

GUARDIAN ANGELS' RCPS EQUALITY POLICY AND OBJECTIVES

Policy approved by: Governors	Date: January 2026
Last reviewed: January 2026	
Next review: January 2028	

Mission Statement

We follow in the footsteps of Jesus to love, learn and grow.

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 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. The protected characteristics are:
 - Age
 - Disability
 - Gender reassignment
 - Marriage or civil partnership
 - Pregnancy and maternity
 - Race
 - Religion or belief
 - Sex
 - Sexual orientation

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.

Roles and responsibilities

The Governing Body 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

- 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 Head of School

The Equality link governor is Stephanie Sweeney. She will:

- Meet with the designated member of staff for equality every year, and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing body regarding any issues

The Executive Headteacher / Head of School will:

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

The designated member of staff for equality is Sarah Scully

The designated member of staff for equality will:

- Support the Head of School in promoting knowledge and understanding of the equality objectives among staff and pupils
- Meet with the equality link governor every year to raise and discuss any issues
- Support the Head of School 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 below.

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 briefing every September.

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 senior leaders and governors aware of these as appropriate.

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 (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 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

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 Pupil Voice 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

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 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.

GUARDIAN ANGELS' RCPS EQUALITY OBJECTIVES

Equality Objective: To include in all subject curriculums positive images, resources and references to the protected characteristics.

Action	Strategies	Time	Success Criteria
During subject curriculum reviews, subject leaders to review resources to ensure they are representative of all groups of people.	Discuss in staff meetings through subject review audits. Carry out book audits. Observe through learning walks and book looks.	Ongoing	Our curriculum is representative of all groups within society including the protected characteristics.

Equality Objective: To ensure all children have a deeper understanding of active citizenship within their community, in order to prepare them for life in Modern Britain

Action	Strategies	Time	Success Criteria
All children to develop their understanding of being active citizens in their community through assemblies, PSHE lessons.	Whole school staff training on rights and respects in school. Whole school planning to incorporate teaching the rights. Develop working links with the community. Work towards the Bronze, then silver accreditation for Rights Respecting Schools.	Ongoing	Achieve the Bronze Award for Rights Respecting Schools. All planning to link with the rights of children. The rights of children to be displayed throughout the school environment. The Pupil Voice group to articulate children's rights and how they can contribute to a happier, safer world.

Equality Objective: To implement a reasonable adjustment agreement for all staff with disabilities, to meet their needs better and to ensure that any disadvantages they experience are addressed.

Action	Strategies	Time	Success Criteria
To have risk assessments and plans in place for any staff member who requires adjustments.	Through regular 1:1s with members of staff and return to work meetings, risk assessments and plans are implemented to ensure staff can access their work.	On going	All staff members are able to access their work through reasonable adjustments where necessary

Equality Objective: To train all members of staff and governors involved in the recruitment and selection on equal opportunities and non-discrimination.

Action	Strategies	Time	Success Criteria
New governors and staff to be trained in Safer Recruitment as per the CPD plan for governors	Through the CPD cycle, ensure all relevant governors are trained in Safer Recruitment and carry out the training.	Annual review	Governors and staff who are involved in the Recruitment Process are trained in the Safer Recruitment Process

