



St Mary's CE Primary School

Date of policy: September 2025
Review date: September 2026

EQUALITY & OBJECTIVES SCHEME 2025-2026

Policy statement

In accordance with our Mission Statement, we at Saint Mary's

'Want our children to develop the skills of an effective lifelong learner, build successful relationships, have clear Christian values and principles and live by them. We want our children to be happy.' We will also be proactive in enhancing the lives of all disabled stakeholders, children, volunteers, parents and carers.

This equality scheme outlines the commitment of staff and Governors to promote equality. This involves tackling the barriers which could lead to unequal outcomes for identified groups of pupils in school and ensuring that there is equality of access to all aspects of school life.

We believe that every member of the school community should feel safe, secure, valued and of equal worth. At St Mary's Primary School equality is a key principle for treating all people the same irrespective of their gender, ethnicity, disability, religious beliefs/faith tradition, sexual orientation, age or any other recognised area of discrimination.

We have used the following existing policies, documents and information to inform our Equality Scheme and Action Plan:

- School Improvement Plan
- Equal Opportunities policy
- Inclusion Policy
- Behaviour Policy
- PSHE & C Policy & Curriculum
- Anti-bullying Policy
- Access Plan (now included within this document)
- School Census
- Attainment Data
- Attendance information

- Behaviour records
- Intervention records
- Incidents of race discrimination or bullying (none in the last 12 months)
- Views of school council
- Pupil questionnaires
- Parent questionnaires
- Provision maps
- Data analysis

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.

Responsibilities

The governors as a whole are responsible for:

- making sure the school complies with the anti-discrimination provisions of the Equality Act 2010, including as an employer;
- supporting the Headteacher to implement any necessary actions;
- making sure the school complies with the public sector equality duty under s.149 of the Equality Act 2010;

The head teacher is responsible for:

- making sure measurable steps are taken to address the school's stated equality objectives, integrated with the other school improvement priorities;
- overseeing the effective implementation of the Scheme including the gathering and publishing of information and the monitoring of the Equality Action Plan;
- developing partnerships with external agencies regarding the scheme so that the school's actions are in line with the best possible advice;
- ensuring that the Senior Leadership team is kept up to date with any development affecting the scheme or actions arising from it.

- making sure the governors, staff, visitors, contractors, pupils, and their parents and guardians are aware of equality issues, as relevant;
- making sure all staff know their responsibilities and receive training and support in carrying these out;
- taking appropriate action in cases of harassment and discrimination, including identity-related incidents; and
- enabling reasonable adjustments to be made, in relation to disability, in regard to students, staff, parents / carers and visitors to the school.

All staff are responsible for:

- avoiding unlawful discrimination, harassment and victimisation;
- promoting equality of opportunity in their work;
- fostering good relations between groups;
- dealing with identity-related incidents, whether or not they amount to bullying;
- being able to recognise and tackle bias and stereotyping; and
- taking up relevant professional development opportunities.

The Headteacher is responsible overall for:

- dealing with reports of prejudice-related incidents.

Visitors and contractors are responsible for:

- following relevant school policy

All school staff are expected to have regard to this document and to work to achieve the objectives as set at the end of this scheme.

Commissioned Services (buying in services)

As a school we are increasingly responsible for the purchase of goods and services. We work closely with the local authority on procurement to ensure that equality issues are given due regard. When buying goods from external suppliers we ask the following questions to ensure that equality issues are considered:

- Could the procurement affect the duty to eliminate discrimination and harassment and promote equality of opportunity?
- If so do we need to include some equality requirement within the contract?

We ensure that contract conditions require contractors and sub-contractors to comply with the relevant legislation and with our equality policy.

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.
- The school has a designated member of staff for monitoring equality issues. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

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. 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

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

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

Access Plan

St Mary's CE Primary School is a new, purpose built Primary school and is therefore fully accessible to all. There are disabled parking spaces, the school is on 1 level and there are disabled toilets as well as a fully furnished hygiene room.

Publication of equality information and objectives

Under the Equality Act 2010 (Statutory Duties) Regulations 2011, we will publish information to demonstrate how we are furthering the three aims of the public sector equality duty through our equality objectives plan.

From the information published, parents and others will be able to judge how well our school meets the three aims of the public sector equality duty under the Equality Act 2010.

Signed: Chair of Governors

Date:

Equality objectives 2025 – 2028

Key: R = Race; D = Disability; G = Gender; RB = Religion or Belief; A = Age; SO = Sexual Orientation; GR = Gender Reassignment; MC = Marriage/Civil Partnership; P = Pregnancy and Maternity

The purpose of this action plan is to demonstrate how we as a school will fulfil our duty under the Equality Act 2010 by:

1. Advancing Equality of Opportunity between people who share and protected characteristic and people who do not
2. Foster good relations between people who share a protected characteristic and those who do not
3. Eliminate unlawful discrimination, harassment and victimisation as defined by the Equality Act 2010

Objective	Actions	Success criteria	Protected Characteristic										Responsibility	Timescales	Review
			R	D	G	RB	P	A	SO	GR	MC				
Review, update and publish equality objectives in line with the Equality Act 2010.	Publish scheme on website and share with staff and Governors.	All members of the school community are aware of and actively support the Equality Scheme	x	x	x	x	x	x	x	x	x	x	Deputy Headteacher	Annually	
All staff to access refresher training on the Equality Act.	All staff to complete online training session	Training completed by all staff	x	x	x	x	x	x	x	x	x	Deputy Headteacher	By end of Spring Term 2026		

Identify, monitor and respond appropriately to any racist incidents and report the figures to the Governing Body on a termly basis.	Follow current procedures	Clear systems in place to monitor, report and address racist incidents.	x			x							Headteacher	Ongoing	
Record and respond appropriately to all cases of harassment or bullying, including those of a racial or homophobic nature.	Follow current procedures	Students report that they feel safe knowing that incidents are dealt with effectively.	x	x	x	x			x	x	x		Headteacher	Ongoing	
Ensure that the behaviour policy continues to promote resilience and good behaviour for learning across the school.	Behaviour policy followed by all staff and regularly reviewed. All staff to receive updated training on Positive Handling and de-escalation.	Positive behaviour for learning leads to a measurable impact on engagement, attainment and progress.	x	x	x	x		x	x	x	x		SLT	Ongoing Autumn Term 2026	
Analyse pupil achievement by race, gender, SEN, PP, LAC and disadvantage and act swiftly to address any trends or patterns which emerge.	Data analysis Pupil progress meetings Provision maps & RAPs	Through data analysis support is put in place to narrow any gaps in attainment.	x	x	x								SLT	Ongoing	
Continue to raise the attainment of SEN children	Identify underachievement and implement interventions swiftly. Use of B Squared to track progress of children with SEND Out of year children to be closely monitored – use of Smart Grade for gap analysis	Attainment for SEN children improved.		x									SENCO	Ongoing	

<p>Provide opportunities for the school and wider community to learn about and celebrate cultural and religious differences.</p>	<p>Assemblies celebrating religious and cultural festivals. Review PSHE curriculum as needed to ensure it fully reflects the needs of the school community. Explore other resources which may be useful in developing children's understanding of race and equality – continue to implement EMTAs action plan.</p>	<p>Children and parents have greater knowledge and understanding of other cultures and religions.</p>	x	x	x	x						Headteacher, RE co-ordinator	Ongoing	
<p>Provide opportunities to learn about and celebrate British Values and how they bring us together.</p>	<p>Curriculum topics to include teaching on democracy and British history (PSHE & C and History curriculums) Use of MyHappy Mind resources on British Values in Owrship</p>	<p>Children understand the importance of British values. Children develop an identity that encompasses being a member of British society with rights and responsibilities. The school community is brought together to celebrate key British events.</p>	x									SLT	Ongoing	
<p>Ensure parents and other visitors are aware that school has disabled facilities including disabled access, parking and toilets.</p>	<p>Publicise information on websites, on newsletter. Information provided on arrival as necessary</p>			x								Headteacher Office staff	Ongoing	

When necessary utilise the interpreter service and/or EMAS Liaison officer to facilitate meetings e.g. parent's evening and induction meetings.	Liaise with pastoral staff (new starters) and class teachers to identify when an interpreter is required.	Smooth transition to school for EAL students.	x									Deputy Headteacher Pastoral team Class teachers	Ongoing	
Track progress of EAL Learners using the Bell Tracker and use this to inform provision for these learners	Bell Assessment to be used to monitor progress and plan intervention CGP New to English Programme to be used when appropriate to develop English learners spoken English	EAL students quickly acquire the necessary day to day language required to successfully navigate the school day and go on to make good progress	x									Deputy Headteacher EAL TA	Autumn 2026	
Specialist equipment and resources to be arranged as required for children with SEN and/or medical needs	Children are fully integrated into our school with necessary equipment and resources.	Children able to access all areas of the curriculum and recommendations from professionals are implemented and acted upon.		x								SENCO	Ongoing	
Improve outcomes for children in EYFS with communication difficulties.	Continue to use Wellcomm as a baseline assessment tool and then to inform ongoing speech and language intervention programmes.	Children with communication difficulties make good progress in the prime are of communication during the reception year.		x								EYFS leader and staff	Initial assessments completed during baseline assessment period, interventions ongoing.	