



## SW9 PARTNERSHIP – Equality Information & Objectives Policy

### Opening Statement

Christ Church SW9 and St. Andrew's CE Primary School are Church of England Schools that are institutionally rooted in the Christian Faith. Our ethos of love and care and our commitment to justice are the foundation of our aims in educating the whole school community to make proper contributions to society. We strongly believe that everyone should have the opportunity to flourish in an inclusive environment, and we are committed to developing a culture of equity for all.

### 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 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
- Our school aims to promote respect for difference and diversity in accordance with our values – Love, Peace, Kindness, Joy, Perseverance and Faithfulness
- This policy applies to all members of the school community – pupils, families, staff and governors.

### 2. Legal Requirements

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 Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that our schools cannot discriminate due to the following characteristics:

- Age (does not apply to pupils)
- Disability
- Race/Ethnicity or National Origin
- Gender Reassignment/Identity
- Marriage and Civil Partnership (does not apply to pupils)
- Pregnancy and Maternity
- Religion or Belief (including non-belief)
- Sex
- Sexual Orientation

### 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 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

#### **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 September.

#### **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 (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:

- 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
- 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.

## **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

When needed, the school will keep a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

## **8. Equality Objectives**

### **Objective 1**

Undertake an analysis of recruitment data and trends in regard to race, disability and any gender pay gap and report on this to the governing board.

- Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.

### **Objective 2**

There will be equality of opportunity for all pupils and for all our staff across the SW9 Partnership, regardless of protected characteristics.

- Policies and practice are fair and equitable and will show due regard for the principles of equality of opportunity in the attraction, selection, promotion, deployment and training of staff
- All staff are aware of current legislation relating to equality and diversity and understand our school and individual responsibilities in this area

### **Objective 3**

Have in place a reasonable adjustment agreement for all staff with disabilities, to meet their needs better and make sure that any disadvantages they experience are addressed.

## **9. Links with Other Policies**

This document links to the following policies:

- Accessibility Plan
- Risk Assessment
- Whistleblowing Policy
- Behaviour Policy
- Anti-bullying Policy
- Admissions Policy
- Complaints Policy
- Safeguarding and Child Protection Policy
- SEND Policy

<b>Policy Last Reviewed:</b>	March 2026
<b>Amendments</b>	<p>March 2025 – Corrected typos.</p> <p>March 2026 – clarified reporting to governors and having an equality impact assessment section 7. (Not required – best practice if needed.</p>