St. Mary's Church of England Primary School Fownhope

EQUALITY OBJECTIVES AND INFORMATION

"Walking together in the fruit of the Spirit"

UPDATED APRIL 2026

A rich education is more than simply learning reading, writing and maths. It is about helping a child grow into their full potential as inquisitive, well balanced and cheerful adults. As a Church school we nurture children to display the 'fruit of the Spirit', which is "love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control" (Galatians 5:22-23). At St Mary's you will find children growing in mind, body and spirit as they form good relationships with each other, the staff and discover a faith which will sustain them in a rapidly changing world.

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 (also see amendments to this act published in January 2024).

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.

Academies, including free schools, if applicable, add/amend: This document also complies with our funding agreement and articles of association.

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
- 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 equality link governor will:

- meet with the designated member of staff for equality regularly, and other relevant staff members, to discuss any issues and how these are being addressed
- ensure that 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:

- 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 member 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 regularly 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.

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.

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 annually.

The school has a designated member 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.

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 which 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

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

We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

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:

- cuts across any religious holidays
- is accessible to pupils with disabilities
- has equivalent facilities for boys and girls

The school keeps a written risk assessment showing how we have actively considered our equality duties and asked ourselves relevant questions; this is completed when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically.

8. Equality objectives

Objective 1
To increase the percentage of SEND children achieving the expected standard in reading, writing and maths. *For pupil progress data to show that at least 22% of the SEND cohort (4 out of 18 children) have achieved the expected standard in reading, at least 17% of the cohort (3 out of 18 children) have achieved the expected standard in writing, and at least 33% (6 out of 18 children) have achieved the expected standard in maths at the end of the summer term 2026.*

Objective 2
For all school staff and governors to complete the online training module 'equality and diversity awareness' by the end of the 2025-26 academic year. *The single central record will show that all staff have completed this training and understand its importance.*

Objective 3
To arrange a broader range of visiting adults to lead assemblies in school, to enable children to experience a wider range of perspectives and topics. *By the end of the school year 2025-26, the school's collective worship record will show that a broad range of visitors have led assemblies in school, covering a diverse range of subjects.*

Objective 4
To arrange visits for all year groups to venues of a different culture/ different religion, in order to broaden their understanding of the diverse world around them. *By the end of the school year 2025-26, the school's record of events will show that all age groups in the school have participated in at least one visit to a non-Christian place of worship or multicultural venue.*

Objective 5
To find ways of improving the interactions between groups of children who have social and emotional behavioural difficulties, enabling fewer incidents of inappropriate behaviour to occur, particularly outside during break times. *Behaviour records will show that, due to interventions and strategies having been put into place, there are fewer incidents of inappropriate behaviour involving children with behavioural difficulties.*

9. Monitoring arrangements

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

This document will be reviewed and approved by the governing body at least every 2 years.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Equality policy
- Special needs and disabilities policy

This policy was approved by the Chair of Governors on:	14th April 2026
Headteacher:	T. Milne
Chair of Governors:	A. Gunn
Review Date:	April 2028

"Walking together in the fruit of the Spirit"