



Equality Policy

Equality information and objectives

“If you have faith as small as a mustard seed, nothing will be impossible to you.” (Matthew, 17:20)

GDPR

Data will be processed to be in line with the requirements and protections set out in the UK General Data Protection Regulation.

Policy to be reviewed every 1 year

Reviewed by S Campbell & A Clark 16th December 2025

Reviewed by Governors: S Brown 20th January 2026

Next review date: Spring 2027 or earlier if required

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

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. Guiding Principles

In fulfilling the legal obligations above, we are guided by the following key principles:

- **All learners are of equal value.** We see all learners, and their parents and carers, as of equal value:
 - whether or not they are disabled
 - whatever their ethnicity, culture, national origin or national status
 - whatever their gender or gender identity
 - whatever their religious or non-religious affiliation or faith background
 - whatever their sexual identity
- **We recognise and respect difference.** Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:
 - disability, so that reasonable adjustments are made
 - ethnicity, so that cultural backgrounds and experiences of prejudice are recognised
 - gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
 - religion, belief or faith background
 - sexual identity
- **We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.**
We intend that our policies, procedures and activities should promote:
 - positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people.
 - positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national

status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

➤ **We observe good equalities practice in staff recruitment, retention and development**

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

➤ **We aim to reduce and remove inequalities and barriers that already exist**

We take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men.

➤ **We consult and involve widely.**

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones.

We consult and involve:

- disabled people as well as non-disabled
- people from a range of ethnic, cultural and religious backgrounds
- both women and men, and girls and boys.
- gay people as well as straight.

4. 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 at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher
- Appoint an equality link governor.

They will:

- Meet with the designated staff team for equality annually, 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 among staff and pupils

- › Monitor success in achieving the objectives and report back to governors

The designated staff team for equality will:

- › Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- › Meet with the equality link governor annually 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 9.

5. 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.

As part of their induction, new staff will be made aware of this policy and have an understanding of the Equality Act.

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.

6. 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, 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. authorizing absences that enable children to celebrate their religious and cultural heritage)
- › 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:

- › Publish attainment data each academic year showing how pupils with different characteristics are performing, eg disadvantaged children
- › 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. declines in incidents of homophobic or transphobic bullying) through the use of CPOMs
- › Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

7. 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 promotion of our school CARES values and 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

8. 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 girls

The school keeps a written record to show 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.

9. Equality objectives

Objective 1

To embed the 'Everyone's Welcome' framework as a practical tool for promoting equality and inclusion across our school, ensuring that all children develop a deep understanding of the 'No Outsiders' approach.

Why we have chosen this objective:

The 'no outsider's approach forms part of our 'WARMTH' framework - it:

- **reflects our Christian CARES values** of co-operation, awareness, respect and responsibility, enjoyment and success.
- **prepares children for life in modern Britain**, helping them understand diversity and equality as part of British values.
- **creates a safe and welcoming environment**, where differences are celebrated, and bullying or discrimination are actively challenged.
- **supports children's personal development**, encouraging empathy, kindness, and respect for others.

To be successful, we aim to demonstrate that:

- 100% of staff receive training on the approach and can explain its purpose;
- Lesson observations show inclusive language and strategies being used consistently;
- children can articulate what “Everyone’s Welcome” means and give examples of inclusion;
- pupil voice surveys show increased understanding of respect, equality, and belonging;
- parents receive clear communication (newsletter, website, workshops) about the approach;
- reduction in incidents of discriminatory language or bullying recorded on CPOMs;
- evidence of inclusion in SIAMS and Ofsted reports (e.g., SMSC and British Values).

Progress we are making towards this objective:

- ✓ half termly assemblies in place;
- ✓ whole school community engaged with this approach to creating a sense of ‘belonging’;
- ✓ ...these are followed up with a lesson linked to the theme in every class;
- ✓ ‘Diversity Day’ and other faith assemblies celebrated in KS2 - led by the St Philips faith centre (Leicester)

Objective 2

In line with Local Authority partners - seek to create a working and learning culture within which we promote consistent, positive messages of anti-discrimination and strive to pro-actively manage (and respond to) racial inequality.

Why we have chosen this objective:

- **Limited Ethnic Diversity:** The school community has a low ethnic mix, so pupils need structured opportunities to learn about diversity and equality.
- **Legal and ethical duty:** School must comply with the Equality Act 2010 and promote British Values.
- **Preventing Bias:** Unconscious bias and discriminatory attitudes can develop without proactive education.
- **Community Cohesion:** Working with our local school partners ensures consistent messaging and shared best practices.
- **Positive School Culture:** A strong anti-discrimination ethos supports well-being, inclusion and academic success.

To be successful, we aim to demonstrate that:

- Review and plan next steps using **Anti-Racist Toolkit**
- Evidence of **consistent positive messaging** about anti-discrimination in assemblies, newsletters and displays around classes and the wider school.
- Look to extend inclusion of **diverse cultural content** within the newly purchased Kapow scheme in history and geography.
- **Reduction** and effective management of **incidents** of racial language as evidenced on CPOMS.

Progress we are making towards this objective:

- ✓ **Staff training** sessions have taken place on anti-racism and unconscious bias 24/25
- ✓ **Pupil voice surveys** indicate pupils have a good awareness of racial equality and respect in relation to our CARES code values.

10. Monitoring arrangements

The headteacher will update the equality information we publish, [described in sections 4 to 9 above], at least every year.

With a view to the forthcoming training, this document will be reviewed by the governing board every year.

This document will be approved by Staffing and Finance committee.

10. Links with other policies

This document links to the following policies / documents:

- Accessibility plan
- Risk assessment
- SEN policy
- Behaviour policy
- SMSC policy