



**St. Peter & St. Paul CE Primary School, Burgh-le-Marsh**  
***“Striving for excellence together in a caring Christian community.”***

**RESPECT COMPASSION COURAGE**



# EQUALITY INFORMATION AND OBJECTIVES

Responsibility: Governing Body

Approved on: September 2025

To be updated: Every four years (or earlier if legislation changes)

Last reviewed:

## 1. Aims

At St. Peter and St. Paul CE Primary School, our vision is to ensure that every child can thrive and achieve within a caring Christian community, **“striving for excellence together.”** Our values of **courage, respect, and compassion** guide our approach to equality, diversity, and inclusion.

The school aims to meet its obligations under the Public Sector Equality Duty (PSED) by:

- Eliminating discrimination and other conduct prohibited by the Equality Act 2010.
- Advancing equality of opportunity between people who share a protected characteristic and those who do not.
- Fostering good relations across all protected characteristics, promoting understanding, respect, and inclusion.

## 2. Legislation and Guidance

This document meets the requirements of 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 demonstrating how they comply with the PSED and to publish equality objectives.

This document is also informed by the Department for Education (DfE) guidance *The Equality Act 2010 and Schools* and additional guidance available at: [DfE Equality Act 2010 Advice for Schools](#).

## 3. Roles and Responsibilities

### **Governing Body:**

- Ensures that equality information and objectives are published and communicated throughout the school, including to staff, children, and parents.
- Reviews and updates equality information and objectives at least once every four years.
- Delegates responsibility for monitoring the achievement of objectives on a daily basis to the Headteacher.
- Meets regularly with staff to discuss equality issues and actions.
- Ensures governors are familiar with relevant legislation and the contents of this document.
- Attends or completes appropriate equality and diversity training.
- Discusses equality issues at governing body meetings.

**Headteacher:**

- Promotes knowledge and understanding of the equality objectives among staff and children.
- Monitors success in achieving the objectives and reports progress to governors.

**School Staff:**

- Support the Headteacher in promoting knowledge and understanding of the equality objectives among staff and children.
- Raise and discuss any equality issues with governors.
- Identify any staff training needs and attend relevant equality and diversity training.
- All staff are expected to have regard to this document and work to achieve the equality objectives.

**4. Eliminating Discrimination**

The school complies fully with its obligations under the Equality Act 2010 and ensures that no pupil, staff member, or visitor is discriminated against on the basis of age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief, or sexual orientation.

All school policies are reviewed to consider their impact on equality, and the possible implications for children with protected characteristics are carefully analysed. Staff and governors are regularly reminded of their responsibilities, including during meetings and briefings. New staff receive equality training as part of induction, and all staff complete refresher training, such as the LSCB e-learning module Equality and Inclusion in Health, Social Care or Children's and Young People's Settings.

**5. Advancing Equality of Opportunity**

The school advances equality of opportunity by:

- Removing or minimising disadvantages linked to a protected characteristic (for example, providing additional support for children with SEND or addressing homophobic bullying).
- Taking steps to meet the particular needs of people with a protected characteristic (for example, supporting religious practices or accessibility requirements).
- Encouraging full participation in all school activities for people with protected characteristics (for example, ensuring all children can attend clubs and trips).

Progress is monitored by publishing attainment data for different groups, analysing strengths and areas for improvement, and implementing appropriate actions. Evidence is used to identify improvements, such as reductions in bullying incidents or increased participation in school activities.

**6. Fostering Good Relations**

The school fosters good relations by:

- Promoting tolerance, friendship, and understanding of different religions and cultures through the curriculum, including RE, PSHE, citizenship, and wider learning.
- Holding assemblies addressing equality issues, with children encouraged to take leadership roles and external speakers invited where appropriate.
- Engaging with the local community, including faith leaders, cultural groups, and local organisations.
- Encouraging initiatives that promote collaboration and understanding between children from different backgrounds, such as school council participation and inclusive extracurricular activities.

- Developing links with external experts and organisations to inform and enhance the school's approach to equality.
- 

## 7. Equality Considerations in Decision-Making

The school ensures that equality considerations are part of all significant decisions, including school trips, curriculum planning, and resource allocation. Accessibility, gender equality, and religious observances are actively considered, and Equality Impact Assessments are completed alongside risk assessments to ensure PSED compliance.

---

## 8. Equality Objectives

The school's equality objectives are informed by data analysis and focus on improving outcomes where disadvantages exist.

### **Current Objective:**

- To develop professional practice so that it is consistently good or better in order to promote strong progress and outcomes for all children, including those who are disadvantaged, have SEND, or come from different ethnic or gender backgrounds.

Progress against objectives is regularly reviewed, and evidence is published to demonstrate impact.

---

## 9. Monitoring Arrangements

The school updates equality information and objectives at least every four years, with continual monitoring of progress. Governors and staff receive termly updates on equality objectives and any actions being taken.

---

## 10. Links with Other Policies

This policy links with:

- Accessibility Plan
- Risk Assessment Procedures
- Supporting Children with Medical Conditions
- SEND Policy
- Anti-Bullying Policy
- Behaviour Policy
- Educational Visits Policy
- PSHE/RSE Policies
- Teaching and Learning Policy