



STOKES WOOD
PRIMARY SCHOOL

Equality Policy including PSED objectives

This policy should be read in conjunction with the following policies:

- Complaints Policy
- Safer recruitment Policy

Approved by:

Date:

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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 values. Stokes Wood Primary School is an ambitious place. We aim to help every child become a global ambassador, ready to explore and understand the world around them. We encourage our children to be curious, ask questions and seek answers as they learn. Our children are confident in sharing their ideas and opinions. They know how to listen and communicate with kindness and respect. We believe in a

community where there are no outsiders– everyone belongs and every voice is heard. Above all, we nurture their well-being, ensuring they grow into healthy, balanced individuals committed to lifelong learning and positive change. Together, we create a caring and supportive environment where everyone can grow and succeed, ready to make a positive difference in Leicester and beyond!

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.

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:

- 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

We will make sure that with any data we publish to show how we meet our equality duties, individual staff or pupils will not be identifiable. This means we may not publish some data if it relates to a very small number of staff or pupils to preserve their confidentiality.

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

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

- To develop the children's understanding of, and commitment to, the promotion of equality and the elimination of discriminatory practices and beliefs
- To deepen an understanding among all children and staff of the strengths and needs of all protected characteristic groups
- To continue to seek ways in which the culture, policies and practices within school can be further improved to advance equality and to eliminate discrimination
- To celebrate the rich variety of individual and group characteristics which constitute our school community, as well as the wider world.

9. Principles into Practice

1. Whenever the governing body reviews policies in school, we always take into account any relevant equal opportunity implications. Where relevant, the details of equal opportunity considerations will be specifically identified. The school's key policies are kept updated on our website, and all our policies are available by request at the school office.
2. We regularly analyse the progress and attainment of all children in the school, including the progress and attainment of specific pupil groups. Where we identify significant variations between the children who share a protected characteristic and children in the school generally, we then explore the reasons behind this. It is important to ensure that children in particular groups are not being inadvertently disadvantaged, but it is equally important not to assume that the discrepancy is necessarily a consequence of a particular characteristic. This means that we look at children individually, and examine *why* the discrepancy is showing up, so that we are best placed to support children in the way that is most appropriate for them. We also recognise that each child is an individual, composed of a multitude of characteristics, and their inclusion in one or more protected characteristic groups should not be seen to define them without reference to everything else that goes to make the whole child.
3. All aspects of the curriculum are open to all children, and we will always make adaptations where necessary to accommodate the particular needs of a child or group of children.
4. We model the British values of respect and tolerance to all people, irrespective of characteristics, and we consider it our moral duty to promote and develop this understanding and good practice in the children themselves. When a child demonstrates intolerance or disrespect with regard to the characteristics of another person, we will work with that child to strengthen their understanding of why their behaviour or language has not been appropriate. In line with our teaching of the academic curriculum, we believe that education is by far the most effective response to incidents of intolerance or disrespect.
5. We promote a culture in which children feel comfortable sharing concerns and worries with adults in school. Although worries can affect all children, those in protected characteristic groups can face greater barriers than their peers do. Three principles are at the heart of our approach to supporting children with their concerns. Firstly, a recognition that what might seem like a small issue to an adult can feel hugely important to a child, so that we listen to the *root* of a child's anxiety rather than what might be its surface manifestation. An example of this might be a child who complains that no-one will play with him or her, and understanding that what the child is probably feeling is not so much the denial of the game, but more a sense that other children do not find them appealing enough to play with. Secondly, we encourage children to develop the language and understanding of complex emotions, so that they are better able to articulate what they are feeling. If a child can't explain what it is that is distressing them, they are less likely to seek help. Children in certain protected characteristic groups may need greater levels of support in developing

these skills. Thirdly, we place great emphasis on the development of strong relationships between all adults and children in the school, based on mutual trust and respect. Consequently, when a child feels vulnerable or worried, they are able to choose, from a number of adults that they know well, the person they feel most comfortable approaching.

6. We also seek to promote a culture in the school that recognises the needs of staff members, whether this is in terms of emotional support, time off to attend family events or medical appointments, or requests for changes in working arrangements. Because the individual needs of staff members can sometimes be directly linked to their membership of a protected characteristic group, we see our duty to be compassionate employers to be particularly relevant in supporting members of staff in this respect.
7. We also promote a culture in which parents feel comfortable to approach the school with concerns or difficulties, which again can sometimes be linked to their membership of a protected characteristic group. For two years in succession, 100% of parents who have responded to the annual parent survey have stated that they agreed with the statement, *I would feel comfortable approaching the school with questions/a problem/complaint*, with 81% saying they strongly agreed. In addition to increasing parents' confidence in approaching the school with issues that may relate to protected characteristics, the strong relationships between staff and parents has helped to develop a culture where the strengths and needs of protected characteristic groups are understood, acknowledged and valued.
8. The school makes constant reference to a calendar of world festivals and dates that are important for a range of protected characteristic groups, several copies of which are displayed around the school. This supports our planning for key events in school, as well as raising our awareness of moments in the year that are important for children, staff and families across a wide range of protected characteristic groups.