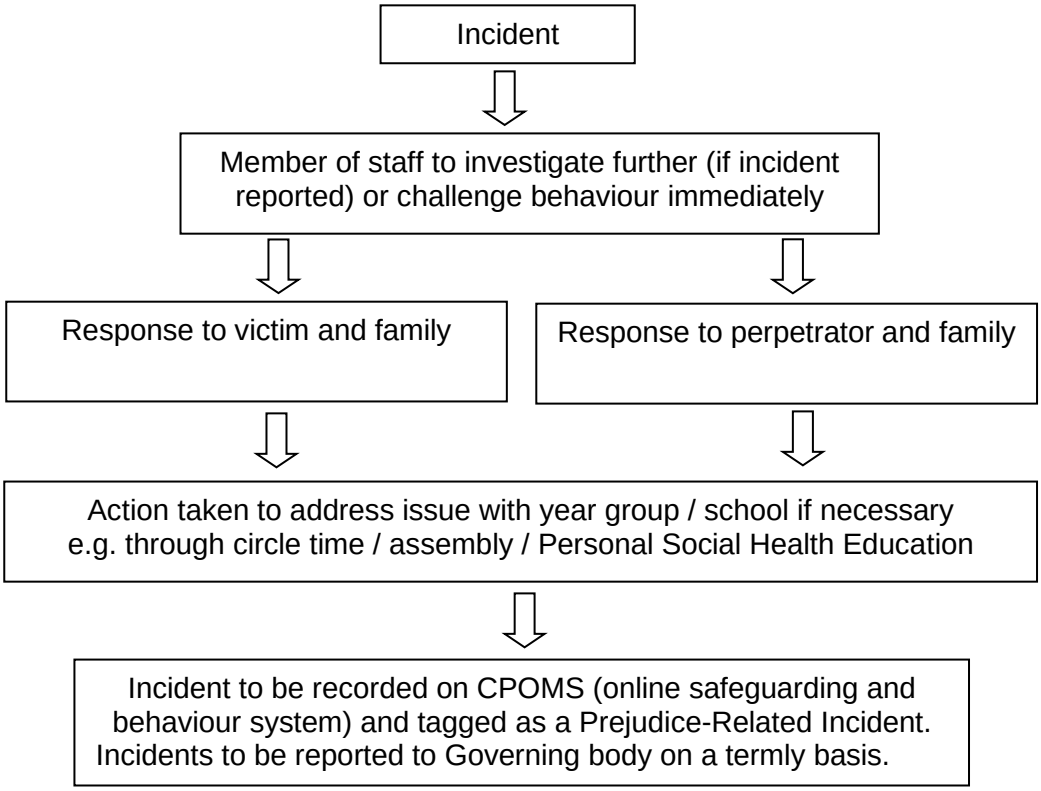
The school counters and challenges all types of discriminatory behaviour and this is made clear to staff, pupils, parents and governors. The school has a clear procedure for dealing with prejudice-related bullying incidents. The school reports the number of prejudice-related incidents recorded in the school to Governors every term and to the LA on request.

Misogyny and harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment.

All staff members are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

Prejudice-related incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher / headteacher where necessary. All prejudice-related incidents are recorded on CPOMS, our online recording system.

All staff members, teaching and non-teaching, are made aware of this policy and should view dealing with incidents as vital to the well-being of the whole school. A procedure for responding and reporting is outlined below:



Monitoring and review

The governing body will update the equality information we publish at least every year.

School-specific equality objectives will be reviewed by the governing body at least every 4 years.

This document will be reviewed and approved by the governing body annually, to ensure continued compliance with the Public Sector Equality Duty.

Links to Other Policies and Documents

Safeguarding & Child Protection Policy
Behaviour Policy
Anti-bullying Policy

SEND Policy
SEN Information Report
Accessibility Policy & Plan
School Development Planning

Date Reviewed: May 2026
Next Review Date: May 2027

Appendix 1

Equality Information
(Correct May 2026)

The information below shows the characteristics of the school population. Percentages have been calculated to the nearest whole number.

	Gender	
	Number of Pupils	*% of Pupils*
Girls	143 131	51 48
Boys	138 143	49 52
Total	281 274	100

	'Ever 6' Free School Meals *(Pupils in Reception – Year 6)*	
	Number of Pupils	*% of Pupils*
'Ever 6' FSM	34 31	13 12
Not 'Ever 6' FSM	226 232	87 88
Total	260 263	100

	Special Educational Needs & Disability	
	Number of Pupils	*% of Pupils*
SEND	36 45	13 16
Not SEND	245 229	87 84
Total	281 274	100

	First Language	
	Number of Pupils	*% of Pupils*
English	277 269	99 98
Not English	4 5	1 2
Total	281 274	100

	Ethnicity	
	Number of Pupils	*% of Pupils*
White British	248 249	88 91
Not White British	33 25	12 9
Total	281 274	100