

Crooksbar Primary School Equality Information and Objectives 2026-2027

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1. Aims

Ad Astra Academy Trust recognises and embraces the fact that everyone within our school community is unique. We seek to ensure that everyone reaches their full potential and as such we believe that everyone has the right to equality of opportunity. We seek to ensure that this philosophy permeates every aspect of school life.

Crooksbar Primary School 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
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

What having 'due regard' means in practice has been defined in case law and means giving relevant and proportionate consideration to the duty. For Ad Astra Academy Trust this means;

- Anyone who is responsible for making decisions in school must be aware of the duty to have 'due regard' when making a decision or taking an action and must assess whether it may have implications for people with protected characteristics.
- Equality implications must be considered before and at the time that policies are developed and not as an afterthought. They need to be kept under review on a continuing basis.
- The PSED has to be integrated into the carrying out of our functions and the analysis necessary to comply with the duty has to be carried out seriously, rigorously and with an open mind. It is not just a question of 'ticking boxes' or following a particular process.
- We cannot delegate the responsibility for carrying out our duty to anyone else.

The focus of this policy is to ensure that the culture in school is one where every member of the Academy Trust family feels safe and secure in the knowledge that discrimination in any form will not be tolerated and will be challenged at every level. We will seek to ensure that no one will experience discrimination as a result of the protected characteristics;

- Sex
- Race
- Disability
- Religion or belief
- Age
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity

However, at Ad Astra Academy Trust we also believe that because of the deprived characteristics of some of our local communities and consequently the challenging circumstances that many of our children face, we will also ensure that no one will experience discrimination due to their socioeconomic background or family circumstances.

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 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.

This policy also complies with Ad Astra Academy's funding agreement and articles of association.

3. Roles and responsibilities

The Local Academy Committee 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, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher
- Follow the school policy by demonstrating this in their own behaviour
- Ensure that the school complies with all current equality legislation

- Ensure the policies and procedures are followed
- Ensure that the school has up to date policies as necessary

The headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors
- Ensuring procedures are followed
- Ensuring that all staff know their responsibilities in terms of equality and receive support in implementing them
- Taking timely and appropriate action in the event of any form of discrimination or harassment

All 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 nondiscrimination provisions.

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

Staff and The Local Academy Committee (LAC) 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.

Crooksbar Primary School's primary aims for removing prejudice and inequality, through improving our workplace in terms of fair treatment, are by:

- Creating a positive and supportive working environment for all staff and pupils
- Protecting employees from being discriminated against because of one or more of the protected characteristics which apply to them
- Providing equal opportunity for everyone in the workforce, no matter their background or characteristics
- Promoting the diversity of the workforce
- Responding to changing demographics and working patterns, e.g. employers being flexible with work so to retain valuable employees who have specific needs and meet customer demands

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:

- Removing or minimising disadvantages suffered by people which 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 (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 school societies)

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data 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

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:

- 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
- 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. This includes inviting leaders of local faith groups to speak at assemblies, and 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
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

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

The school keeps a written record linked with our Educational Visit forms and risk assessments 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

Objective 1: Alongside the HR Manager, undertake an analysis of recruitment data and trends with regard to race, gender and disability and report on this to the governing board.

Objective 2: Ensure that the Accessibility Plan is adapted and reviewed at least termly.

Objective 3: Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination.

Objective 4: Staff will feel confident in responding effectively to prejudice-related bullying, as shown by the annual staff survey.

9. Monitoring arrangements

The Head teacher will update the equality information we publish, [described in sections 4-7 above], at least every year. This document will be reviewed by the Local Academy Committee (LAC) of Crooks barn Primary School at least every 4 years.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Single Equality Action Plan