COLLIS PRIMARY SCHOOL

Equalities: Information and Objectives

Collis Primary School
Fairfax Road, Teddington TW11 9BS

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Statutory Policy

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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 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

Our school aims to promote respect for difference and diversity in accordance with our 5C values of care, challenge, courage, collaboration and creativity.

Our school Priorities have inclusion, equality, equity and diversity at the heart of all that we do.



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

3. 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 Teacher.

The Equality Link Governors are Jo Gautam and Henry Fung and they will:

- Meet with the Designated Safeguarding Lead (DSL) and a Safeguarding Deputy every term, to discuss safeguarding and equality issues and discuss how these are being addressed.
- Ensure they are 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 Head Teacher 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 (the DSL) will:

- Promote knowledge and understanding of the equality objectives among staff and pupils.
- Meet with the Equality Link Governor every term to raise and discuss any issues.
- Identify 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 in Section 8.

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, during diary meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive information on the Equality Act as part of their induction, and all staff receive refresher training every September as part of INSET when staff revisit the Collis Priorities and Equality Information and Objectives.

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.

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).
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all disadvantaged pupils to attend an extra-curricular club).

In fulfilling this aspect of the duty, the school will:

- 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. racist incidents and homophobic incidents).
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils.

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. 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, e.g. refugee diversity week, neurodiversity week, mental health awareness week and black history month.
- 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, e.g. visiting the local Mosque, Church, and Synagogue and inviting representatives from groups into school.
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council 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 work with the children in creating an anti-racist pledge which we share with the whole school in assemblies and then with the wider school communities in the school newsletter. We also share our curriculum information in relation to diversity at our parent and carer meetings at the start of the year.

7. 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:

- Is accessible to pupils with disabilities.
- Has equivalent facilities for boys and girl.
- Shows we have actively considered our equality duties. 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 as part of the completed risk assessment.

8. Equality Objectives

These objectives are linked to our Collis Priorities for 2026–2029, with equality, equity, inclusion and diversity at the heart of all that we do.

Priority 1 & 2: Aiming High for Every Pupil & Priority and Strong Foundations – Flying Start for Early Years

Objective 1: Close the attainment gap by ensuring equity, inclusion and high expectations for every pupil, particularly disadvantaged pupils and those with SEND.

We will do this through Memorable Quality First Teaching, strong foundations in language, literacy and mathematics, robust assessment and early intervention. We will identify and remove barriers to learning, ensuring all pupils have equal opportunities to achieve and succeed, regardless of their background or starting points.

Priority 3: Embedding the Collis Principles through CPD and Coaching

Objective 2: Strengthen inclusive teaching and leadership through evidence-informed professional development and coaching, ensuring equality of opportunity and high-quality education for all pupil groups.

We will do this by developing staff expertise in adaptive teaching, formative assessment and evidence-based instruction. We will promote diversity awareness, challenge discrimination and ensure all pupils can access a knowledge-rich curriculum that reflects and celebrates different backgrounds, cultures and experiences.

Priority 4: Working Together Beyond the Classroom – Our School Culture

Objective 3: Develop a positive, inclusive school culture that celebrates diversity, promotes wellbeing and fosters respectful relationships across the whole school community.

We will do this by embedding our 5C values and The Best from Everyone, promoting understanding and respect for different backgrounds, cultures, faiths and abilities. Through effective safeguarding, positive attendance, strong partnerships with families and professional collaboration, we will ensure all pupils and staff feel valued, supported and able to participate fully in school life.

9. Monitoring Arrangements

This policy will be reviewed and approved by the Governing Body every year. The objectives are reviewed and updated at least every 4 years.

10. Links to Other Policies

This document links to the following policies and documents:

- Accessibility Plan
- Risk Assessment
- School Development Plan
- Special Educational Needs and Disabilities Policy
- Behaviour Policy