

THE SAINTS FEDERATION

**THE SAINTS
FEDERATION**



Grow together

Equality Policy 2026-2030

Approved by:	The Governing Board	Date: March 2026
Last reviewed in:	March 2026	
Next review due by:	March 2030	

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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

Our school aims to promote respect for difference and diversity in accordance with our individual school values, including love, courage, forgiveness, faith, friendship, hope and peace.

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

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- 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 regular basis to the Executive Head

The Executive Head will:

- Support the Heads of School in promoting knowledge and understanding of the equality objectives among staff and pupils
- Support the Heads of School in identifying any staff training needs, and deliver training as necessary
- Monitor success in achieving the objectives and report back to the Governing Board
- Have “due regard” when making a decision or taking an action as 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 anti-discriminatory practices.

Where relevant, our policies include reference to the importance of eliminating discrimination and other prohibited conduct.

Complaints and incidents should be handled transparently, in accordance with the reporting procedure and behaviour policy.

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.

Staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every year.

The school has a designated member of staff for monitoring equality issues, the Executive Head. 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 (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 and recording reasonable adjustments made, for people with particular characteristics, in order to ensure equality of opportunity
- Encouraging people who have a particular characteristic to participate fully in any activities

In fulfilling this aspect of the duty, the school will:

- Publish to Governors, 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
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic bullying or bullying of pupils with disabilities)
- 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 all people with a protected characteristic such as age, disability, race, religion and sexual orientation 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, where possible
- 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
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach such as the EDI (Equality, Diversity and Inclusion) ambassadors at St. Paul's.

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

8. Equality objectives

Objective 1

To ensure our staff and pupils have an understanding and appreciation of diversity. To achieve this objective we plan to:

- Carry out a resources audit
- Ensure celebration of diversity is interwoven throughout the curriculum

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- Continue to review our curriculum to ensure that it reflects our society
- Celebrate culture week, annually

Objective 2

To ensure that the curriculum, displays and all areas in the school promote role models that young people positively identify with, which reflect school's diversity in terms of race, gender and disability.

To achieve this objective we plan to:

- Review our curriculum on a regular basis to ensure that it reflects diversity
- To promote role models through our Collective Worship

Objective 3

To ensure that adult role models are reflective of a range of cultures.

To achieve this objective we plan to:

- Through recruitment be aware of the need to promote race equality
- Invite a range of visitors into school where possible
- Continue to involve parents' views through the EDI working party

9. Monitoring arrangements

The Head of School will review this policy at least every 4 years.

This document will be approved by the Executive Headteacher.

10. Links with other policies

This document links to the following policies:

- Accessibility Plan
- Risk assessment

Reviewed by	Review Date	Next Revision	To be reviewed
Cathryn Mann	Spring Term 2026	Annual	Spring Term 2030