

Equality information and objectives

St Martin's C of E Primary School

'Inspiring children to be the best they can be'



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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 any other conduct that is prohibited by or under the Equality Act 2010
- Advance equality of opportunity between people who share a relevant protected characteristic and people who do not share it
- Foster good relations between people who share a relevant protected characteristic and people who do not share it

'Protected characteristics' refers to the nine characteristics protected in law:

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|------------------------------------|------------------------|
| 1. Age | 6. Gender reassignment |
| 2. Sex | 7. Disability |
| 3. Race | 8. Sexual Orientation |
| 4. Marriage and Civil Partnerships | 9. Religion or belief. |
| 5. Pregnancy and Maternity | |

In addition, we include economic disadvantage within this policy, recognising that this has one of the most significant impacts on the achievement of children and young people.

This policy applies equally, where applicable to adults (in any capacity working in school: paid staff, governors, volunteers and parents and carers) and children in school.

Our approach to equality is based on 7 key principles:

1. We want everyone connected with this school to feel safe, secure, valued and of equal worth. We all have a responsibility to ensure equality permeates into all aspects of school life and that everyone is treated equally. At St Martin's we aim to have and actively promote an inclusive school environment and culture.
2. One of our core school values is respect. We value difference and understand that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here. We believe that everyone has the right to be treated with dignity and respect. We are opposed to any direct or indirect discrimination against individuals or groups.

3. We foster positive attitudes and relationships. We actively promote positive attitudes and mutual respect between groups and communities different from each other. We are opposed to any member of the school personnel or others connected with the school being victimised, harassed or bullied by another based on assumptions about their status in the aforementioned categories or on any other grounds. Also, we will not discriminate against anyone because of their political affiliation.
4. We foster a shared sense of cohesion and belonging. We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.
5. Our equality practice benefits all of our staff. We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including recruitment and promotion, and continuing professional development.
6. We have the highest expectations of all our children. We expect that all pupils can make good progress and achieve their highest potential. We aim to provide them with every opportunity to succeed by delivering the highest standards of teaching and learning.
7. We work to raise standards for all pupils, but especially for the most vulnerable. We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

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](#).

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

We as a school community have a commitment to take every opportunity to promote equality and inclusive practices. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

3. Roles and responsibilities

The governing body, led by the Teaching and Learning Committee and building relevant aspects across the other Committees 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
- Ensure there is a designated member of staff for equality appointed
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher.

The equality link governor is Katherine Stanger. They will:

- Meet with the designated member of staff for equality (Kelly Shiambi) every term, and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they are 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:

- Ensure that this policy complies with current legislation and is embedded into the culture of the school
- Ensure that all school personnel and stakeholders are aware of and comply with this policy
- Uphold the Christian and St Martin's school values and promote knowledge and understanding of the equality objectives among staff, pupils and parents.
- Provide leadership and vision in respect of equality inclusion and community cohesion
- Actively challenge and take appropriate action in any cases of discriminatory practice, reporting incidences of bullying or discrimination in line with the DfE guidance, including recording and reporting all incidents
- Monitor success in achieving the objectives, ensuring that all groups of pupils attain well and make at least expected progress, and report back to governors
- Ensure this policy and, other linked policies, are regularly reviewed and updated

The designated member of staff for equality will:

- Support the Headteacher in promoting knowledge and understanding of the equality objectives among staff, pupils and parents
- Meet with the equality link governor every term 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 8.

All pupils are expected to uphold St Martin's school values and this will be supported through teaching of RSHE lessons and wider curriculum subjects.

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. Relevant policies include our Behaviour and Discipline and Recruitment and Selection policies.

Staff and governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings. Where this has been discussed during staff and governor meetings 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 as and when new guidance becomes available. All staff have the responsibility to report and respond appropriately to prejudice related incidents, including to report incidents of discrimination and unequal treatment to senior leaders via CPOMS.

Staff recruitment at St Martin's follows best practice – see Recruitment and Selection Policy. In order to achieve the aims of this policy we will consider taking measures of positive action to encourage or facilitate

the employment or training of minority or disadvantaged groups as we recognise that the avoidance of discrimination is not sufficient in ensuring that equality exists in this school.

As above, the school has a designated member of staff for equality, 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 that are connected to a particular protected characteristic they have
- Taking steps to meet the needs of people who have a particular protected characteristic
- Encouraging people who have a particular protected characteristic to participate fully in any activities
- Ensuring that all staff have consistently high expectations of all pupils regardless of their protected characteristics, socio-economic background or any other recognised area of discrimination
- Advancing equality through teaching, by:
 - planning and delivering a stimulating, relevant and exciting curriculum that motivates and enthuses all pupils;
 - using a variety of teaching methods to ensure effective learning takes place for all pupils;
 - ensuring planning is differentiated in order to provide full access for all pupils;
 - creating a positive classroom ethos, welcoming to all;
 - ensuring that pupils feel valued and have individual targets; and
 - being open to the views of pupils.

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing where appropriate, e.g SEND/PP
- 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

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 Relationships, Sex and Health (RSHE) 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 people with protected characteristics.
- Holding collective worship, WOW and Pause Days dealing with relevant issues. We will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of St Martin's Church and other local faith groups to speak, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to promote joint working between different groups of pupils within the school. For example, our school council has representatives from different year groups. All pupils are encouraged to participate in the school's activities, such as sports clubs.

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:

- Is accessible to pupils with disabilities/SEND needs
- Has equivalent facilities for boys and girls

The school also works with the PTA to offer financial support for families unable to meet the costs of school trips.

8. Equality objectives

Objective 1: To continue to implement and monitor the effectiveness of the RSHE policy.

Why we have chosen this objective: Government guidance in September 2021 required St Martins to implement the new RSHE curriculum.

Actions to achieve this objective:

- Created the RSHE curriculum model, mapping from Early Years to Y6 to ensure progression of skills and knowledge.
- Consulted parents
- Carried out training for all members of staff
- Monitored teaching of the RSHE curriculum through lesson observations and termly monitoring by the equalities lead of RSHE 'floor books' (scrapbooks) for each class.
 - The floor books start with a baseline assessment completed by the pupils as a mind map, to capture what they already know about a topic. They then collect evidence of learning and extension activities, asking pupils to think in more detail about 'why questions' and giving them strategies for different situations. At the end of the topic, the pupils add to their initial mind map, to show what they have learnt.
 - Continual improvement via feedback from the equalities lead to class teachers to extend the learning
- Additional monitoring of pupil voice during Summer Term 2022-23 using google forms. Focus on SEND and Pupil Premium children to ask whether they enjoyed RSHE and what they had learnt. Pupils highlighted that they wanted to know more about learning disabilities. This led to purchase of new class books, the school also held an Autism Awareness Day and ran a special assembly.

Progress we are making towards this objective: Excellent progress. The RSHE policy is fully implemented within the curriculum. In 2022-23, monitoring identified a lack of class resources for different protected characteristics. Additional budget was sourced and new books were purchased and mapped into the RSHE curriculum for each year group.

Objective 2: To review and develop the range of reading materials,

Why we have chosen this objective: To ensure that all children are exposed to a broader range of texts so that their experiences of race, culture and diversity are further deepened

To achieve this objective, we plan to: Supplement classroom reading materials to include a full range of core literature for all year group

Monitored through: Review use of books through lesson observations, RSHE scrapbooks, evidence of learning and children interventions. Google form for SEND / PP children on RSHE lessons.

Progress we are making towards this objective: Range of sample books bought for all year groups, covering a wide range of topics and authors and characters with protected characteristics.

Objective 3: To review the increasingly diverse range of family units which are represented at St Martin's and to monitor the effectiveness of the school's communication with all parents.

Why we have chosen this objective: To ensure all families are represented in our paperwork and forms.

To achieve this objective, we plan to: Update our forms to state Parent 1 and Parent 2 and or carers, to reflect our same sex families and children who are looked after.

Progress we are making towards this objective:

- Reviewed and revised written materials that have gone out to new reception parents to ensure inclusivity in communications and when gathering parent details. Forms no longer state Mother /Father
- Still to do – review arrangements / set up for Tapestry and website
- Review EAL provisions

9. Monitoring arrangements

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

This document will be reviewed by the Headteacher 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:

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| • Accessibility plan | • Recruitment and Selection Policy |
| • Risk assessment | • School Development Plan |
| • School Improvement Plan | • Learning and Teaching Policy |
| • SEN policy | • Behaviour and Discipline Policy |