

St. Barnabas CE Primary School And Green Lane Pre-School Policy Document

Purpose: The purpose of this policy is to set out St. Barnabas' commitment to comply with the Equality Act, known as the Public Sector Equality Duty (PSED)

Lead Role Responsibility: Sarah Hanson, head teacher

Governing Body Team or Head Teacher Responsibility: Full Governing Body

Reference and Source Documents:

[The Equality Act 2010.](#)

[The Equality Act 2010 \(Specific Duties\) Regulations 2011.](#)

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools.](#)

Approved by Leadership: 1.12.25

Approved by Governing Body: 8.12.25

Reviewing Cycle: Every 4 years

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St. Barnabas CE Primary School & Green Lane Pre-School

Policy version Christian Vision and Aims statement

Inspire, Nurture and Achieve

We believe, as Jesus did, that in our happy, purposeful and welcoming **Christian school** and pre-school **all** are **valued, encouraged** and **cared for**:

- **Inspire** the school community to think and feel positively about themselves and others.
- **Nurture** each child and adult so that they grow with others in a secure and happy environment; where they enjoy a wealth of opportunity and experience a love of learning.
- A place where **achievements** are celebrated and expectations are high for all.

This is underpinned through the understanding that in Jesus, **all** are welcome and unique and have a God given purpose and place in the world. Jesus inspires us that **all** people can flourish.

Matthew 19 v14

Jesus said, "Let the children come to me, and do not hinder them,
for the kingdom of heaven belongs to such as these."

We aim to:

Inspire a positive approach to life and learning;

*Value and **nurture** each child as an individual: developing **resilience, independence, and an understanding** of what they bring to the world;*

*Create a rich, stimulating environment where **achievements** are celebrated and **team work** and **co-operation** are expected;*

*Promote **high expectations** and **self-confidence** for each individual;*

*Ensure each child strives towards **excellence** supporting those who find learning difficult and challenging the most able children;*

*Develop and foster **motivation** for learning and **enthusiasm** for life;*

*Promote a sense of **belonging** and build outstanding **relationships** between school, home, church and the wider community.*

*Help every person understand their **unique purpose** and **place in God's world**.*

- Ensure equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of **race, disability, sex, sexual orientation, gender reassignment, religion or belief, pregnancy and maternity, and age** (for staff only). We will adhere to the legal definitions of these protected characteristics as set out in the Equality Act 2010.
- Develop and maintain a culture of inclusion and diversity, in which all those connected with the school feel proud of their identity and able to participate fully in school life.
- Monitor the achievement of pupils by race, sex, age and disability and use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination through our positive approach to equality, challenging bullying and stereotypes and creating an environment which champions respect for all. We believe that our diversity is a strength which should be respected and celebrated by all those who learn, teach and visit here.

This policy recognises that we have a duty under the Equality Act, known as the Public Sector Equality Duty (PSED). This duty means that we must have 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 (PSED) 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](#).

3. Roles and responsibilities

The governing body will:

- Ensure that the equality information 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.
- Delegate responsibility for monitoring the policy and any relevant objectives within the School Development Plan to the head teacher.

The head teacher will:

- Ensure that staff, parents/carers, pupils and governors are engaged in the development of and informed about the Equality Policy.
- Oversee the effective implementation of the policy.
- Ensure staff have access to training which helps to implement the policy.
- Develop partnerships with external agencies regarding the policy so that the school's actions are in line with the best advice available.
- Monitor the policy and report to the Governing Body at least annually on the effectiveness of the policy and any associated objectives.

The Pupils will:

- Be expected to understand the principles of the policy and how it relates to them, appropriate to age and ability.
- Be expected to act in accordance with the Policy.
- Be encouraged to actively support the Policy.

The school staff will:

- Be involved in the development of the Policy.
- Be a good role model for all equality issues.
- Be fully aware of the Equality Policy and how it relates to them.
- Understand that this is a whole school issue and support the Equality Policy.
- Make known any queries or training requirements.
- Report any incidents which contravene the policy to the Head teacher.

The Parents/carers will:

- Have access to the Policy through a range of different media appropriate to their requirements.
- Be encouraged to actively support the Policy.
- Be encouraged to attend any relevant meetings and activities related to the Policy.
- Be informed of any incident related to this Policy which could directly affect their child .

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.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training when appropriate, for example as part of annual anti bullying work, as part of the PSHE curriculum and in response to any local or national matters or changes to legislation.

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)
- 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 activities and clubs)

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 specific bullying).
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils.
- Provide opportunities for pupils to appreciate their own culture, discuss equality and also to celebrate the diversity of other cultures.
- Seek to involve all parents in supporting their child's education.
- Include teaching and classroom-based approaches which are inclusive of our diverse range of pupils
- Seek to involve the community around the school in celebrating and raising awareness of cultural diversity

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, (PSHE) education and 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, including promoting Christian Values such as: Tolerance, Compassion and Respect. 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 all pupils to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures.
- Developing 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

10. Links with other policies

This document links to almost all school policies and runs as a thread throughout all that we do however; it links particularly with the following policies:

- Accessibility plan
- Admissions
- Anti-Bullying Policy
- Behaviour Policy
- Code of Conduct
- Complaints Policy
- Disciplinary
- Staff and HR related policies for example, Performance Management, Management of Sickness Absence, Staff Grievance and Harassment
- Pay policy
- PSHE
- Relationships and Sex Education (RSE) Policy
- Religious Education
- SEND Policy
- Whistleblowing