

Equality Policy & Equality Objectives

May 2025



VISION STATEMENT

At Coppice Academy we value all members of our school community, encourage and inspire an attitude to fulfil high aspirations for all. We are committed to providing a caring, secure and vibrant learning environment, which develops their sense of responsibility as tolerant citizens of the wider world. We encourage pupils to uphold the school values of respect, creativity, curiosity, compassion, independence, co-operation and perseverance.

SCHOOL AIMS

- To create an enjoyable and healthy environment where individuals can achieve their potential.
- To provide a broad, balanced and challenging curriculum.
- To sustain a caring and supportive atmosphere in which all individual voices are listened to and valued.
- To encourage respect for others' beliefs, culture and moral values.
- To work as a team to develop responsibility for our actions.
- To encourage initiative and independent learning.
- To nurture a positive partnership between home and school.
- To develop creative and enquiring minds.
- To help pupils to develop skills needed for reflection in their lives and in their learning.
- To foster a sense of belonging to a school and wider community.
- To help pupils make a positive contribution in school life and beyond.

Coppice Values

Co-operation	Independence	Compassion
Respect	Perseverance	Creativity

This is a core policy that forms part of the induction for all staff and governors. It is a requirement that all members of staff have access to this policy and sign to say they have read and understood its contents.

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

1. 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

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](#), 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:

- 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 Associate Headteacher

The equality link governor is Louise Lockett. They will:

- › Meet with the designated member of staff for equality every term, and EDI (Equality Diversity and Inclusion) Champions, to discuss any issues and how these are being addressed
- › Ensure they are familiar with all relevant legislation and the contents of this document
- › Attend appropriate equality and diversity training
- › Report back to the full governing board regarding any issues

The Associate 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 designated EDI Champions for equality including the SENCO will:

- › Support the Associate Headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- › Meet with the equality link governor every term to raise and discuss any issues
- › Support the Associate Headteacher in identifying any staff training needs, and deliver training as necessary

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 refresher training every September via the National College.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make the Director of Primary Education, 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:

- 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:

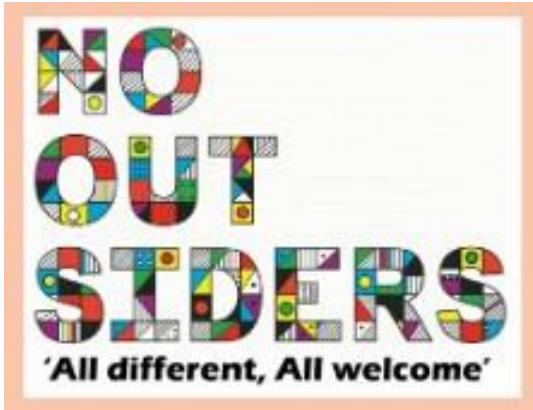
- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements 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

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:

- 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 the use of the Jigsaw personal, social, health and economic (PSHE) curriculum, 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 e.g. Eco Council, School Council 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. Inviting parents/cares to contribute recipes from their culture to create a community recipe book and hold food festivals
- 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 through the No Outsiders approach.
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.



Inclusive education, promoting community cohesion to prepare young people and adults for life as global citizens. No-outsiders

Focus Texts used:

Learning Intention	To understand what diversity is.	To understand how we share the world.	To understand what makes someone feel proud.	To feel proud of being different.	To be able to work with everyone in my class.
Year 3					
Learning Intention	To understand how difference can affect someone.	To understand what 'discrimination' means.	To find a solution to a problem.	Use strategies to help someone who feels different.	To be welcoming.
Year 4					
Learning Intention	To know when to be assertive.	To understand why people choose to get married.	To overcome language as a barrier.	To ask questions.	To be who you want to be.
Year 5					
Learning Intention	To learn from our past.	To justify my actions.	To recognise when someone needs help.	To appreciate artistic freedom.	To accept people who are different from me.
Year 6					
Learning Intention	To promote diversity.	To stand up to discrimination	To challenge causes of racism.	To consider how my life may change as I grow up.	To recognise my freedom.

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:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- 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

We publish 1 or more equality objectives every 4 years.

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 July 2025 to be our deadline for this

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.

Why we have chosen this objective: To ensure all staff and governors have a good understanding of the equality act and the implications of this for schools. This will ensure staff are fully compliant with the Equality Act 2010.

To achieve this objective, we plan to: Complete Equality, Diversity and Inclusion certified training from the National College annually and on induction for new members of staff. Ongoing CPD from the EDI Champions will be in addition to this via staff meetings.

Progress we are making towards this objective: Staff have the Equality, Diversity and Inclusion certified training from the National College assigned for May 23rd 2025 INSET. To be completed on this day.

Objective 2

Ensure teaching staff and parents have a clear understanding of the No Outsiders approach and use the texts to teach equality, diversity and inclusion to pupils. 100% of staff will 'strongly agree' they feel confident teaching the No Outsiders approach.

Why we have chosen this objective: To ensure equality, diversity and inclusion is embedded into PSHE and assemblies.

To achieve this objective, we plan to: Map the texts into PSHE medium term planning and explicitly on assembly overview. Hold a parent workshop on the No Outsiders approach and share texts. Add the texts and No Outsiders approach to the school website on the Equality, Diversity and Inclusion webpage. After the first term of including texts into their PSHE lessons survey staff to see how confident they are in teaching the No Outsiders approach. Gain parental feedback from the parent workshop on understanding of the No Outsiders approach.

Progress we are making towards this objective: Headteacher is using the assemblies and texts in assemblies. Staff received training from EDI Champions. Texts to be used by teachers from September 2025. Training for School Council to promote No Outsiders in school, lead assemblies.

Objective 3

To review the curriculum to ensure accessibility for all via resources deployed and offer a diverse range of authors, artists, scientists, historians and those in our community and wider society.

Why we have chosen this objective: To ensure pupils foster the Fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs.

To achieve this objective, we plan to: Evolve the enrichment curriculum to incorporate visits to a variety of places of worship during pupils time at Coppice Academy. We will ensure a variety of resources and people studied come from diverse backgrounds and texts used reflect the protected characteristics.

Progress we are making towards this objective: All year groups visit a different place of worship. Introduced visit to Mosque and Gurdwara (2024-2025). Strengthen links with the local church.

Objective 4

To present and analyse data based on protected characteristics and present this to the governing board at termly LGB meetings.

Why we have chosen this objective: To track attainment data to ensure it is in line with the National average. Consider deployment of resources and staff to achieve this goal.

To achieve this objective, we plan to: Set accountability meetings for Phase Leaders who will meet with their teams to analyse data of groups and then present to Senior Leaders.

Progress we are making towards this objective: Accountability meetings are set and Phase Leads identifying data of groups. Considering redeployment of resources for (2025-2026) based on pupil outcomes.

9. Monitoring Arrangements

The Associate Headteacher will update the equality information we publish, at least every year.

School-specific equality objectives will be reviewed by governing board at the BSII (Behaviour, Safeguarding, Inclusion & Intervention) committee at least every 4 years.

This document will be reviewed by the governing board at the BSII (Behaviour, Safeguarding, Inclusion & Intervention) committee, to ensure continued compliance with the PSED.

This document will be approved by the governing board at the BSII (Behaviour, Safeguarding, Inclusion & Intervention) committee

10. Links with other Policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- SEN information report
- SEND policy
- Relationships and Behaviour policy
- PSHE policy