



ST LAURENCE CHURCH
JUNIOR SCHOOL

**Equality Information
and Objectives**

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'Learning, Loving and Sharing, guided by Jesus'

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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

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](#).

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 four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governor is Jill Saunders. They will:

- Meet with the designated member of staff for equality and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

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

The designated member of staff for equality is the SENDCo, Lyn Haden. They will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Meet with the equality link governor to raise and discuss any issues
- Support the headteacher in identifying any staff training needs, and deliver training as necessary

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, and an equality link governor. 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
- 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

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 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, 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
- 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.

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

The school keeps 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 September 2022 – September 2026

Objective 1

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

Why we have chosen this objective: The Church of England report 'From Lament to Action' (April 2021), recognised the need to tackle the lack of ethnic diversity in the workforce and governing boards. Our school workforce is currently of 10% UKME, which does not reflect the ethnic diversity of the children in our school.

To achieve this objective we plan to: Train staff and governors involved in recruitment to ensure monitoring of diversity and equality during future appointments and the appointments processing.

Progress we are making towards this objective: *To be updated annually*

Objective 2

Ensure that our school can support staff affected by the menopause and help them to feel comfortable at work, both when experiencing symptoms and when asking for support and adjustments

Why we have chosen this objective: The majority of our staff members are female. Menopause symptoms are many and varied and while the menopause is not, in itself, a named protected characteristic in the EA, there are several protected characteristics that could be applicable, depending on the factual circumstances. These include age, disability, gender reassignment and sex.

To achieve this objective we plan to: Have staff training on menopause and create a staff menopause policy. Make reasonable adjustments to minimise the risk of the working environment making menopausal symptoms worse for those experiencing them and minimise menopause-related stigma in our school by educating staff on what it is and the symptoms that staff affected by it might suffer.

Progress we are making towards this objective: *To be updated annually*

Objective 3

To continue to monitor the progress of different groups of learners and work to close the gaps in attainment for our disadvantaged pupils.

Why we have chosen this objective: Although disadvantaged children make similar progress to our non-disadvantaged children, their attainment is lower. There is national recognition that loss of learning caused by the pandemic has had a disproportionate effect on outcomes for our disadvantaged children.

To achieve this objective we plan to: Ensure targeted interventions through catch-up funding and pupil premium funding for disadvantaged children. CPD for quality first teaching and staff to continue to monitor attainment (and progress) and report at pupil progress meetings. Identify additional barriers to learning and engage with families to support further, where appropriate.

Progress we are making towards this objective: *To be updated annually*

9. Monitoring arrangements

The headteacher will update the equality information we publish every year. This document will be approved and reviewed by the Full Governing Board at least every 4 years.

10. Links with other policies

This document links to the following policies:

- › Behaviour and Relationships
- › Anti-bullying
- › SEND Policy
- › Learning and Teaching Policy
- › Staff wellbeing