



## Equality Information and Objectives

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Reviewed by:	Full Governing Body
Date reviewed	January 2025 <ul style="list-style-type: none"><li>• Summer term 24 -25 review complete</li><li>• Autumn term 25 - 26 review complete</li></ul>
Next review	January 2029 (but targets to be reviewed termly)
Source and date of model policy, if applicable	The Key for School Leaders

## 1. Aims

Our Federation 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

Celebrating difference and diversity is at the heart of the vision and values of the Federation.

## 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](#).

## 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 Federation, 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 Headteachers.
- Scrutinise the Federation's approach to meeting their equality duties through reporting from the SLT.

The Headteachers will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

All Federation 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 Federation 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.

Staff receive training on equality and inclusion regularly. All staff are encouraged to raise equality issues with the senior leadership team.

## **5. Advancing equality of opportunity**

As set out in the DfE guidance on the Equality Act, the Federation 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
- 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 Federation will:

- Publish attainment data each academic year which demonstrates how groups of pupils are performing
- Analyse the above data to determine strengths and areas for improvement, and implement actions in response
- Review prejudice-related incidents following the Responding to Prejudice-Related Incidents Procedure and consider any necessary changes to policy or practice.
- The Federation will not publish further data about any issues associated with particular protected characteristics in order to protect individuals, however will report specific issues relating to protected characteristics to the Local Authority using the recognised procedures.

## **6. Fostering good relations**

The Federation 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, whilst following all necessary safeguarding duties.
- 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 councils have representatives from different year groups and are formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities and 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 Federation ensures it has due regard to equality considerations whenever significant decisions are made.

The Federation always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the Federation considers whether the trip:

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

The Federation will consider religious holidays and access for children with disabilities where possible.

## **8. Equality objectives**

Our equality objectives are set out in Appendix B.

## **9. Monitoring arrangements**

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

## **10. Links with other policies**

This document links to the following policies:

- Accessibility plan
- Equality and Diversity (Staff)
- Responding to Prejudice-Related Incidents

**Appendix A - Review of Equality Objectives from previous plan (finished 2024)**

Objective	Actions taken and outcome
<b>Fawcett site to be fully accessible</b>	The Fawcett site is now accessible - the rear gate is now open.
<b>To close the gaps in achievement and progress between boys and girls and Pupil Premium and non-Pupil Premium children</b>	This is outlined in more detail in the 2023-24 Pupil Premium reports. The disadvantage gap in some year groups has closed and at Trumpington Meadows, the overall disadvantage gap between PP and non-PP students has closed considerably. However, this is still inconsistent with a sizeable gap in the new Reception cohort.
<b>To promote equality, diversity and inclusion actions across teaching and learning, our staff body and governing body.</b>	Staff have received extensive training from the Cambridgeshire PSHE Service on themes related to EDI, which have then been built into the curriculum. Requirements of the new statutory Relationships and Health Education Curriculum are met and exceeded.
<b>Review the quality of curriculum and resources to ensure it reflects the diversity of our community</b>	This work is ongoing and there is more detail in the accessibility plan. The curriculum is diverse and teachers are conscious of the need to reflect the demographics of the community in their curriculum and incidental teaching. Cultures are celebrated and this was valued by a number of parents in the 2024 parent survey.
<b>Develop the children's understanding of human rights and the UNICEF rights of the child and implement a global perspective and understanding</b>	Children spent assemblies and lesson time learning about the UNICEF rights and how they applied to them as well as children across the world. Students have a better understanding of global issues and their place within them. The school council led on the UNICEF rights work and all classes produced canvases celebrating some of the rights which are now displayed prominently in school - many of these values are embedded in the Federation values which are referred to regularly. The Rights Respecting School award was not pursued due to capacity.
<b>Ensure children receive appropriate and timely support as required and support the emotional health and wellbeing of all children</b>	The Federation provides a wide and growing range of support to support pupil SEMH, including the introduction of a Federation wellbeing TA to provide counselling, drama and play therapy and the use of PP funding to fund a school social worker. This provision is outlined in more detail in the Mental Health Policy.

**Appendix B - Equality Objectives (2025-2029)**

Aim	Action to be taken	Timescale	Personnel/Resources	Review
<p>Continue to ensure there is equal recruitment opportunity for staff, and governors, to better reflect the makeup of the community.</p>	<p>Governor promotion to be provided in easily accessible format, including other languages.</p> <p>Ensure, during recruitment, all safer recruitment processes are followed to avoid unconscious bias.</p> <p>Consider how advertising and promotion of Federation vacancies are accessible to all parts of the community.</p>	<p>During recruitment - likely Summer 2025</p>	<p>Governing Body</p> <p>HR</p>	<p><b><u>Summer term 2025</u></b></p> <p>Governor recruitment ongoing - resources are available to advertise in a variety of languages and settings</p> <p>Vacancies for all staff and governor posts advertised on a range of platforms to gain the widest audience possible</p> <p>Shortlisting activity does not allow interviewers insight into the personal characteristics of the applicant</p> <p><b><u>Autumn 2025</u></b></p> <p>Recruitment processes continue to adhere to process</p> <p>Next round of governor recruitment will aim to draw a foundation governor candidate from the local community.</p> <p>Diversity, Equity and Inclusion survey carried out for existing members of the governing body.</p>

Improve the accessibility of Federation resources and provision to families who speak English as an additional language.	<p>Review accessibility of key resources, for example on the Federation website, to families who do not speak English.</p> <p>Continue to seek translation support for key meetings to ensure all parents have equal access.</p> <p>Consider language in Federation communications, including acronyms, so that this can be easily understood by all families.</p>	<p>Throughout 2025</p> <p>As required</p> <p>Ongoing through 2025</p>	<p>SLT</p> <p>Inclusion/SLT</p> <p>Office/SLT</p>	<p><b><u>Summer 2025</u></b></p> <p>Translation tool available on website - continue to consider whether to publish specific documents in the most spoken languages across the Federation</p> <p>Translation support - we are lucky enough to have a diverse staff body who speak a variety of languages. They support translation during i.e. parent meetings and documents..</p> <p>Communications are reviewed before sending to ensure that they are clear and easy to follow</p> <p><b><u>Autumn 2025</u></b></p> <p>Additional accessibility functions to be available through the use of the Sway newsletters. A range of documents to be reviewed using parent input in order to ensure accessibility</p> <p>Parents to be signposted to resources to support accessibility such as translation tools, screen readers</p>
Continue to promote understanding between students of different	Ensure any prejudice-related issues are followed through the Federation policy and	Immediate	Inclusion/SLT	<b><u>Summer 2025</u></b>

<p>backgrounds, through the Federation curriculum and values.</p>	<p>appropriate education is put in place.</p>	<p>Summer 2025</p>	<p>PSHE lead</p>	<p>Assistant Headteacher assemblies are focussed around British Values during the second half of the summer term</p> <p>Headteacher assemblies focus on Federation values during the second half of the summer term.</p>
	<p>Explicit teaching of the damage of prejudiced language across the Federation.</p>	<p>Summer 2025</p>	<p>PSHE lead</p>	<p>Inspirational life stories from people from diverse backgrounds and with protected characteristics are shared which reflect our values.</p>
	<p>Ensure PSHE curriculum meets needs of the age and encourages tolerance and respect.</p>	<p>Autumn 2025</p>	<p>Class teachers</p>	<p>PSHE curriculum covers tolerance and respect in an age appropriate manner. Teaching reacts to any emerging issues.</p> <p>We continue to record Prejudice Related Incidents. A restorative approach is used, linked with behaviour policy. Parent meetings are held where necessary</p> <p>Trips and visits continue to provide a range of experiences.</p> <p>SLT is currently reviewing the usual schedule of trips, visits and external visitors to ensure that they are appropriate, have a measurable learning outcome, adhere to our values and provide access to a range of communities and cultures.</p>
<p>Ensure trips and visits are suitably varied to provide children with a range of different experiences, including people of different backgrounds.</p>				

				<p><b><u>Autumn 2025</u></b></p> <p>Issues continue to be addressed if/when they emerge.</p> <p>PSHE curriculum continues to be an effective tool to promote learning and discussion</p>
<p><b>New objective for Summer 2025</b></p> <p>Endeavour to improve access to extracurricular activities and in-school responsibilities for Pupil Premium children</p>	<p>Investigate whether fee charging clubs will offer reduced rates for those in receipt of Pupil Premium</p> <p>SLT is conscious of demographic make-up of those who attend clubs and are keen to promote equity of access</p> <p>A variety of extra-curricular activities will be offered.</p> <p>Gender disparity in club attendance will be explored.</p>	Summer 2026	SLT	<p><b><u>Autumn 2025</u></b></p> <p>Subsidised places are available - investigate how to implement and advertise to target group</p> <p>SLT have received information on who attends various activities and school groups such as school council.</p> <p>SLT to investigate how to encourage participation appropriately</p>
<p><b>New objective for Autumn 2025</b></p> <p>Anti-racism/protected characteristics teaching - responding to emerging issues</p>	<p>Develop programme of anti-racism and protected characteristics learning to not only respond to emerging issues, but to pre-empt misconceptions forming</p>	Autumn 2026	SLT/Inclusion/PSHE lead	