

# Nurturing to Learn

## Equality Statement 2025-29



Governing Body Ratification Date: September 25
Next Review Date: September 29
Responsible Person: Headteacher

### 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

Our school aims to promote respect for difference and diversity in accordance with our values, such as respect, kindness and safety.

## **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 headteacher

The 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

#### **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.

#### **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.
- Making pupils aware of our behaviour and anti-bullying policies
- 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.

## 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

## 8. Equality objective

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 September 2029 to be our deadline for this

### Elms School Equality Action Plan 2021-2024

Aim	Action	Lead	Partners	Success Criteria	Review January 2024
To develop a wider offer of options beyond the age of 16	To invite local providers to careers fairs.  To investigate the possibility of virtual careers fairs	Welfare Assistant.	E.K.C.  14-19 Impartial Advice Group.  Canterbury College.	Variety of options for students to access including apprenticeships, college and working in the community.	Students are signposted to different opportunities post 16
To ensure that students grow as young citizens and contribute to their school, local and wider community.	All subjects to devise a subject improvement plan, investigate opportunities to be creative and to include outdoor learning to personalise provision.  The Duke of Edinburgh Award is now offered to all pupils, which includes an element of volunteering. The school will recommence fundraising events which are always well supported as	DHT  Faculty leads.	Teachers.  HLTA's responsible for D of E (SLL(?))	Pupils and staff to have knowledge and understanding of the diversity of spiritual, moral, social and cultural beliefs.	Subject Leadership groups planning for the improvement in their subject areas. 2024/25 plans included week considering different countries.  School now operates the DoE platform locally.

	soon as Covid restrictions allow.				
To build our support for parents, clear signposting of services to offer advice to help their child reach their full potential.	Offer more opportunities for communication. Parent training.	Head of Welfare.	NHS Community nursing. Early Help. Police.	Reduce the number of referrals to Social Services. Help families before they reach crisis.	Information signposted for parents.
To create a broader provision so that all students have opportunities to access an increased range of activities and events.	To review Student Led Learning. To review interests of students. To consider diverse needs of pupils and staffing ratio's.	Head of PPD&B.	TA's. Teachers Local providers.	All students participate in Student Led Learning activities.	We have revised the whole school curriculum to reflect the NC and to provide a broad, balanced and rich curriculum offer. Our Duke of Edinburgh is now combined with student led learning so that all "courses" lead to an accredited qualification.
To utilise the skills of the staff to support partner schools. As soon as Covid restrictions allow	Organise the exchange of staff with other schools. Schools Partnership Programme.	HT DHT	KASS CLASS SPP	All staff have access to secondment opportunities, joint practice, development and collaborative working through individual appraisal targets.	School is part of KsENT, Samphire Learning Hub and Dover District Secondary Headteachers networks.
To ensure that staff receive appropriate support to be able to achieve their full potential	Staff currently receive a variety of support including RTW meetings, Occupational health referrals (pre and during employment) and signposting to support services Extend mental health support to staff, exploring mindfulness, apps etc.	Head of Business & Premises	TBA	The mental health of staff is more supported	School Improvement plans have focused on training staff in Thrive, Trauma Informed Practice, Task avoidance, Team Teach.

	Staff to have their RTW meeting before they go into class/office/transport				
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**Objective 1**

**Undertake an analysis of recruitment and absence data and trends in regard to race, disability and any gender pay gap by July 2026, and report on this to the governing board.**

Progress we are making towards this objective:

**Objective 2**

**Have in place a reasonable adjustment agreement for all staff with disabilities, to meet their needs better and make sure that any disadvantages they experience are addressed.**

Progress we are making towards this objective:

**9. Monitoring arrangements**

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

School-specific equality objectives will be reviewed by governing body at least every 4 years.

This document will be reviewed by governing body annually, to ensure continued compliance with the PSED.

This document will be approved by governing body.

**10. Links with other policies**

This document links to the following policies:

- Accessibility plan
- Risk assessment
- SEN information report
- SEND policy