# St. Andrew's CE Primary School

## Equality Objectives Policy 2025 -2026

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| **Approved by:** | FGB |
| **Last reviewed on:** | October 2025 |
| **Next review due by:** | October 2026 |

**Vision Statement:**

**Inspire a love of learning and enjoy 'life in its fullness', ensuring that everyone can flourish and be the best they can be. John 10:10**

# Equality Information and Objectives Policy

# St. Andrew's C. E. Primary School

## 1. Introduction

On 1 October 2010, the Equality Act 2010 replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. The Equality Act 2010 now provides a single, consolidated source of discrimination law. It simplifies the law and it extends protection from discrimination in some areas.

For St. Andrew's CE Primary School, for the most part, the effect of the current law is the same as it has been in the past – meaning that the school cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief or sexual orientation.

The exceptions to the discrimination provisions for schools are contained in the current act – such as the content of the curriculum, collective worship and admissions to single sex schools and schools of a religious character.

This policy details the school's commitment in relation to its obligations under the Equality Act of 2010.This policy draws from guidance issued by the Department for Education in their publication called: The Equality Act 2010 and schools, Departmental advice for school leaders, school staff, governing bodies and local authorities issued May 2014.

## 1.1 St. Andrew's C. E. Primary School

Our school is committed to equality both as an employer and a service provider:

- We ensure that everyone is treated fairly and with respect
- We want to make sure that our school is a safe, secure and stimulating place for everyone.
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same.
- We recognise that for some pupils extra support is needed to help them to achieve and be successful.
- We make sure that people from different groups are consulted and involved in our decisions, for example through talking to pupils and parents/carers, staff and through our School Council, Faith Council, Eco Council, Diversity Council and Well-Being Ambassadors.
- We aim to ensure that no-one experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.

We welcome our general duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations, and our specific duties to publish information every year about our school population; to explain how we have due regard for equality; and to publish equality objectives which show how we plan to tackle particular inequalities, and reduce or remove them.

## 2. OBJECTIVES OF THE POLICY

- To ensure that all learners have equal access to a rich, broad, balanced and relevant curriculum.
- To advance equality of opportunity by ensuring that teaching, learning and the curriculum promote equality, celebrate diversity and promote community cohesion by fostering good relations.
- To eliminate any discrimination, harassment and victimisation. To ensure that no-one is unfairly or illegally disadvantaged as a consequence of their age, disability, gender, gender identity, sexual orientation, colour, race, ethnic or national origin, disability or religious beliefs.
- To recognise and celebrate diversity within our community whilst promoting community cohesion.
- To ensure that this policy is applied to all we do.
- To ensure that pupils and parents are fully involved in the provision made by the school.
- To ensure that within the school budget, adequate funding is provided to underpin this policy and that intervention, positive and preventative action is funded where necessary.

## 3. GOOD PRACTICE

- We strive to achieve a cohesive community and expect that children respect one another and behave with respect to one another, and that their parents feel fully engaged in the school.
- We aim to enhance a wider sense of community locally, as well as in the context of the UK and World communities.
- We support the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998. Through our policies and actions, we undertake to ensure that every child and young person is healthy, safe, is able to enjoy and achieve in their learning experience and is able to contribute to the wider community.
- We consider it prudent and sensible to maintain the practice of logging incidents that are deemed to be racial in character or potentially racist and reporting them to the local authority. We monitor and log incidents that discriminate against children and young people or adults in our school with protected characteristics, e.g. homophobic bullying. We also monitor and log bullying incidents, particularly those directed towards those with special educational needs. School leaders report numbers of recorded incidents to the school's governing body to ensure oversight of issues identified and trends.

## 4. STRATEGIES

Monitoring, evaluation and review carried out by the Senior Leadership Team will ensure that procedures and practices within the school reflect the objectives of this policy.

- Parents/carers and governors will be involved and consulted about the provision being offered by the school.
- Teachers will ensure that the teaching and learning takes account of this policy.
- The school will proactively promote a positive view of the diversity in our school and the wider community.
- Diversity will be recognised as a positive, rich resource for teaching, learning and the curriculum.
- Professional development opportunities will be provided for staff to provide them with the knowledge, skills and understanding they need to meet the requirements of this policy.
- Contributions will be sought from parents/carers and others to enrich teaching, learning and the curriculum.
- The positive achievements of all pupils will be celebrated and recognised.

The school will make all reasonable adjustments to promote equal opportunity and equal treatment of all members of the school community.

## 5. OUTCOMES

- This policy will play an important part in the educational development of individual pupils and the growth of the school community as a whole.
- It will ensure that all pupils are treated equally and as favourably as others.
- The individual needs of each child will be met, taking full account of their age, disability, gender, gender-identity, race, religion or belief and sexual orientation in accordance with the requirements of The Single Equality Act 2010.

## 6. EQUALITY OBJECTIVES

- The Equality Act 2010 requires schools to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other evidence.
- Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages.
- We will regularly review the progress we are making to meet our equality objectives.

## 7. 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.
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated annually.
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher.

The equality link governors are Matthew Greenall and Sandra Obedike. They will:

- Meet with the designated member of staff for equality or the Headteacher every term, 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 Board regarding any issues.
- Convene a governor-staff working group on equalities work and identify new areas as necessary.

The Headteacher will:

- Promote knowledge and understanding of the equality objectives amongst the whole school community.
- Monitor success in achieving the objectives and report back to governors.

The termly Headteacher reports to the full governing body include reports as to the number of bullying and racist incidents that have been reported. There is also an update on the number of exclusions that may have occurred and the number of children registered as having additional learning needs. All staff are given copies of relevant policies as part of their induction. Policies are reviewed regularly as recommended by the Department for Education.

The designated member of staff for equality is Jude Harrison.

The designated member of staff for equality will:

- Support the Headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils.
- Meet with the equality link governor every term to raise and discuss any issues.
- Support the Headteacher 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 in section 8.

## 8. 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 every Spring Term.

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.

## 9. 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, those questioning their sexuality who may be being subjected to homophobic bullying).
- Taking steps to meet the particular needs of people who have a particular protected characteristic.
- Enabling people who have a particular characteristic to participate fully in any activities.

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

- 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 (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.

## 10. 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.

- 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 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 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.

- Ensure we have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.

## 11. 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 (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.

## 12. Monitoring arrangements

The Human Resources Committee will ensure the equality information we publish is updated, at least every year. This document will be reviewed by the HR Committee/FGB at least every 4 years. This document will be approved by the full governing body.

## 13. Links with other policies

At St. Andrew's C. E. Primary School, we are strongly committed to ensuring that members of the school community do not become victims of unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010.We have a series of policies and procedures in place to support us with this. These include:

- Accessibility Plan
- Admissions Policy
- Anti-bullying Policy
- Behaviour Policy
- Child Protection Policy
- Complaints Policy
- Staff Code of Conduct
- SEND Policy and SEND Information Report
- Equality Information and Objectives Policy
- Supporting Pupils with Medical Conditions Policy
- Race Equality Policy

Many of these policies are available on the school website. All policies are available from the school office.