

St Gabriel's C of E Primary School

Excellence with Compassion



Equality Policy, objectives and Statement Summer 2026

Approved by:

Curriculum Committee

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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 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 a relevant protected characteristic
- › Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it. The protected characteristics are:
 - Age
 - Disability
 - Gender reassignment
 - Marriage or civil partnership
 - Pregnancy and maternity
 - Race
 - Religion or belief
 - Sex
 - Sexual orientation

Our school aims to promote respect for difference and diversity in accordance with our ethos and values: Excellence with compassion rooted in Friendship, endurance, peace, wisdom, service and justice.

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](#), the [technical guidance for schools from the Equality and Human Rights Commission](#) and [guidance from the Government Equalities Office on meeting the specific duties that support the Public Sector Equality Duty](#).

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/carers
- › 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 headteacher will:

- › Promote knowledge and understanding of the equality objectives among staff and pupils
- › Monitor success in achieving the objectives and report back to governors
- › Have “due regard” when making a decision or taking an action to whether it may have particular implications for people with particular protected characteristics

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 every other year, when this policy is reviewed.

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
- › 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 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 (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
- › Making pupils aware of our behaviour and anti-bullying policies
- › 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. We consider equality implications before and at the time that we develop policy and make decisions and continue to review these on a continuing basis.

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

8. Equality objectives

Objective 1

To robustly challenge inappropriate language and behaviour amongst any group within the school and community, including (but not limited to) racist, homophobic, misogynistic, sexist and discriminatory language aimed at a specific religion; taking any opportunity to educate. Why we have chosen this objective:

Why we have chosen this objective: in the past 2 years, there have been an increase in the number of incidences where racist or discriminatory language or actions have been used and actions being used. Whilst this is a small number, we would like to see this number at zero.

To achieve this objective we plan to: stress a zero tolerance approach through communication with our community (newsletters, assemblies, PSHE,). Continue to educate

Objective 2

Build/continue to develop an environment where everybody feels safe and safe to challenge others where their behaviour falls short of what is expected within St Gabriel's Primary School and the wider community.

Why we have chosen this objective: see above

To achieve this objective we plan to: see above

Objective 3

Increase the representation of teachers and governors from local global majority heritage communities over a 4-year period (from this July to July in 4 years' time), so that this group increases

Why we have chosen this objective: we want the governing and teaching body to more readily reflect the community it serves.

To achieve this objective we plan to: request recruitment from global majority heritage when recruiting new governors from governor organizations (such as deanery, LDBS, LA). Encourage applications from all parents when advertising for new parent governors.

Objective 4

To raise the achievement of pupils who are SEND, pupil premium, have been identified as vulnerable and who identify as being from minority backgrounds.

Why we have chosen this objective: adaptation of the curriculum for pupils with SEND, was identified as an area to improve in our latest OFSTED. St Gabriel's has high pupils premium numbers and many vulnerable pupils and pupils from minority backgrounds. We want to ensure all make expected or better progress.

To achieve this objective we plan to: track progress of all children and ensure interventions are timely, measured and impactful. Deliver CPD to all teachers on adaptation of all areas of the curriculum to support SEND pupils. Work closely with outside professionals to develop a bespoke curriculum for how high need pupils.

9. Monitoring arrangements

The Curriculum Committee will update the equality information we publish at least every year.

School-specific equality objectives will be reviewed by the Curriculum Committee at least every 4 years.

This document will be reviewed by Curriculum Committee every 2 years, to ensure continued compliance with the PSED.

This document will be approved by Curriculum Committee

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- SEN information report
- SEND policy