



Equality Policy

St Chad's C of E Primary School Policy	
Title of Policy:	Equality Policy
Date Policy adopted:	Spring 2026
Written by/Author: (Job Title and name)	Inclusion Lead Clare Hunter
Review Cycle:	Every 2 Years
Review Date:	Spring 2028

St Chad's CE Primary School – Equality Policy (Updated for 2026)

At St Chad's CE Primary School, we believe that all pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity or circumstances. Our school is committed to creating a community that recognises and celebrates difference within a culture of respect, co-operation and belonging. An environment that actively promotes equality is essential for ensuring positive relationships, high expectations and inclusive participation for all.

We recognise that equality can only be achieved when the whole school community—pupils, staff, governors and parents/carers—works together toward a shared vision.

We welcome our duties under the **Equality Act 2010**, which provides a single legal framework protecting people from discrimination, harassment and victimisation in education and employment. As a public body, we are also subject to the **Public Sector Equality Duty (PSED)**, which requires us to consider the impact of our decisions, policies and practices on individuals with protected characteristics as part of our day-to-day work.

Aims

We recognise that the PSED has three core aims. As a school, we must:



- **Eliminate unlawful discrimination, harassment and victimisation**, and any other conduct prohibited by the Equality Act 2010.
- **Advance equality of opportunity** between people who share a protected characteristic and those who do not.
- **Foster good relations** between people who share a protected characteristic and those who do not.

Protected Characteristics

We acknowledge our duty to ensure equality with regard to all protected characteristics in the Equality Act 2010. It is unlawful for a school to discriminate against a pupil or prospective pupil based on:

- age
- sex
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy or maternity
- marriage and civil partnership

These characteristics are defined and protected under the Equality Act 2010 and accompanying guidance for schools.

Equality Objectives

In line with the **Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017**, we publish measurable equality objectives at least every four years and update equality information annually.

Our current objectives are:

1. **Ensure equal opportunities for all children in their learning**, removing barriers and addressing disadvantage where it exists.
2. **Increase tolerance, respect and understanding** of different faiths, cultures and genders through education and wider curriculum experiences.
3. **Equip children with the social skills needed to flourish** within a diverse society.



Principles

1. All pupils, families and staff are of equal value

We value every member of our community equally, regardless of:

- disability
- ethnicity, culture, national origin or status
- gender or gender identity
- religion or belief
- sexual orientation
- marital status
- pregnancy or maternity
- age

Our commitment aligns with statutory expectations for eliminating discrimination and fostering equality across all groups.

2. We recognise and respect difference

Treating people equally does not always mean treating them the same. We acknowledge that policies and practices must take account of the diverse needs of individuals and the barriers some may face due to their protected characteristics. This expectation reflects best practice outlined in updated EHRC technical guidance for schools (2023–2025).

3. We foster positive attitudes, relationships and belonging

Our policies and practices promote:

- Positive interaction between different groups
- A learning environment free from harassment, victimisation and discrimination
- A strong sense of shared identity and community cohesion



4. We observe good equalities practice for staff

Throughout the entire employment lifecycle—from recruitment to exit—we ensure fair, consistent treatment of all staff and prospective staff, including making reasonable adjustments for disabled staff. This is consistent with statutory employer responsibilities under the Equality Act 2010.

5. We aim to reduce and remove inequalities and barriers

We continually review our policies and practices to identify and address potential negative impacts, in line with expectations that analysis of equality impacts must be rigorous, meaningful and integral to decision-making processes.

6. We consult and involve stakeholders to ensure views are heard

We engage with:

- Pupils (e.g., through School Council (e.g. House captains and Flourish Leaders))
- Parents (e.g., parent governors, family forums)
- Staff (e.g., staff questionnaires)

7. We aim to foster greater community cohesion

Our curriculum, values and activities support social cohesion and encourage participation in public life, irrespective of protected characteristics.

8. We set specific and measurable equality objectives

These objectives are developed using school data and community needs, and we report annually on progress in accordance with statutory requirements. [\[](#)



Application of the Principles

These principles are explicitly embedded in:

- Curriculum delivery
- Teaching and learning
- Assessment, attainment and achievement practices
- Behaviour, discipline and exclusions
- Admissions and attendance
- Staff policies and procedures
- Pastoral care, guidance and support
- Partnerships with parents and carers
- Engagement with the wider community

Addressing Prejudice and Prejudice-Related Bullying

St Chad's CE Primary School opposes all forms of prejudice. Any prejudice-related incidents involving staff or pupils will be recorded, investigated and addressed appropriately. This aligns with the duties under the Equality Act and the importance of tackling discriminatory attitudes highlighted in updated EHRC guidance.

Roles and Responsibilities

Governing Body

Responsible for ensuring compliance with equality legislation, monitoring policy implementation and addressing concerns related to unlawful discrimination. (PSED statutory expectations)

Headteacher

Responsible for operational implementation, ensuring staff understand their responsibilities, receive appropriate training, and that unlawful discrimination, harassment or victimisation is acted upon. This aligns with updated DfE expectations around leadership responsibility for equality compliance. [\[gov.uk\]](https://www.gov.uk)



All Staff

Expected to:

- Promote an inclusive and collaborative ethos
- Address prejudice-related incidents
- Plan and deliver learning that meets the needs of all pupils
- Provide support for pupils with additional needs

These expectations reflect current statutory and non-statutory guidance for schools on inclusion and equality practice.