



Weeton St Michael's
CHURCH OF ENGLAND PRIMARY SCHOOL

STATUTORY POLICY

Equalities Policy

From small beginnings, great things grow

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APPROVED BY

Full Governing Body

VERSION

1.0

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CHAIR OF GOVERNORS





CONTENTS

Equalities Policy

1. School in Context
2. Legislation and Guidance
3. Roles and Responsibilities
4. Eliminating discrimination
5. Advancing equality of opportunity
6. Fostering good relations
7. Equality Objectives
8. Monitoring Arrangements
9. Considering Equalities in Decision Making



Introduction

Aims of Policy

Our school aims to meet its obligations under the public sector equality duty 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

Having due regard for advancing equality involves:

- Removing or minimising disadvantages suffered by people due to their protected characteristics.
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

1. School in Context

Weeton St Michael's is a small rural village near to Blackpool and Preston with a population of approximately 1000.

The School Context: Weeton St Michael's CE Primary School is a small primary school with a current roll of 48 children. The school is located just outside of the village centre, next to the parish church. The proportion of pupils supported through SEN support is above the national average. The proportion of pupils known to be eligible for the pupil premium (additional government funding provided for children in local authority care, those from service families and those known to be eligible for free school meals) is slightly above the national average. The majority of our pupils are of the Christian faith and from a White British background. The attendance of the pupils is good.

2. Legislation and Guidance

This document refers to 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

Other supporting documents are Department for Education (DfE) guidance: The Equality Act 2010 and schools:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf

and the Equality and Human Rights Commission: Technical Guidance for Schools:

<https://www.equalityhumanrights.com/en/publication-download/technical-guidance-schools-england>

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, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governor is Jed Sullivan. 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 amongst staff and pupils

Monitor success in achieving the objectives and report back to governors

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8. All staff will promote an inclusive and collaborative ethos in the school, challenge inappropriate language and behaviour, respond appropriately to

incidents of discrimination and harassment, ensure appropriate support for children with additional needs and maintain a good level of awareness of equalities issues.

All members of the school community have a responsibility to treat each other with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour.

We will take steps to ensure all visitors to the school adhere to our commitment to equality.

4. Eliminating discrimination

At Weeton St Michael's, we recognise that all members of the school and our wider community are of equal value. 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 2 years.

The Headteacher is responsible for monitoring equality issues, aided by our 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

Removing or minimising disadvantages suffered by people which 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 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:

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

As a school we believe that should treat each other with care, respect and kindness, and that strong positive relationships make a great school. We aim 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

We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

6.1 Publicising the Policy and Plan This Policy and Action Plan is available on the school website and from the school office upon request.

7. Equality Objectives

Objective: To increase pupils' understanding and engagement with British values—specifically, democracy, the rule of law, individual liberty, mutual respect, and tolerance of different faiths and beliefs—by incorporating these principles into the school curriculum, assemblies, and extracurricular activities.

We will implement a series of termly workshops and assemblies focused on each of the five core British values. These will be embedded into both the curriculum and school culture, ensuring that all students understand their significance and application in everyday life.

Teachers will integrate British values discussions into at least one lesson per week in subjects like PSHE, history, and citizenship, while extracurricular activities, such as school council elections, will promote democracy. Clear resources and support will be provided to teachers to ensure these values are taught effectively.

By the end of the academic year, at least 90% of pupils will demonstrate an understanding of British values through school surveys and quizzes.

8. Monitoring Arrangements

We will review and update the equality information we publish at least each year to demonstrate how we are meeting the aims of the general public sector equality duty and to evidence progress made towards our equality objectives. Our objectives will be drawn up and published by the Governing Board at least every 4 years.

9. Considering Equalities in Decision Making

Our 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. We keep a written record to show we have considered equality issues and asked relevant questions about the impact of our decisions on different groups in the school community.