

Equality Policy and objectives

Stanford in the Vale CE Primary School



Love, Hope, Community

Approved by:	Amanda Willis/Laura Jamison/ C&C Governors Equality Links in school	Date: 6.1.25
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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](#).

As a school we welcome our legal duties under the Equality Act 2010. We understand the principle of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

The general duties are to:

- eliminate discrimination,
- advance equality of opportunity
- foster good relations

A protected characteristic under the Act covers the groups listed below:

- age (for employees not for service provision),
- disability
- race
- sex
- gender reassignment
- maternity and pregnancy
- religion and belief,
- sexual orientation
- Marriage and Civil Partnership (for employees)

In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties. These are to:

- Publish equality Information – to demonstrate compliance with the general duty across its functions
- Prepare and publish equality objectives

To do this we will collect data related to the protected characteristics above and analyse this data to determine the focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:

- Admissions; Attendance; Attainment; Exclusions; Prejudice related incidents

3. Roles and responsibilities

The Equality Link Governor (ELG) is Mrs. Jane Lawson-Smith.

The designated members of staff for Equality are Mrs Amanda Willis and Miss Laura Jamison.

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
- › 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

The ELG will:

- › Meet with the designated members of staff for equality every term (Autumn, Spring, Summer) 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 Head teacher will:

- › Promote knowledge and understanding of the equality objectives amongst staff and pupils
- › Monitor success in achieving the objectives and report back to governors

The designated members of staff for equality will:

- › Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- › 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.

Responsibility

We believe that promoting Equality is the responsibility of everyone in the school:

School Community	Responsibility
Governing Body	Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these. Monitoring progress towards achieving equality objectives. Publishing data and publishing equality objectives.
Head teacher	As above including: Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties. Ensuring that all school community receives adequate training to meet the need of delivering equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Senior Leadership Team	To support the Head as above Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Teaching Staff	Help in delivering the right outcomes for pupils. Uphold the commitment made to pupils and parents/carers and how they can expect to be treated. Design and deliver an inclusive curriculum Ensure that you are aware of your responsibility to record and report prejudice related incidents.
Non Teaching Staff	Support the school and the governing body in delivering a fair and equitable service to all stakeholders Uphold the commitment made by the head teacher on how pupils and parents/carers can expect to be treated. Support colleagues within the school community Ensure that you are aware of your responsibility to record and report prejudice related incidents
Parents	Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.
Pupils	Supporting the school to achieve the commitment made to tackling inequality. Uphold the commitment made by the head teacher on how pupils and parents/carers, staff and the wider school community can expect to be treated.
Local Community Members	Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these Take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.

We will ensure that the whole school community is aware of the Single Equality Policy and our published equality information and equality objectives by publishing them on the school website.

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 school has designated members 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.

As a school our main function is to provide good access to educational opportunities and help/support our pupils to do well at school (attain). We have a duty to ensure that there is no discrimination in our school.

We use the attached information to help us (See Appendix 1). We also welcome your views.

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)
- 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:

- Analyse 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

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, 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

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school 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

8. Equality objectives

Objective	Actions	By whom	Start	Finish	Success Criteria
Undertake an analysis of recruitment data and trends with regard to race, gender and disability and report on this to the staffing and pay sub-committee of the governing board.	Establish a system to collect, monitor and analyse the data. Identify a time frame to update and report on the data.	Wendy Jeffs Emma Payne	Jan 2025	ongoing	School will be reporting regularly on recruitment data and trends. Recruitment processes will be compliant with legislation
Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination	Various training options through OCC, Governorhub, OTSA, The Key Plan training and subsequent 'refreshers' into the school's academic calendar.	Amanda Willis Clare Webb	Jan 2025	ongoing	Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.
Continue to promote positive attitudes to diversity.	Invite visitors into school to enhance the curriculum, collective worships... To visit a range of places that promote positive attitudes to diversity.	Clare Webb Yvette Upton All Staff All Staff	Jan 2025 Jan 2025	Ongoing Ongoing	The children are polite and very positive in the way they deal with visitors. On trips they behave appropriately and with respect.

Objective	Actions	By Whom	Start	Finish	Success Criteria
Continue to explore and understand the issues further so that the school can begin to diminish the difference.	To gain a clear understanding of any gaps in learning within different groups.	All Staff	Jan 2025	Ongoing	Our results are in line with or higher than National.
	To ensure all children make good progress.	All Staff	Jan 2025	Ongoing	All children make good progress.
Continue to explore and understand the issues further so that the school challenges all children, especially the more able children, across all areas of the curriculum.	To ensure all children are challenged in all lessons.	All Staff	Jan 2025	Ongoing	Observations, learning walks and scrutinises show children are being challenged within lessons.
To explore and understand the reasons for absence and what support can be given to individual pupils to begin to improve attendance rates.	To ensure all children attend school for at least 96% of the time, if not more.	Head teacher Emma Payne	Jan 2025	ongoing	To increase attendance and reduce the number of children late for registration.
	To ensure all children arrive at school on time for registration.	Head teacher Emma Payne	Jan 2025	ongoing	

9. Monitoring arrangements

The Head teacher, designated members of staff and ELG will update the equality information we publish, at least every year.

This document will be reviewed by Head teacher, designated members of staff and the ELG every 2 years.

This document will be approved by Head teacher, designated members of staff, the ELG and the C&C Committee every 4 years.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Anti-Bullying Policy

- Relational Policy
- Safeguarding Policy

Appendix 1 - **Who attends our school?** (January 2025)

		Stanford School	
		Number	%
Gender	Girls	112	56%
	Boys	89	44%
Ethnicity	White British	170	84%
	Any other White Background	12	6%
	Black & White - Caribbean	4	2%
	Black - Other	0	-
	Asian - White	5	3%
	Asian - Pakistani	0	-
	Asian - Bangladeshi	0	-
	Asian - Any Other Asian Background	0	-
	Chinese	0	-
	Any other minority ethnic group	10	5%
Free School Meal Eligibility	Not Eligible	168	84%
	Eligible	33	16%
Religion/Belief	Buddhist/Taoist	0	-
	Christian	80	40%
	Hindu	0	-
	Jewish	0	-
	Muslim	1	0.5%
	Sikh	0	-
	Other	9	4%
	Refused	0	-
	No Religion / Not specified	111	55.5%
Special Educational Need	No Special Educational Needs	167	83%
	SEN Support	31	15%
	Statemented	3	2%
Profile of Need (% based on total number of pupils with Primary Needs)	Autistic Spectrum Disorder	3	9%
	Social, Emotional and Mental Health	7	21%
	Hearing Impairment	1	3%
	Moderate Learning Difficulty	11	32%
	Visual Impairment	0	-

	Multisensory Impairment	0	-
	Physical Disability	0	-
	Profound & Multiple Learning Difficulty	0	-
	Speech Language & Communication Need	9	26%
	Specific Learning Difficulty	3	9%
	Severe Learning Difficulty	0	-
	Other Difficulty/Disability	0	-