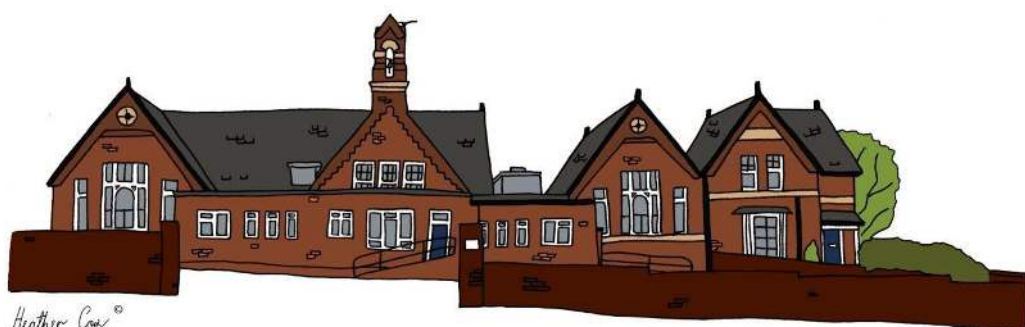




Equality Objectives & Equality Policy

Created/updated:	February 2026
Ratified By Governing Body:	February 2026
Due for review	Spring term 2027

1. Aims

The aim of this document is to outline how Stebbing Primary School is committed to ensuring that every member of the school community is regarded as being of equal worth and importance, irrespective of culture, race, gender, learning abilities, sensory or physical impairment/disabilities, social class or lifestyle. Stebbing Primary School recognises differences and is committed to meeting individual needs and taking positive action, so that everyone has equal access to the educational opportunities offered by the school.

This policy will:

- Ensure all learners are valued equally and have access to a full curriculum with opportunities to fully participate in the life of the school.
- Embed positive attitudes and relationships and a shared sense of cohesion and belonging.
- Ensure that diversity within individuals and groups is recognised and respected.
- Develop good equality practice in staff recruitment and development.
- Work to reduce and remove inequalities and barriers that already exist.

Stebbing Primary School aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

2. Legislation and Guidance

This document meets the requirements of the [Equality Act 2010](#) and the Department for Education (DfE) guidance for schools on the Equality Act 2010. The Equality Act 2010 replaced all previous equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. The Equality Act 2010 provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. The 2010 Single Equality Act places a duty on governing bodies to publish information to show how their school complies with the Equality Duty. Based upon the above legislation, this Equality Policy identifies seven principles in which equal opportunity for all and the removal of barriers to learning and progress based upon gender, race or disability are recurring themes. It is unlawful for a school to discriminate against a pupil, prospective pupil or member of staff by treating them less favourably because of their sex, race, disability, religion or belief, sexual orientation, gender reassignment and pregnancy or maternity.

Regarding gender equality, we will actively seek to:

- Eliminate unlawful discrimination and harassment
- Promote equality of opportunity between men and women.

Regarding sexual orientation, we will actively seek to:

- Promote equality of opportunity regardless of sexual orientation.
- recognise our equality duties as essential to reflect international human rights standards as expressed in the United Nations Convention on the Rights of the Child, the UN on the Rights of people with Disability, and the Human Rights Act 1998.

3. Roles & 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 parent.
- 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 amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

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. 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. making reasonable adjustments for Jehovah Witness pupils).
- 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 and extracurricular activities).

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.
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils.

5. 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, 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 some assemblies and we will also invite external speakers to contribute.
- Trying to work 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 are developing links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.

6. 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.

7. Equality Objectives

Objective	Intent	Implementation	Impact
1. To promote pupils' understanding of identity, diverse community and equality.	Recently, more children from wider ethnic backgrounds have joined the school. As the school is located in a small town with an historically caucasian population, the promotion of cultural understanding and tolerance is of crucial importance	To achieve this, we plan to: further develop our PSHE and RE curriculum and continue to promote British Values and Character Values reinforcing equality, tolerance and inclusion. The curriculum promotes spiritual, moral and cultural development, preparing pupils for adult life.	Pupils will demonstrate a high level of cultural literacy and empathy. This will be evidenced by a reduction in prejudice-related incidents and pupil surveys showing that children from all backgrounds feel a strong sense of belonging.
2. To improve accessibility across the school.	Why we have chosen this objective: As a school, we want to ensure that we are fully accessible and to set an example to our pupils how everyone is different and we are all accepted at Stebbing Primary School.	To achieve this, we plan to: ensure the school building removes all barriers to accessibility for disabled learners, staff and visitors. This will include a review of the school's Accessibility Plan.	All learners, regardless of physical ability, will have equal access to the full curriculum and school facilities, fostering an environment where "difference" is normalized and supported.
3. To close the gap in progress, attainment and achievement between pupils and all groups of pupils; especially boys and girls, pupils eligible for free-school meals, pupils with special educational needs and disabilities and looked after children.	Why we have chosen this objective: Analysis of data has shown gaps between these groups. DATA can be found below:  Stebbing Primary Whole School E...	To achieve this, we plan to: ensure that learning activities provide opportunities for all pupils to achieve well, through carefully planned and challenging learning with high expectations for all. Additional support for social, emotional/mental health will also be extended through our pastoral team. Additional support for identified children will be extended to include the whole school intervention programme.	A narrowing of the percentage gap between disadvantaged groups and their peers. Specifically, an increase in the "combined attainment" figures for Boys and FSM-eligible pupils to align closer to the school average.
4. Provide all parents with a voice through the regular parent forum and SEND and working party	Ensure we hear more from families and	Provide parents with regular, open communication and consultation which is highly valued at Stebbing Primary School. The Parent Voice sessions aim to represent the views of all parents/carers and to be a voice to inform our school of the needs of children and families. It facilitates communication between parents/carers and staff and governors. The	Parents will feel they have more opportunities to feedback and share their views. Parent survey outcomes will reflect the positive opportunities offered to families to share their views and feedback.

		forum works to provide feedback on provision, offer a parent's/carer's perspective on current policy and practice and input into decision making and planning for future provision.	
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8. Self-Evaluation & Monitoring

The school completes an annual self-evaluation of the equality objectives. Following completion of the equality self-evaluation, the school's objectives are reviewed and adapted as required.

The headteacher will review the equality information we publish every year.

This document will be reviewed and approved by the governing board at least every 4 years.

Our school has considered how well we currently achieve these aims with regard to the eight protected equality groups: race/disability/ sex/ gender reassignment/age/ pregnancy and maternity/religion and belief/ sexual orientation.

In compiling this equality information we have:

- Identified evidence already in the school of equality within policies and practice and identified gaps.
- Examined how our school engages with the protected groups, identifying where practice could be improved.
- Analysed our effectiveness in terms of equality.

Summary of Equalities Evidence Action.

Race

There are rare occasions of race incidents in school, often with the very young children. The evidence tells us that we should continue to address the issue, related to all minority ethnic groups, through the use of circle time and PSHE lessons.

Disability

The evidence tells us that pupils with disabilities achieve their full potential in the school. We will continue to address this issue on a case by case basis and make the necessary adjustments to our practice when needed.

Sex

There are occasional issues with regard to one gender out-performing another depending on the subject area. This can vary for different year groups. Evidence is monitored and intervention programmes are used if an individual falls behind in particular curriculum areas.

Gender reassignment

The evidence does not show that this is an issue within Stebbing Primary and any parents/visitors are not discriminated against with regard to gender reassignment.

Pregnancy and maternity

Recommended policies from Essex HR are followed and risk assessments for pregnant staff are carried out.

Religion or belief

The Essex Scheme (SACRE) for RE is followed and a variety of religious beliefs are studied throughout the school. There is a collective act of worship each day, although assembly on Thursday is held in classroom and delivered by the children. Parents are given the option to withdraw their children from Religious Education or assemblies.

Sexual Orientation

The evidence does not show that this is an issue within Stebbing Primary School and any parents/visitors are not discriminated against with regard to their sexual orientation.

Age

The school follows Essex HR policies with regard to employment so it is not envisaged that this is an issue.

Summary of how we currently engage with protected groups

Stebbing Primary School is committed to the three aims of this duty. We will engage with a variety of groups through the following actions:-

- Inviting speakers to talk to the children in lessons and assemblies
- Holding special events involving certain groups.
- Research into specific groups where these groups are not easily accessible.
- School trips which include linking with a variety of groups.

The school believes a way forward will be to communicate with more diverse groups through visits and links with other schools.