



## Equality Policy

Approved by St Stephen's C of E Primary School	Autumn 2025
Next Review	Autumn 2026
Approved by	Full Governing Body

## **Our School Vision**

**At St Stephen's we build each other up in love and learning, embracing our strengths and developing a passion for lifelong learning. We create opportunities for children to know how to stay safe and see themselves as unique, courageous and resilient global citizens - to be upstanders for fairness and equity and against discrimination and injustice.**

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### **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, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010

Advance equality of opportunity

Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it. The protected characteristics are:

- Age
- Disability
- Gender reassignment
- Marriage or civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

## **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](#), the [technical guidance for schools from the Equality and Human Rights Commission](#) and [guidance from the Government Equalities Office on meeting the specific duties that support the Public Sector Equality Duty](#).

## **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/carers

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

Ensure they are familiar with all relevant legislation and the contents of this document

Attend appropriate equality and diversity training

A member of the Governing Body will meet with the designated member of staff for equality annually, and other relevant staff members, to discuss any issues and how these are being addressed.

They will report back to The Full Governing Body

**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

Have “due regard” when making a decision or taking an action to whether it may have particular implications for people with particular protected characteristics

**Other members of SLT, including the Inclusion Lead, will:**

Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils

Support the headteacher in identifying any staff training needs, and deliver training as necessary

**All school staff are expected** to continually aim to live our school vision, 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.

The Equality Policy is reflected in the school' Vision

Staff, children and governors are regularly reminded of their responsibilities through the school vision .

## **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 that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)

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:**

Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or racist bullying)

In addition to the information about pupils, we will consider how our activities as an employer affect staff with protected characteristics.

Policies and programmes in place to address equality concerns from staff

Information from staff surveys

## **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 difference and inclusion through our Worship and 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 where difference is celebrated. In addition, texts are used to highlight prejudice and discrimination and the impact of these behaviours. All of these subjects are linked back to our school vision.

Special weeks where certain aspects of difference are taught and celebrated e.g. neurodiversity week

Share information/run workshops in advance of special events/weeks with parents so they can continue conversations at home

Making pupils aware of our behaviour and anti-bullying policies

Holding assemblies dealing with relevant issues.

Encourage children and staff to take a lead in such assemblies

Invite visitors to support our assemblies/ workshops

## **7. Equality considerations in decision-making**

The school ensures it has due regard to equality considerations whenever significant decisions are made. We consider equality implications before and at the time that we develop policy and make decisions and continue to review these on a continuing basis.

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

## **8. Equality objectives**

### **Objective 1: To enable children and the school community to be able to talk about race with confidence**

Why we have chosen this objective:

We recognised that members of our community found it difficult to talk and discuss issues around race. Often people avoid the conversations as they feared they would say something wrong or cause offence.

To achieve this objective, we plan to: run workshops for parents, staff and children on asking questions about race.

Produce example questions and possible answers to help our community to talk about difficult questions around race.

Progress we are making towards this objective: Workshops completed. Parents shared questions from children that they found difficult. Stuart Lawrence led a workshop on how to address these questions. Examples of these were collated and added to the website.

### **Objective 2: To support children and the community to embrace and celebrate identities**

**Why we have chosen this objective:** We found that some children were confused about their identity or had negative views of their identity. Our aim is for all to feel proud of their identity and for others to support them in this celebration.

To achieve this objective, we plan to:

Continue to have specific weeks where we celebrate identities e.g. diversity week, Black History Month, neurodiversity week, cross - religion weeks.

Continue to use texts and lessons in RE, PSHE to celebrate identities

Stuart Lawrence to complete workshops for children on identity and celebrating difference.

## **9. Monitoring arrangements**

School-specific equality objectives will be reviewed by the governing body at least every 4 years.

This document will be reviewed by the governing body annually, to ensure continued compliance

This document will be approved by the governing body.

## **10. Links with other policies**

This document links to the following policies:

Accessibility plan

Risk assessment

SEN information report

SEND policy