



"We believe, we achieve, we succeed in God's family"

With God, all things are possible. Matthew 19:26

THANKFULNESS • COMMUNITY • COMPASSION • TRUTHFULNESS • COURAGE • FORGIVENESS

St Mary's C of E Primary School

Equality Information and Objectives

Staff consulted: 01.09.2025

Review Date: *Annual review*



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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](#).

This document also complies with our funding agreement and articles of association.

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

- Meet with the designated member of staff for equality every Local Governing Body Meeting, 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

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
- 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.

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 every September. The school uses the National College training, Certificate in Equality, Diversity and Inclusion for Primary Schools & Academies 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 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 (e.g. enabling Muslim pupils to pray at prescribed times)
- 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 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

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
- 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. 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 have developed links with people and groups who have specialist knowledge about particular characteristics, which helps 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:

- 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.

8. Equality objectives

Objective 1: *To foster good relations between people who share a protected characteristic and people who do not share it.*

Action	Anticipated impact	Date
Actively encourage SEND pupil involvement in after school clubs and extra-curricular opportunities. Monitor uptake and address any barriers.	SEND pupils can access a range of extra-curricular opportunities.	Termly
Promote greater gender equality and inspire our female community through inviting speakers and providing opportunities for girls.	Female pupils will have increased aspirations. Challenge stereotyping of girls. Female role models through STEM club.	Spring term

Sports premium is spent inclusively.	All children will have opportunity to take part in School Sports competition. Sport is used to break gender stereotypes.	Summer term
Develop links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach		Summer term

Objective 2: *Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010 and continue to promote a tolerant and inclusive school community where all feel safe and valued.*

Action	Anticipated impact	Date
Teaching pupils how to be an upstander is included in assemblies, PHSE lessons and other curriculum opportunities.	Children have greater confidence in talking to staff if they have witnessed inappropriate behaviour or language being used.	By the Summer Term
Explicitly teaching about and challenging use of careless racist or homophobic words.	All staff show awareness of what to do if they hear any discriminatory language.	
School and Trust led Diversity walks throughout the year to capture pupil voice and school environments.	Pupils understand that bullying is 'several times on purpose' and bullying incidences remain low.	
Anti- bullying week.	School displays represent our school community and pupils can find examples of people like them.	
Y6 visit to Crucial Crew.	Pupils have good awareness of Rights of the Child and can use their voice to express this positively.	
Curriculum has been modified to give greater focus on inclusion and diversity.		
Diversity day across the school.		

Objective 3: To advance equality of opportunity between people who share a protected characteristic and people who do not share it

Action	Anticipated impact	Date
Ensure participation of parents/carers and pupils in school development	Children have greater confidence in talking to staff	By the Summer Term
Listening to pupils at all times	All staff show awareness of what to do if they hear any discriminatory language.	
Host The Pupil Voice for The Trust	Pupils understand that bullying is 'several times on purpose' and bullying incidences remain low.	

9. Monitoring arrangements

This document will be reviewed by Robin Taverner, Chair of Governors at least every 4 years.

This document will be approved by Robin Taverner, Chair of Governors.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Special Educational Needs Policy
- Pupil Premium Policy