



# **St Leonard's Primary School**

## **Equality and Diversity Policy**

### **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

St Leonard's aims to promote respect for difference and diversity in accordance with our values - Respect

### **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 annually. The school has a designated member of staff for monitoring equality issues. 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 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

As a school, we are required to publish equality information every year:

- We must report on at least 1 equality objective once every 4 years – we've chosen Autumn 2028 to be our deadline for this

**Objective 1:** To ensure our SEND children achieve their best possible outcomes.

### Why we have chosen this objective:

This supports the school's approach and the personal development plan priority, fostering a culture of high expectations and inclusion.

### To achieve this objective, we plan to:

- Review and adapt classroom resources and lesson plans for SEND accessibility
- Monitor intervention effectiveness through data and pupil feedback

### Progress we are making towards this objective:

Targeted interventions and reasonable adjustments ensure our SEND children receive tailored support, fostering equality of opportunity and reducing barriers to learning.

**Objective 2:** To ensure staff receive highly effective professional development on how they can support the mental health of our children in school

### Why we have chosen this objective:

To create a supportive and inclusive environment where all children, especially those who are disadvantaged or vulnerable, feel valued and understood

### To achieve this objective, we plan to:

- Integrate mental health and wellbeing themes into curriculum and enrichment activities
- Provide targeted support interventions for vulnerable pupils e.g. through our Mental Health Support Team (MHST)

### Progress we are making towards this objective:

Mental Health and wellbeing themes celebrated in school e.g. Hello Yellow. Workshops are delivered to parents and children by our MHST colleagues and staff have all received training about supporting children.

**Objective 3:** to plan opportunities for children to engage with different cultures, people and their experiences (diversity) to develop understanding and promote tolerance and respect

### Why we have chosen this objective:

Children will learn about and celebrate different cultures and traditions to help everyone understand and respect each other.

### To achieve this objective, we plan to:

- Deliver regular assemblies and lessons promoting respect, anti-bullying, and understanding of protected characteristics
- Develop partnerships with local and wider community groups representing diverse cultures

### Progress we are making towards this objective:

Children have a good understanding and appreciation of different cultures and backgrounds, promoting tolerance and kindness. This is achieved through weekly assemblies (Picture News) and our rich curriculum offer. We also have close links with local religious building where the children visit and participate in workshops.

## 9. Links with other policies

This document links to the following policies:

- Accessibility plan
- SEN information report
- SEND policy
- Safeguarding Policy
- Behaviour Policy

**Written:** Autumn 2025

**Review Date:** Autumn 2028

Appendix 1:

St Leonard's Primary School Equality Objectives 2025-2026

Equality	Objective / aim	Resource needed	Who is responsible	How is this monitored	ActionsImpact
<p>Build on our inclusive ethos by developing a philosophy promoting learning without limits that allows everyone to achieve more than expected and surprise those around them.</p> <ul style="list-style-type: none"> <li>• Resilience and determination</li> <li>☐ Independence and thinking skills</li> <li>☐ Enquiry</li> </ul>	<p>Monitor pupil access to curriculum.</p> <p>Regularly review classroom layout to ensure all learners have equal access.</p> <p>Curriculum planning reflects a commitment to equality so that intentional, purposeful and meaningful links are made to promote diversity and equality</p>	<p>Assessment tools</p> <p>Specific access equipment</p> <p>Classroom environment</p>	<p>All staff Governors Pupils</p>	<p>Observations Pupil discussions Teacher discussions Resource audits Governor accountability</p>	
<p>To develop additional enrichment opportunities where all children and adults can flourish through in school and extracurricular opportunities.</p>	<p>All children regardless of deprivation, race, gender, ability and age are able to access wider experiences to enhance their learning opportunities.</p>	<p>Additional clubs</p> <p>Resource for clubs</p>	<p>All staff Governors Pupils</p>	<p>Pupil Premium funding allocations-Strategy SEND Provision-SEND information report PE Premium Reports School Fund allocations</p>	
<p>To raise pupil and community awareness that we are all different but equal and that all differences are welcome</p> <p>Listen to the views of all stakeholders so that their thoughts and opinions are valued and included in the strategic planning of the school.</p>	<p>Develop diverse resources within school. Through RSE and Jigsaw time deliver elements of No outsiders curriculum as part of 'we are all different but all the same'</p> <p>Continue Parent Forum</p> <p>Send out questionnaires to all Stakeholders</p>	<p>No Outsiders</p> <p>RSHE curriculum materials</p> <p>Community opportunities</p>	<p>All staff Governors Pupils Parents Community links and workers</p>	<p>School Council Parent Questionnaires/meetings Pupil Interviews Governor Monitoring and Evaluation Staff Questionnaire Line Management for staff-TA Meetings Staff / team Briefings</p>	