

Equality Objectives Update – March 2026

The Equality Act 2010: What it means for every school:

Since 6 April 2011 all public bodies, including all local authorities and all schools have been bound by what is known as the Public Sector Equality Duty (Section 149 of the Act). This replaces previous statutory duties on race, gender and disability and covers new protected characteristics. Schools and local authorities have: a) a general duty and b) two specific duties.

The general duty to promote equality

Schools must have due regard to the need to:

1) Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Act;

2) Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it by:

- removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have
- 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

3) Foster good relations between persons who share a relevant protected characteristic and persons who do not share it. Schools need to consider how they tackle prejudice and promote understanding through:

- the curriculum
- community cohesion
- anti-bullying policies

Specific duties

There are 2 specific duties for schools:

1) To publish equality information - which shows compliance with the duty (by 6th April 2012 and thereafter annually)

2) To prepare and publish one or more equality objective (6th April 2019 and again no more than 4 years later)

This is a summary of the objectives that have been set for our school. The objectives will be reviewed annually and may be changed as a result of this.

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Equality Objective	Update of Objective	Comments
To promote spiritual, moral, social and cultural development through all appropriate curricular/extra-curricular opportunities. We aim to meet this objective with particular reference to issues of equality and diversity.	Curriculum 2014 fully embedded, co-ordinators identifying opportunities for promoting SMSC, particularly in relation to equality and diversity. SMSC promoted at every opportunity by all staff. An increase in planned number of visits, visitors and parental workshops in support of pupils' SMSC, including links to the local church, school council and assemblies.	Promote SMSC as part of all curricular activities. Organise a range of visits/visitors to support children's understanding. Continue full implementation of statutory RSE using recently purchased scheme.
To eradicate prejudice and increase understanding of equality through direct teaching across the curriculum.	Monitoring of pupils' work in books, planning and teaching reveals teachers ensure prejudice is challenged, while equality is promoted; including positive imagery displayed around school. Commission external services who can help support incidents of prejudice (e.g. CE, PCSO, Prevent Team).	Continue to challenge prejudice, while promoting equality at all times.
To remove notions of fixed ability and to model teaching and learning behaviours that avoid labelling.	Half-termly pupil progress meetings, book trawls and lesson observations, ensure pupils provided with challenge; curriculum fully inclusive of all children regardless of ability. Interventions provided to support children's progress. School adheres to SEND policy and Supporting Children with Medical Conditions policy. All children given access to all activities, use of 'Going for Gold' removes any suggestion of fixed ability.	Continue to plan interventions, while closely monitoring all pupils' progress. Curriculum subjects planned to remain accessible to all.
To 'diminish the difference' between pupil groupings.	Half-termly pupil progress meetings also focus on pupil groupings – including gender. Any gap between any pupil group attainments is quickly identified and closely monitored; leading to the gap between pupil grouping attainment being diminished/narrowed. To ensure curriculum remains accessible to all pupils, regardless of ability.	Continue to monitor pupil groupings; ensuring attainment remains at least in-line. Curriculum subjects planned to remain accessible to all.
To promote cultural development and understanding through a rich range of experience, both in and beyond the school.	School plans an annual assembly rota, enabling pupils to participate in a range of cultural experiences, including meeting visitors from a range of religions and cultures. School has forged links with school in Turkey and will be forging links with a school in Canada, writing letters – and visiting teachers from each school. Regular visits and visitors take place (including Derby Faith Trail – visiting a range of buildings from several religions), with opportunities to promote children's cultural development.	Continue to plan a range of cultural experiences for children, with a focus on first-hand experiences, both in and beyond school.
To promote pupils understanding of what it means to be a global citizen.	School promotes the developments/events from across the globe (both positive and negative) deepening pupils understanding of current issues.	Continue to share global events and discuss implications for us, with pupils; focusing on positive global achievements (e.g. advancements in medicine).

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To promote British Values - Democracy, Rule of Law, Respect and Tolerance, Individual Liberty.	School to promote the discreet elements of our British values, deepening understanding and developing awareness.	Continue to raise profile of British Values throughout the curriculum.
To eradicate prejudice related bullying in relation to the protected characteristics listed in the Equality Act 2010. To actively promote channels of support – specifically in relation to ‘Child on Child Abuse’.	School promotes anti-bullying week; anti-bullying remains regularly part of school assemblies. Classes have a worry box and circle-time is timetabled as part of statutory RSE lessons. Online-safety has a high profile, with visits from PCSO & Police, ensuring children aware of how to deal with cyber-bullying. Termly updates reported to Governing Board. School provides nurture intervention and a student counsellor and takes part in NSPCC assemblies and workshops. Working with Nurture Assistant, ensuring pupils have an awareness of channels of support – specifically in relation to Peer on Peer Abuse.	Promote anti-bullying through assemblies, circle-time and a range of anti-bullying activities – with a focus on all forms of bullying. Continue to deliver RSE curriculum. KCSIE guidance
To challenge prejudice and promote understanding in relation to people with disabilities.	Monitoring of planning and teaching reveals teachers ensure prejudice is challenged, while equality is promoted; including images displayed around school. Children participate in visits to local people with disabilities, to share experiences with them and learn about living with a disability i.e. Rugeley Blind and Partially Sighted Club. School also participated in a ‘Paralympics’ themed PE lesson and ‘Sport4All’ competition, enabling them to experience first-hand living with a disability.	Continue to provide opportunities for pupils to develop a good awareness of the variety of disabilities with which people have and to develop empathy and understanding.
To provide opportunities to support and improve attendance for all pupils throughout Chancel Primary School.	Several initiatives are in place: termly attendance certificates, attendance badges for 100% attendance, tea with Head-Teacher, fantastic attendance cup – awarded to class with best attendance, meetings with parents to discuss attendance, safe & well checks and meetings with medical staff to promote attendance of children with illnesses.	Continue to promote good attendance, address persistent absenteeism and issue penalty notices as required.
To develop and promote the use of positive imagery, promoting a wide range of faiths and cultures throughout Chancel Primary School.	Annual focus week planned, focusing on a range of faiths and cultures. A cultural corner has been established, enabling children to immerse themselves in a wide range of faiths and cultures – used as part of class assemblies. Children take part in the Derby Faith Trail. Pupils participate in a wide range of community events and activities, including: supporting the local Foodbank; organising grandparents’ afternoons; reading to members of local sheltered accommodation; singing (via school choir) to members of the community: at services, concerts, sheltered accommodation, local supermarkets, local events; visiting the council chambers to speak with local councillors about elections and duties.	Continue to celebrate events from a wide range of faiths and cultures, while developing tolerance, empathy and understanding through a variety of workshops and visits/visitors.

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To ensure GDPR guidance is adhered to.	School has bought into Staffordshire DPO service, who provides advice and support (including visit to school). GDPR Lead conducts regular spot-checks and GDPR Committee Meetings. GDPR remain regular agenda items during: staff, SLT and Governor meetings.	Ensure stakeholder's personal information, including disabilities/characteristics... protected and remain confidential at all times.
We are committed to meeting our Public Sector Equality Duty 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.	Implementing required policies and procedures Ensuring appropriate training for our staff School assemblies and special events Our curriculum and interaction with all members of our school community Our communications, website and publications Our ethos and values Appropriate oversight by school leaders and Governors Discussions with and feedback from our pupil voice Opportunities to reflect the multicultural nature of our school community Our use of display and development of an accessible learning environment Visits to museums, places of worship and places of local interest A focus on the involvement of parents and carers Our identified school objectives – published separately Feedback to our Governing Body The close monitoring and response to any incidents of inappropriate behaviour towards others as reflected in the Equalities Act 2010	Maintain an awareness of the equality act and equality duties, ensuring school complies fully.