



Equality Information and Objectives

This is a Trust Statement - information and objectives specific to individual academies and their procedures are added by the academy in *Appendix 2 and Appendix 3*. (For a copy of the academy specific information and objectives – see the individual academy website).

Date	Revision & Amendment Details	By Whom
September 2019	Approved	Executive
September 2023	Review and updated	Executive
May 2025	Review and updated	Headteacher and AGC
September 2025	Review and updated	Headteacher and AGC
September 2026	Review and updated	Headteacher and School Forum

Review / Updates

Education Committee

- Update equality information (described in sections 4 – 7) annually
- Review the whole document every four years

Academies

- Update academy specific equality information (described in Appendix 2) annually
- Review and update objectives every four years

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1. Aims

Peterborough Diocese Education Trust (the Trust) 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 (for details of protected characteristics - see [Appendix 1](#))
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

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 / academies 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 the [Department for Education \(DfE\) advice for schools on the Equality Act](#), 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](#).

This document also complies with the Trust's funding agreement and articles of association.

3. Roles and responsibilities

3.1 The Board of Directors will:

- Ensure that the equality information as set out in this statement is published and communicated throughout the Trust, including to governors, 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 four years
- Delegate responsibility for monitoring the achievement of the objectives in each academy on a daily basis to the headteacher / head of school and delegate responsibility for monitoring progress of the objectives to the Academy Governance Committee (AGC).

3.2 The Academy Governance Committee (AGC) will:

- Meet regularly with the Headteacher / Head of School or designated member of staff for equality and other relevant staff members to discuss any issues and how these are being addressed
- Ensure they are familiar with all relevant legislation and the contents of this document
- Monitor progress of the academy's Equality Objectives as set out in [Appendix 3](#)
- Attend appropriate equality and diversity training
- Report back to the Board of Directors through the Central Executive Team regarding any issues.

3.3 The headteacher / head of school will:

- Monitor the achievement of the objectives on a daily basis
- Promote knowledge and understanding of the equality objectives among staff and pupils
- monitor success in achieving the objectives and report back to governors.

If an academy has a designated member of staff for equality, they will:

- Support the Headteacher / Head of School in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the governors on a regular basis to raise and discuss any issues
- Support the Headteacher / Head of School in identifying any staff training needs, and deliver training as necessary.

3.3 All staff

All academy staff are expected to have regard to this document and to work to achieve the objectives referred to in section 8 and set out in [Appendix 3](#).

4. Eliminating Discrimination

The Trust is committed to eliminating discrimination and is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, Trust policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Directors, governors and all staff 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.

How individual academies specifically work to eliminate discrimination is set out in [Appendix 2](#).

5. Advancing Equality of Opportunity

As set out in the DfE guidance on the Equality Act, the Trust aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected by a particular characteristic they have (e.g. pupils / staff 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.

Academy specific details as to how they will advance equality of opportunity can be found in [Appendix 2](#).

6. Fostering Good Relations

The Trust aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance and friendship and understanding of a range of religions and cultures through different aspects of the 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
- Working with communities.

For academy specific details in relation to how they foster good relations – [see Appendix 2](#).

7. Equality Considerations in Decision-Making

The Trust and its academies ensure they have due regard to equality considerations whenever significant decisions are made.

For details of how individual academies consider the impact of significant decisions on particular groups – [see Appendix 2](#).

8. Equality Objectives

The Trust expects each academy to set their own objectives depending on their circumstances and context, whilst keeping in-line with the Trust's overall approach to equality set out in this Policy.

Individual academies Equality Objectives are set out in [Appendix 3](#).

9. Monitoring Arrangements

The Board of Directors, acting through the Education Committee, will update the equality information it publishes, described in sections 4 to 7 above, at least every year and this whole document will be reviewed by them at least every 4 years.

The Headteacher / Head of School will, in partnership with their AGC:

- Update the equality information the academy publishes, described in [Appendix 2](#), at least every year; and
- Review and agree the academy-specific equality objectives in [Appendix 3](#) every four years.

10. Links with Other Policies

This document links to the following policies:

- Accessibility plan
- SEND.

Appendix 1

The Protected Characteristics as set out in [The Equality Act 2010](#) are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation.

Appendix 2

Equality Information - Academy Specific

Name of academy: Ringstead Church of England Primary School

Eliminating Discrimination in Our Academy

We work to eliminate discrimination in the following ways:

- 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 at the start of every academic year.
- The headteacher at Ringstead CE Primary School is the designated member of staff for monitoring equality issues. Where necessary, they liaise with the School Forum (SF) regarding any issues and make them and senior leaders aware of these as appropriate.

Advancing Equality of Opportunity

As set out in the DfE guidance on the Equality Act, we aim to advance equality of opportunity in our school by:

In addition to what is set out in the DfE guidance on the Equality Act, we aim to advance equality of opportunity in the following ways: removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or LGBTQ+ pupils who are being subjected to homophobic bullying).

At Ringstead CE Primary School, we actively encourage people who have a particular characteristic to participate fully in all activities. This includes both curricular and extracurricular opportunities. To do so we would consider the needs of the adult/pupil and make arrangements that could include the following:

- Resources to enable participation in class. This could be resources to allow a child with dyslexia opportunities to take part and make good progress.
- Flexible adaptations. If sight/hearing was a potential barrier to learning, additional resources would be made available or the classroom layout would be altered to allow access by all.

A reporting system is in place that addresses any complaints made in relation to bullying of any kind whether in school or out of school. Logs of homophobic, racial and online bullying for example are kept by the Safeguarding Team and these are monitored by the School Forum (SF). Where a complaint of bullying is made, parents of those children involved are included in the process.

Termly summative data is analysed and is then used by teaching staff/subject leaders to plan accordingly so that all children have sufficient opportunities to make good progress from their own

starting points. In accordance with DfE requirements the necessary data is published via the school website.

Ringstead CE Primary is an inclusive school, whereby all children have access to learn and flourish to their full potential. Where learning takes place outside of the school environment within the school day, support is provided that allows participation by all pupils. Depending on circumstances this support could be provided by a 1:1 adult for example.

Additional funding received, including Pupil Premium/Sports Funding, is used to support children with accessing the curriculum as well as extra-curricular events. Depending on an individual's needs, the funding could be used to provide additional resources, transportation, clothing etc. The offer of this support is based upon an individual's needs.

Fostering Good Relations

We aim 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 the curriculum. This includes teaching in RE, Citizenship and Personal, Social, Health Education (PSHE) 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 collective worship dealing with relevant issues. Pupils will be encouraged to take a lead in such collective worship and external speakers from across various denominations of faith will also be invited to contribute.
- Working with our local community.
- An example of how we work with our local community is inviting leaders of local faith groups to speak at collective worship, or members of alternative faith groups to provide workshops to specific classes be this in school or whilst out on a school trip to visit a place of worship such as the Gurdwara trip in Y3/4 as well as the upper KS2 faith day which incorporates visiting three different places of alternative worship during the course of one day.
- Over the course of an academic year, pupils from EYFS – Y6 visit the local church each term to take part in an 'experience' opportunity. These include Experience Harvest, Experience Christmas, Experience Easter, Experience Pentecost and Experience the Lord's Prayer.
- Our School Council has representatives, who have been democratically elected 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 lunch time clubs and sports opportunities, after school clubs and sports tournaments.
 - We also work with parents/carers to promote knowledge and understanding of different cultures to try to reduce barriers within our school community.
 - We have developed links with people and groups who have specialist knowledge about particular characteristics, such as the Mental Health Support Team, local faith groups within the village and surrounding area, Peterborough Diocese, Northampton Hebrew Congregation, Wellingborough Hindu Mandir and Northampton Waterside Gurdwara which helps inform and develop our approach.

Equality Considerations in Decision-Making

We will always consider 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
- Considers dietary/allergen needs

The school keeps a written record (known as an Equality Impact Assessment) 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.

Reviewed by the Headteacher and School Forum (September 2026)

Appendix 3

Ringstead Church of England Equality Objectives

Objective 1: To promote cultural development and understanding through a rich range of experience, both in and beyond the school.

Why have we chosen this objective:

To Eliminate unlawful discrimination, harassment and victimisation prohibited by the Act.

To achieve this, we plan to:

Offer a varied programme of both curricular/extracurricular visits for the school to include places of worship that will enhance learning in a range of subjects.

Plan for a range of visitors to attend our school through assemblies, RE lessons and class workshops to share different faiths and cultures for example.

Invite our pupils' parents in to share in their faiths and cultures such as during Black History Month and Gypsy, Roma and Traveller History Month.

Offer all pupils the same experiences to understand that they are part of a multi-faith society, where they can learn the values of other religions whilst demonstrating our own school Christian values.

Ensure we are following our school vision to 'Teach Children how to Live and they will remember it all their lives'.

Progress we are making towards achieving this objective:

Children regularly attend experiences held in St Mary's Church including: Experience Harvest, Christmas, Easter, Pentecost and the Lord's Prayer.

Every Tuesday we hold a Picture News assembly based on the recent topics in the news. Protected Characteristics are explicitly discussed throughout this assembly. Follow up home learning is also then emailed to enable parents to continue conversations with their child at home should they wish to.

Every Wednesday a minister from The Shared Church leads collective worship in school.

Every Thursday a representative from St Mary's leads collective worship.

We have a bespoke enrichment plan that ensure trips to all world religions are covered across a child's time at Ringstead. In Key Stage Two pupils experience a multifaith day that includes visiting a church, a mosque and a gurdwara all in the same day to be able to make comparisons.

Pupils also get to visit for a morning a synagogue and a mandir.

Visitors into school include those from within the local church community as well as a person of Jewish faith to share in their faith and cultures as well as a Hindu visitor to share in theirs.

The RE curriculum ensures that pupils learn about different faiths through a variety of genres including artefacts, food, music and the arts.

The school plans for cultural experiences, for example, a parent attending to share in the foods and culture from The Gambia.

This year we have invited several parents in to talk to different classes during Black History Month to raise the awareness of our shared school cultures.

There is a focus on significant individuals in our non-core lessons such as Lewis Hamilton in Key Stage One and Walter Tull amongst others in Key Stage Two.

We encourage our pupils love of reading by fundraising each year to add books to our Library. Displayed around the school we have a range of Little People Big Story books with a focus on the stories of the black community in the corridors. Pupils also have access to books which tell stories about the GRT community, the LGBTQ+ community and an increasing collection of works about neurodivergent children. The aim is to ensure that all our pupils can feel represented by the books they read and their peers can increase their understanding of how others think and feel.

The school conducts charity work including donating furniture and sports equipment to Africa as well as this year, twinning with a school in Kenya to support our awareness and their developing needs.

Objective 2: To ensure the school environment is accessible as possible to all pupils, staff and visitors.

Why have we chosen this objective:

To advance the equality of opportunity between people who share protected characteristics and those who do not.

To achieve this, we plan to:

To ensure that all pupils, staff and visitors can access both learning and the environment.

Make good use of funding streams available (Sports England/Lottery) to provide relevant opportunities and equipment that enhance the school learning environment both inside/outside of school.

Ensure we are living out our school vision to 'Teach Children how to Live and they will remember it all their lives'.

Progress we are making towards achieving this objective:

The curriculum and learning are inclusive and accessible to all children and staff.

The school building and classrooms are accessible to all children and adults.

Sports Funding is used to develop the outdoor areas and to provide further active outdoor resources.

Sports Funding/charity fundraising used to enhance school playground with equipment used for active breaks/lunchtimes.

A much improved inside school environment including refurbished key stage two toilets and hall.

Pathways around and within the school grounds are safe and accessible for all.

There are plans for a ramp to allow accessible access to the EYFS/KS1 playground rather than tramping through the car park and up a grass bank.

New secure gates both in the car park and via the pedestrian gate allow safer access for all.

Objective 3: To undertake an analysis of children attending all extra-curricular clubs regarding gender and disability by July 2027, and report to the School Forum. Participation from all clubs shows an equal mix of boys and girls and inclusion of SEND and PP children.

Why have we chosen this objective:

To ensure extra-curricular clubs are aimed at both boys and girls and that SEND and PP children can and want to participate.

To achieve this, we plan to:

Analyse club registers with regards to gender.

Ensure the clubs on offer are interesting to both boys and girls.

Ensure an equal mix of boys and girls (all dependent on who applies) when selecting children to participate in extracurricular clubs.

Progress we are making towards achieving this objective:

Sports Funding is used to invite certain groups to attend extra-curricular sporting clubs including groups based on gender, least active, gifted & talented, lower than expected attendance etc.

All children in receipt of PP are regularly provided with vouchers to allow funded/subsidised places at after school and holiday provision.

Vulnerable children receive funded places at sports clubs through Holiday Activities and the Food Programme.

Reviewed by the Headteacher and School Forum (September 2026)