ROSLEY CE SCHOOL

EQUALITY POLICY, OBJECTIVES & ACTION PLAN

2026 – 2030

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Signed:			
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We are kind and compassionate to one another and learn to forgive each other as God forgives us. We trust those around us to work together, aiming high in all we do

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Referenced statutory and non-statutory guidance

PSED checklist for school staff and governors.
PSED guidelines for writing equality objectives.
PSED template for publication of the school equality objectives.
PSED equality objectives action plan.
PSED statement for the staff handbook.
PSED statement for school website.
Equality Impact Assessments Guidance
The Equality Act and legislation relating to safeguarding requirements (including gender questioning children and social transition

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1. Introduction

Our school is inclusive; we focus on the well-being and progress of every child and we are committed to ensuring all members of our community are equally valued.

Equality legislation exists to protect people but also to try and advance equality. Inequality still persists in the UK despite 40 years of equality legislation. In Cumbria we know that some groups do less well than others in terms of progress, achievement and later life chances. This picture is reflected nationally. The recognition of diversity and promotion of inclusive and equality practices will help to overcome this disparity.

Our school seeks to foster a warm, welcoming and respectful environment which allows us to question and challenge discrimination and inequality, resolve conflicts peacefully and work and learn free from harassment and violence.

We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access and learning and to create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Our approach to equality is based on 7 key principles:

1. **All learners are of equal value**. Whether or not they are disabled, whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.
2. **We recognise, respect and value difference and understand that diversity is a strength.** We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to age, sex, race, disability, religion or belief, gender reassignment, marriage and civil partnership, sexual orientation or pregnancy and maternity (protected characteristics). We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach, support children and visit here.
3. **We foster positive attitudes and relationships.** We actively promote positive attitudes and mutual respect between groups and communities different from each other. We are also committed to supporting our staff in the practical implementation of this Policy.
4. **We foster a shared sense of cohesion and belonging.** We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.
5. **We observe good equality practices for our staff.** We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development.
6. **We have the highest expectations of all our children.** We expect that all pupils can make good progress and achieve to their highest potential.
7. **We work to raise standards for all pupils, but especially for the most vulnerable.** We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

2. Purpose of the Policy

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate against pupils, staff or the wider school community or treat them less favourably because of their sex, race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy and maternity. We will not separate pupils by reference to protected characteristics such as sex, race or faith while at school. This would be considered to be direct discrimination.

Age and marriage and civil partnership are also "protected characteristics" and although are not part of the school provisions related to pupils, would apply to staff and the wider school community.

The Act requires all public organisations, including schools, to comply with the Public Sector Equality Duty (PSED) and two specific duties:

The Public Sector Equality Duty or "general duty". This requires all public organisations, including schools, to:

- eliminate unlawful discrimination, harassment and victimisation;
- advance equality of opportunity between different groups;
- foster good relations between different groups.

Two "specific duties". This requires all public organisations, including schools, to:

1. publish information (the Policy) to show compliance with the Equality Duty;
2. publish equality objectives at least every 4 years which are specific and measurable.

This Policy describes how our school, which has very limited resources, is meeting these statutory duties and working hard to ensure that equality is at the core of all that we do. This document is supported by our Equality Objectives Action Plan which demonstrates how we intend to ensure that principles of equality are embedded into our school and community life.

We utilise a PSED checklist for school staff and governors to help assess the school's compliance with our PSED duties. Further information on how the Equality Act applies to schools can be found in the Department for Education (DfE) document Equality Act 2010: advice for schools.

3. Links to other policies and documentation

Although this Policy is the key document for information about our approach to equality in line with the Public Sector Equality Duty, evidence of our commitment to our responsibilities under the Equality Act can also be found in our:

- Accessibility Plan
- Admissions Policy
- Behaviour Policy
- Governing body minutes
- Parent and pupil surveys
- Child Protection Policy and procedures
- Code of conduct for staff and other adults
- School performance data
- School prospectus
- School website
- SEND Policy

As a school we also collect the following information, broken down by race, religion or belief, sex, disability and, where relevant, sexual orientation, gender reassignment, pregnancy and maternity, marriage and civil partnership, and age:

- School admissions
- Pupil attainment and progress
- Prejudice-related incidents

- Sanctions (including suspension and exclusion)
- Staff recruitment and selection
- Promotions
- Professional development opportunities

The Equality Act also applies to schools in their role as employers, and the ways in which we comply with this are found in our Recruitment and Selection procedures.

4. Our school profile

Rosley School is a Church of England Voluntary Aided School with 64 pupils currently enrolled and a strong Christian ethos which develops the whole child. There is a ratio of 29 boys to 35 girls, below the national ratio of 51 boys to 49 girls (DfE June 2023). 6.25% of pupils take free school meals (FSM), well below the national average of 23.8% (DfE June 2023).

17.2% of our pupils have special educational needs. There is a ratio of 9 boys to 2 girls.

In September 2026, 88% of our pupils entered school from our Governor-led nursery. The remaining 12% came from a private nursery. In order to minimise the impact of this inequality, the term before starting school in September, all children who applied for a place were offered visits to the school for six visits. This allowed them to settle into the school environment and allowed the staff to get to know them and make initial assessments of and form relationships with pupils ready for their start.

Our catchment area takes in the villages of Rosley, Curthwaite and Westward and several other small rural villages, hamlets and isolated farms. There are few amenities available locally. The immediate area is relatively prosperous and school is becoming appealing to parents who commute to Carlisle, Penrith and Workington. There are currently no ethnic minority pupils. 43 of our pupils come from outside our official catchment area. They are attracted by our school's reputation and our breakfast club which operates from 8.00am and after-school club which operates to 5.30pm each evening. Over an average week, over 40% of pupils use both clubs. Approximately 4% of our children come from one-parent families.

We have several vulnerable groups including those with special educational, learning and medical needs.

We have never had problems attracting staff and have a full teaching staff complement.

The Local Authority (LA) administer admissions to the school but our Governing Body is the Admissions authority. When we are made aware of pupils who are joining the school with special educational needs, disabilities or other medical needs, we arrange to meet the pupil and parents or carers and involve professionals from the LA and Health Authority to ensure any adjustments required to our buildings or curriculum are made in readiness for them starting school. The school has fully ramped access and is level throughout the building enabling access to wheelchair users. Our reception area is accessible to people with disabilities. We have one disabled toilet.

0% of our pupils have English as an additional language.

Information for parents and others is provided in verbal and written form and we would offer it in alternative formats on request if required e.g. another language, braille etc.

Recruitment procedures are based on those provided by our LA with all advertising being processed through the Council HR and Advertising Team.

Note: If we do not provide actual figures in relation to pupils or staff from ethnic minorities or any other equality group with protected characteristics it is because they are a small number of people and we must maintain their privacy. We are also not required to collect any statistical data which we do not already collect routinely e.g. RAISE online and other data.

5. What we are doing to eliminate discrimination, harassment and victimisation

- We take account of equality issues in relation to admissions and exclusions; the way we provide education for our pupils and the way we provide access for pupils to facilities and services.
- We are aware of the reasonable adjustment duty for disabled staff and pupils – designed to enhance access and participation to the level of non-disabled pupils and stop disabled children being placed at a disadvantage compared to their non-disabled peers.
- The Head teacher ensures that all appointment panels give due regard to this Policy so that no one is discriminated against when it comes to employment, promotion or training opportunities.
- We actively promote equality and diversity though the curriculum and by creating an environment which champions respect for all.
- Our admissions arrangements are fair and transparent, and we do not discriminate against pupils by treating them less favourably on the grounds of their sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity.
- We challenge all forms of prejudice and prejudice based bullying.

Behaviour, exclusions and attendance

The school policies on behaviour and attendance take full account of our duties under the Equality Act. We make reasonable, appropriate and flexible adjustment for pupils with a disability. We closely monitor data on exclusions and absence from school for evidence of overrepresentation of different groups and take action promptly to address concerns.

Addressing prejudice and discriminatory-based bullying

The school challenges all forms of prejudice and discriminatory-based bullying (both on and off-line), which stand in the way of fulfilling our commitment to inclusion and equality, including:

- prejudices around disability and special educational needs.
- prejudices around race, religion or beliefs.
- prejudices around gender and sexual orientation.

6. What we are doing to advance equality of opportunity between different pupil groups

- We know the needs of our school population very well and collect and analyse data in order to inform our planning and identify targets to achieve improvements. We take action to close any gaps, for example, for those making slow progress in acquiring age-appropriate literacy and number skills. We also ensure children from all groups are challenged to reach higher levels.
- We have procedures, working in partnership with parents and carers, to identify children who have a disability through our pupil admissions meetings and home visits.
- We collect, analyse and use data in relation to attendance and exclusions of different groups.
- We use a range of teaching strategies that ensures we meet the needs of all pupils.
- We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality.
- We ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary.
- Our school has an accessibility plan that is reviewed every 3 years or when a significant change has taken place. The Plan is published on the school website.
- We will take positive and proportionate action to address the disadvantage faced by particular groups of pupils with particular protected characteristics, such as targeted support. The actions will be designed to meet the school's Equality Objectives.

7. What we are doing to foster good relations

- We prepare our pupils for life in a diverse society and ensure that there are activities across the curriculum that promote the spiritual, moral, social and cultural development of our pupils.
- We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHE and citizenship and across the curriculum.
- We use materials and resources that reflect the diversity of the school, population and local community in terms of race, gender identity, sexuality, disability and avoiding stereotyping.
- We consider gender and identity issues using information from KCSiE and additional legislation relating to safeguarding requirements (including gender questioning children and social transition).
- We promote a whole school ethos and Christian values that challenge prejudice-based discriminatory language, attitudes and behaviour.
- We take incidents of abuse, sexual violence and harassment seriously and have a zero tolerance to any abusive behaviour between all members of the school community;
- We provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.
- We include the contribution of different cultures to world history and that promote positive images of people.
- We provide opportunities for pupils to listen to a range of opinions and sympathise with different experiences.
- We promote positive messages about equality and diversity through displays, assemblies, visitors and whole school events.

In order to ensure that the work we are doing on equality meets the needs of the whole school community we:

- review relevant feedback from the annual parent questionnaire and parents' evenings.
- secure and analyse responses from staff.
- review feedback and responses from the children and groups of children from the School Council, Worship Leader Team, Green Team and Young Leader Team.
- ensure that we secure responses and feedback at Governing Body meetings.

8. Publishing equality information and objectives

We identify and publish equality objectives on a four-year cycle. The objectives are reviewed each year by the school's Governors and SLT and are available on our website. We are happy to provide our equality objectives in other formats if requested.

We have a template for publishing school equality objectives on our website and use guidance on writing equality objectives to ensure that our objectives are SMART (Specific, Measurable, Achievable, Relevant and Time-bound).

In line with DfE guidance on what we must or should publish on the school website, we will consider collecting and publishing governing board members' diversity data so that such information is widely accessible to members of the school community and the public.

9. Roles and responsibilities

We expect all members of the school community and visitors to support our commitment to promoting equality and meeting the requirements of the Equality Act. We will provide training, guidance and information to enable them to do this.

Governing Body

The Governing Body is responsible for ensuring that the school complies with legislation; that this Policy and its related procedures and action plans are implemented and form part of the School Improvement Plan (SIP); support is provided to the Head teacher in implementing any actions necessary. The Governing Body will receive and attend training in order to successfully discharge their duties under the legislation.

Every governing body committee keeps aspects of the school's commitment to the Equality Duty under review, for example, in terms of standards, curriculum, admissions, exclusions, personnel issues and the school environment. Equality objectives are set every four years by the Governing Body. The Governing Body review progress in reaching the objectives annually.

Head teacher

The Head teacher is responsible for overseeing the implementation of the Policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; developing partnerships with external agencies regarding the Policy so that the school's actions are in line with the best advice available; ensuring Equality Impact Assessments are conducted on functions and Policies; and for taking appropriate action in any cases of unlawful discrimination.

Teaching and support staff

All teaching and support staff will:

- promote an inclusive and collaborative ethos in their classroom;
- challenge prejudice and discrimination;
- deal fairly and professionally with any prejudice-related incidents that may occur;
- plan and deliver curricula and lessons that reflect the school's principles, for example, in providing materials that give positive images in terms of race, gender and disability;
- maintain the highest expectations of success for all pupils;
- support different groups of pupils in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult;
- keep up to date with equality legislation relevant to their work.

We will provide training and guidance on equality for all staff. This is reviewed annually and introduced to staff at the start of the year.

Pupils

Pupils are expected, and will be supported, to:

- act in accordance with any relevant part of the Policy;
- experience a curriculum and environment which is respectful of diversity and difference and prepares them well for life in a diverse society;
- understand the importance of reporting discriminatory bullying (both on and off-line) and racially motivated incidents;
- help us ensure our peer support programme promotes understanding and supports pupils who are experiencing discrimination.

Visitors

All visitors to the school, including parents and carers, are expected to support our commitment to equality and comply with the duties set out in this Policy. We will provide guidance and information to enable them to do this. Information will be placed on the school website.

10. Equal opportunities for staff

This section deals with aspects of equal opportunities relating to staff. We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

- All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.
- We are also concerned to ensure, wherever possible, that the staffing of the school reflects the diversity of our community.
- As an employer we strive to ensure that we eliminate discrimination, bullying and harassment (in all its forms) and victimisation in our employment practice and actively promote equality across all groups

within our workforce. When incidents or issues of this nature are identified or reported, we will take account of the DfE guidance 'Preventing and tacking the bullying and harassment of school staff'.

- We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.
- We ensure that all staff, including support, administrative staff, and others employed on a regular basis by external organisations, receive appropriate training and, where applicable, opportunities for professional development, both as individuals and as groups or teams.

11. Monitoring and reviewing the Policy

We update and re-publish our Equality Policy as necessary, our school profile and objectives annually to account for the September intake or staffing changes and how they affect diversity in school, and the action plan no less than every 4 years. We will also review our action plan in brief annually in light of any new objectives to ensure our longer-term goals remain relevant.

12. Disseminating the Policy

This Equality Policy, along with the Equality Objectives and related information, is available:

- on the school website.
- as paper copies in the school office.

We publish copies of relevant Policies and guidance, including those on behaviour, admissions and special educational needs, on our school website.

13. Complaints

Complaints arising from the operation of this Policy will be dealt with in line with the school's complaints procedure.

Complaints by staff will be dealt with under the Grievance Procedure, as appropriate.

We take all complaints seriously and will take appropriate action to eliminate discriminatory behaviour.

We will monitor complaints to help establish whether we are meeting our equality duties and report regularly to the Governing Body about the nature of complaints made and action taken.

REFERENCED STATUTORY AND NON-STATUTORY GUIDANCE

The following statutory and non-statutory guidance was used in research and/or referenced in formulating this Equality Policy, Objectives and Action Plan:

- UN Convention on the Rights of the Child
- UN Convention on the Rights of People with Disabilities
- Human Rights Act 1998
- The Equality Act 2010 and Schools (UK Gov Department for Education)
- Public Sector Equality Duty: Guidance for Schools (Equality and Human Rights Commission)
- The Essential Guide to the Public Sector Equality Duty (EHRC)
- Technical guidanc on the Public Sector Equality Duty: England (EHRC)
- Sexual harassment and harassment at work: technical guidance (EHRC)
- Menopause in the workplace: Guidance for employers
- DfE Keeping Children Safe in Education
- DfE Preventing and tacking the bullying and harassment of school staff
- DfE Gender separation in mixed schools

Equality Objective Action Plan 2026 – 2030

Public Sector equality Duties (PSED): eliminate unlawful discrimiation, harassment, or victimisation (EUDHV); equality of opportunity (EO); fostering good relations (FGR)

PSED	Aim	Target Group	Action	Who is responsible	Indicator of achievement
EUDHV EO	To narrow the gap in attainment of all disadvantaged pupils and pupils with SEND	SEND & Disadvantaged pupils	Ensure Inclusion & SEND is a standing agenda item for termly Pupil Progress meetings Perform termly analysis of achievement by gender, race, background, disability & summer born Perform Analyse School Performance data analysis with comparisons against national data for different groups of children annually. Act on any trends/patterns in the data which require additional support for pupils inc whole school action plans and class interventions	Headteacher Teaching staff Headteacher Teaching staff	Attainment gap narrowed – dta analysis and external verification Pupils make progress against agreed targets (EHCPs, support plans, prior attainment, graduated response)
EO FGR	To ensure all learning environments are inclusive and support the needs of all groups of pupils including SEND	Whole school	Learning environments to be regularly reviewed from the perspective of inclusivity through formal and informal monitoring SENDCO to support staff and facilitate CPD to develop and maintain inclusive and accessible environments. This may include liaison with external agencies. Work with WELL/ERA to support inclusion	Teaching staff & SENDCO	All learning environments are inclusive and accessible, tailored to the needs of our pupils Staff are aware of, and implement, the features and principles of effective learning environments

EUDHV EO FGR	To broaden our pupils' understanding of diversity, specifically different cultures and societies	Whole school	Ensure resources in school reflect diversity and promote positive role models Continue to identify opportunities across the curriculum for visits/visitors representing diversity Challenge stereotypes via learning across the curriculum, specifically in RSHE and in CW Build links made with another school with a more diverse demographic	All staff	Greater understanding and respect for diversity; Christian values and vision used to promote this Topics/arising issues are covered through age -appropriate lessons and Picture News
EUDHV FGR	To continue to promote positive attitudes towards people with disabilities	All pupils (except nursery)	Continue to provide Wheelchair basketball sessions annually for pupils to experience sport with limited mobility and promote empathy	Headteacher	Pupils demonstrate positive attitude towards people with disabilities

Date action plan last reviewed:

November 2026