Equality Information & Objectives Policy

St Peter's Church of England (Voluntary Controlled) Primary School

Our Christian Vision

As part of a church school family that grows together in compassion and kindness, we aspire to be the best that we can be.

We flourish through the connections and relationships we nurture, guided by our Christian values.

Our uniqueness is embraced; our faith and beliefs guide us to be courageous enough to stand up for what is right; and bold enough to evoke change in our world, just as Jesus did.

As James 2:18 reminds us, 'I will show you my faith by my actions'

Approved by:	Governors	**Date:**	July 2026
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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 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, 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

We have a named equality link governor, who will:

- Meet with the designated member of staff for equality regularly and other relevant staff members, to discuss any issues and how these are being addressed

- Keep a written record (known as an Equality Impact Assessment) following discussions and review, to show we have actively considered our equality duties and asked ourselves relevant questions.
- 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 body 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

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.

Updates on equality information are included in staff briefings and as part of CPD and staff development as appropriate. 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 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:

- Monitor and analyse data each academic year showing how pupils with different characteristics are performing
- Determine strengths and areas for improvement and implement actions in response

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, 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 EVC will evaluate school visit risk assessments for school trips and activities to ensure that all reasonable adjustments have been put in place to meet the needs of all children and adults.

8. Equality objectives

Equality objective 1: To ensure all children, staff and parent have the opportunity to flourish within the school community, regardless of protected and non-protected characteristics

Why we have chosen this objective

We have a large number of children within the school who are neurodiverse.

To achieve this objective, we plan to:

- Provide high quality training to all staff on supporting children with additional needs and challenges
- Ensure the curriculum is adapted to be inclusive to all
- Use themed days and weeks outside of the normal curriculum to raise awareness and promote inclusion
- Embed the Christian vision and values across the school which has inclusion at is core (linked to the Essex approach of Trauma Perceptive Practice)
- Exploit every opportunity to celebrate diversity
- Invest in books and resources to celebrate diversity, linking to 'our uniqueness is embraced' in our vision.

Objective 2: To make reasonable adjustments to the premises

Why we have chosen this objective

We have children and staff in school with medical and/or physical needs

To achieve this objective, we plan to:

- Use an external Occupational Health provider to assess and make recommendations to the school on reasonable adjustments for staff with medical and/or physical needs
- Carry out assessments for children with medical and/or physical needs, keeping records/plans which are reviewed regularly
- Plan for adjustments
- Provide training for all staff
- Risk assess the areas identified to ensure provision meets needs
- Work with ECC to ensure the building is fit for purpose and broadly inclusive

Objective 3: To normalise and celebrate different family groups and backgrounds

Why we have chosen this objective

The make-up of our families are diverse in nature.

To achieve this objective, we plan to:

- Continue to review the PSHE curriculum to ensure it is inclusive and celebrative of diversity
- Ensure that curriculum content is sympathetic and age appropriate
- Celebrate diversity and embed tolerance and respect at every opportunity, including as part Collective Worship
- Exploit themed days and weeks to promote diversity
- Ensure an open-door culture to families based on support and empathy

9. Monitoring arrangements

The governing body will update the equality information we publish, [described in sections 4-7 above], at least every year.

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

This document will be approved by the governing body.

10. Links with other policies

This document links to the following policies:

- Equality Impact Statement
- Accessibility plan
- SEND Policy
- Admissions Policy
- Equality, Diversity and Inclusion in Employment Policy