

An amazing place to learn!

from nursery to Year 6!

'When I visited Captain Shaw's, it just lifted me off my feet and nourished my heart. The students, young as they are, are sharp, inquisitive, familiar with current issues, full of optimism and keen to engage and make a difference. Thanks for a truly visionary, encouraging and informative visit.'

Pushpanath Krishnamurthy
International campaigner for Fairtrade and Climate Justice

'Oh my goodness! I am still buzzing from the amazing day we had with you and your wonderful school! I love the way you have designed your curriculum so that every lesson has a purpose and is part of an immersive experience, rather than just learning things in isolation.'

Gaye Halmes - Senior Presenter, Imoves



'The **conduct** of pupils at this school is **exemplary**. They demonstrate **warmth** and **kindness** towards each other. Pupils enjoy **respectful relationships** with the adults at school who care deeply for them.'

'Pupils respond well to the **high aspirations** that the school has of their achievement.'

'Pupils demonstrate a **high level of motivation** towards their learning. They **work exceptionally well together**. They are **well prepared** for each stage of their education.'

Ofsted 2023



Equality Information & Objectives

2025/2026

Approved by:

T Jackson - Headteacher

Date: 19th May 2025

Last reviewed on:

10th July 2025

Next review due by:

July 2026



Serving the Common Good:

Seek what is best for everyone, beginning with the last, the least, the lost, the most vulnerable and the most forgotten.

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1. Aims

Our school 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
- 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 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 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, and that they are reviewed and updated at least once every four 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 amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

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.

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 which 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 activities)

In fulfilling this aspect of the duty, the school will (except where data is suppressed):

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups
- 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 our school vision
- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our culture and curriculum. This includes promoting and celebrating our core and British values and exploring protected characteristics in our curriculum.



| Term | Vision | Vehicle | Year 6 Excellence Award & | Values | |
|--------|---|--|---|---|---|
| Autumn |  Vision Bringing together the vision and values into real-life, purposeful projects! |  Vehicle Bringing together the vision and values into real-life, purposeful projects! |  Year 6 Excellence Award & CUMBRIAN AWARD |  Values Be truthful, Be a good friend, Show courage, Be respectful, Show wisdom, Persevere | |
| Autumn |  LET'S INVENT! "Inventions can change the World" - Whole School Challenge PRACTICAL ACTION |  "Inventions can change the World" - Whole School Challenge PRACTICAL ACTION |  Lead a team to solve a real world problem! Year 6 Excellence Award & ENTERPRISE AWARD |  Persevere Continue making an effort to do or achieve something, even when this is difficult or takes a long time. |  Democracy The right to have your voice heard. |
| Autumn |  Festival! 'Whole School Festival: A celebration! (Changing Theme)' |  Festival! 'Whole School Festival: A celebration! (Changing Theme)' |  Lead a team to design & run a festival! Year 6 Excellence Award & CULTURE AWARD |  Be respectful Show you feel & accept that different customs or cultures are different from your own and behave towards them in a way that would not cause offence. |  Mutual Respect Empathy & understanding of people from different backgrounds, cultures & beliefs. To understand & respect values that differ from your own. |
| Autumn |  SUPER HEROES Project empowering pupils to take climate action |  TRANSFORM OUR WORLD Project empowering pupils to take climate action |  Lead a team in an environmental project! Year 6 Excellence Award & ADVENTURE AWARD |  Show courage Control your fear in a difficult situation. Be brave and confident enough to do what you believe in. |  Individual Liberty The freedom to follow our own will & Pursue our ambitions, whilst respecting other British Values and the rights of others. |

- Holding adult and child-led collective worship and assemblies which explore relevant issues.
- 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 any arising tensions between pupils within the school.
- Developing links with people and groups who have specialist knowledge about particular characteristics, which help inform and develop our approach.

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 appropriate for pupils from different religious groups
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

8. Equality objectives

Objective 1: Ensure effective provision for those identified with SEND.

Why we have chosen this objective: Improve the capacity of the school to support pupils with SEND effectively ensuring that all pupils make good progress.

To achieve this objective, we plan to: Introduce a case study approach. Ensure weekly staff meetings are used to discuss pupils and share case studies (barriers, observations, strategies, desired outcomes and impact). Share good practice, effective strategies, identify where specialisms or further CPD is required. Refine the curriculum to maximise effective targeting for age / ability / SEND.

Progress we made towards our previous objective: Completed review. New SEND link Governor. Weekly SEND scenarios / case studies on staff agenda which are showing positive impact for those pupils. Improved practice in class for supporting children with SEND

Progress we are making towards this objective: Case study approach in place. Weekly reviews with all staff. Regular impact assessments are showing positive results. Medium term progression maps for each topic completed which are being used by staff to better target learning in mixed age classes.

'Pupils respond well to the high aspirations that the school has for their achievement. As a result, most pupils, including those with special educational needs and/or disabilities (SEND), achieve well.'

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Objective 2: Avoid potential prejudice and increase understanding and practice of equality through direct teaching in specifically identified areas in the curriculum.

Why we have chosen this objective: We are a small village school with limited exposure so must ensure we carefully plan opportunities to explore protected characteristics.

To achieve this objective, we plan to: Ensure the curriculum identifies opportunities to explore protected characteristics e.g., in specific topics, subjects and within particular school and British values.

Progress we are making towards this objective: Our topics are carefully chosen and matched to values e.g., 'Festival' gives children the opportunity to explore and celebrate individuality. This topic is linked to one of our core values, 'Be respectful' and also the British value, 'Mutual Respect and Tolerance of those with different Faiths and Beliefs'. Our RHE curriculum ensures pupils explore similarities and differences in an age-appropriate way each year, building on their understanding, reflection and respect of others.

'Pupils value and respect the differences that exist between people.'

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9. Monitoring arrangements

The Headteacher will update the equality information we publish, at least every year.

This document will be reviewed by governing body at least every 4 years.

This document will be approved by the Headteacher