



'Unlock every child's potential as a unique child of God'

Contents:

1. Statement of Intent
2. Legal framework
3. Roles and responsibilities
4. Equality objectives
5. Collecting and using information
6. Publishing information
7. Promoting equality
8. Guiding Principles
9. Our Curriculum
10. Addressing prejudice-related incidents
11. Complaints procedure
12. Monitoring and review

Statement of Intent

Shenfield St Mary's recognises that certain groups in society can be disadvantaged because of unlawful discrimination they may face due to their race, sex, disability, gender reassignment, marriage or civil partnership, religion or belief, sexual orientation, age, or pregnancy and maternity. The school has a statutory duty to publish an Equality Information and Objectives Statement. This policy sets out how the school determines its equality objectives.

Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- Education and Inspections Act 2006

- Equality Act 2010
- Equality Act 2010 (Specific Duties) Regulations 2011
- The Special Educational Needs and Disability Regulations 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- Public Sector Equality Duty (PSED)
- The UK General Data Protection Regulation (GDPR)
- Data Protection Act 2018

This policy also has due regard for non-statutory guidance, including the following:

- DfE (2014) 'The Equality Act 2010 and schools' This policy operates in conjunction with the following school policies:

- Equality Information and Objectives Statement
 - Admissions Arrangements
 - Complaints Procedure
 - Resolving Grievances at Work Policy and Procedure
 - Data Protection Policy
 - Pupil Equality, Equity, Diversity and Inclusion Policy
 - Staff Equality, Equity, Diversity and Inclusion Policy
- The Equality Act 2010 provides a modern, single legal framework with three broad duties:
- Eliminate discrimination harassment and victimisation
 - Advance equality of opportunity
 - Foster good relations

For the purpose of this policy, the Equality Act 2010 will be referred to as 'the Act'. The school fully understands the principles of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equal opportunities. Protected characteristics, under the Act, are as follows:

- [Age Discrimination](#)
- [Marriage and civil partnership discrimination](#)
- [Disability Discrimination | EHRC](#)
- [Gender Reassignment Discrimination](#)
- [Pregnancy and Maternity Discrimination | EHRC](#)
- [Race Discrimination.](#)
- [Religion or Belief discrimination | EHRC](#)
- [Sex Discrimination | EHRC](#)
- [Sexual Orientation discrimination](#)

The Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil:

- In relation to admissions
- In the way it provides education for pupils

- In the way it provides pupils access to any benefit, facility or service
- By excluding a pupil or subjecting them to any other detriment

The responsible body for the school is the governing body or the LA.

The school's liability not to discriminate, harass or victimise does not end when a pupil has left the school, but will apply to subsequent actions connected to the previous relationship between school and pupil, such as the provision of references on former pupils or access to former pupils' communications and activities. The school will promote equality of opportunity for all staff and job applicants and will work in line with all relevant policies.

Roles and Responsibilities

The governing body will:

- Ensure that the school complies with the appropriate equality legislation and regulations
- Meet its obligations under the PSED to:
- Publish equality objectives at least every four years commencing on the date of the last publication
- Update and publish information every year to demonstrate school compliance with the PSED
- Ensure that the school's policies and procedures are developed and implemented with appropriate equality impact assessments informing future plans
- Ensure that the school's Admissions Policy does not discriminate in any way
- Ensure equal opportunities in its staff recruitment and promotion practices, professional development programmes and in membership of the governing board
- Proactively recruit high-quality applicants from under-represented groups
- Provide information in appropriate and accessible formats
- Ensure that the necessary disciplinary measures are in place to enforce this policy

The Head of School will:

- Implement and champion this policy and its procedures
- Ensure that all staff members receive the appropriate equality and diversity training as part of their induction and CPD
- Ensure that all parents, visitors and contractors are aware of, and comply with, the provisions of this policy
- Actively challenge and take appropriate action in any case of discriminatory practice
- Address any reported incidents of harassment or bullying in line with DfE guidance
- Produce an annual report on the progress of implementing the provisions of this policy and report it to the governing board

Staff will:

- Be mindful of any incidents of harassment or bullying in the school
- Track and monitor any instances of discrimination and deal with these in a consistent manner, making a report to the headteacher as necessary and following up with pupils as required
- Identify and challenge bias and stereotyping within the curriculum and the school's culture
- Promote equality and good relations, and not harass or discriminate in any way
- Monitor pupils' progress and needs to ensure the appropriate support is in place
- Keep up-to-date with equality legislation and its application by attending the appropriate training
- Champion diversity and inclusion

Equality Objectives

The school is committed to promoting the welfare and equality of all its staff, pupils and other members of the school community.

The school sees all members of the school community as of equal value, regardless of any protected characteristic. The school's policies, procedures and activities will not discriminate but must nevertheless take account of differences in life experience, outlook and background, and in the kinds of barriers and disadvantages which people may face in relation to any protected characteristic.

The school's Equality Information and Objectives Statement sets out how the school is meeting the PSED and outlines how equality of opportunity is ensured for all members of the school community. The Equality Information and Objectives Statement is reviewed at least every four years and is published on the school website annually.

The school will consult with stakeholders to establish equality objectives and draw up a plan based on information collected on protected groups and accessibility planning.

The school will regularly review the steps being taken and the progress made towards the achievement of these objectives and, in line with the specific duties of the PSED.

Collecting and using information

In accordance with the requirements outlined in the UK GDPR and Data Protection Act 2018, personal data will be lawfully collected and processed in line with the principles and practices outlined in the Data Protection Policy and only for specified, explicit and legitimate purposes, e.g. to comply with the school's legal obligations.

The school will collect equality information for the purpose of:

- Identifying key issues, e.g. unlawful discrimination in teaching methods
- Assessing performance, e.g. benchmarking against similar organisations locally or nationally
- Taking action, e.g. adapting working practice to accommodate the needs of staff who share protected characteristics The school will build an equality profile for staff to assist with identifying any issues within their recruitment regime. The school will obtain the following information from their staff:
 - Recruitment and promotion
 - Numbers of part-time and full-time staff
 - Pay and remuneration
 - Training
 - Return to work of staff members on parental leave
 - Return to work of disabled employees following sick leave relating to their disabilities
 - Appraisals
 - Grievances (including about harassment)
 - Disciplinary action (including for harassment)
 - Dismissals and other reasons for leaving

The school will use the information it obtains to analyse any gaps present in its equality documentary, including the Pupil Equality, Equity, Diversity and Inclusion Policy and Staff Equality, Equity, Diversity and Inclusion Policy.

Publishing Information

The school will publish information to demonstrate its compliance with the Act. The school will publish information relating to people within the school community who share relevant protected characteristics, including:

- People affected by the school's policies and procedures The school will not provide this information if:
 - The employee is employed under contract personally to do work
 - The employer does not have this information, and it is not reasonably practicable for the employer to obtain the data

Promoting equality

The school's Pupil Equality, Equity, Diversity and Inclusion Policy and Staff Equality, Equity, Diversity and Inclusion Policy set out the school's approach to promoting equality and diversity across the whole school community.

Guiding principles

In fulfilling the legal obligations cited above, we are guided by nine principles:

Principle 1: All members of our school community are 'children of God' and are of equal value

We recognise that it is against the law to discriminate against any member of our school community in relation to the following protected characteristics:

Principle 2: We recognise and respect diversity

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate, but must nevertheless take account of differences in clothing, hair [Preventing hair discrimination in schools | EHRC](#), life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made;
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognized;
- gender, so that the different needs and experiences of girls and boys, women and men are recognised;
- religion, belief or faith background; and
- sexual identify.

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:

- positive attitudes towards people with disabilities, good relations between disabled and non-disabled people, and an absence of harassment of disabled people;
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents; and
- mutual respect and good relations between boys and girls, women and men, and an absence of sexual and homophobic harassment.

Principle 4: We observe good equalities practice in staff recruitment, retention and development

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled;
- whatever their ethnicity, culture, religious affiliation, national origin or national status; and
- whichever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people;
- people of different ethnic, cultural and religious backgrounds; and
- people of different gender and sexual identity.

Principle 6: We consult and involve widely

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. We consult and involve:

- people with disabilities as well as non-disabled people;
- people from a range of ethnic, cultural and religious backgrounds;
- people of different gender and sexual identity;
- people of different sexual orientation.

Principle 7: Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- people with disabilities as well as non-disabled people;
- people of a wide range of ethnic, cultural and religious backgrounds;
- people of different gender and sexual identity;
- people of different sexual orientation.

Principle 8: We base our practices on sound evidence

We maintain and publish quantitative and qualitative information about our progress towards greater quality in relation to:

- disability;
- ethnicity, religion and culture; and
- gender.

Principle 9: Objectives

We formulate and publish specific and measurable objectives, based on the evidence we have collected and published (principle 8) and the engagement in which we have been involved (principle 7), in relation to:

- disability;
- ethnicity, religion and culture; and
- gender.

We recognise that the actions resulting from a policy statement such as this are what make a difference.

The objectives that we identify take into account national and local priorities and issues, as appropriate.

We keep our equality objectives under review and report annually on progress towards achieving them.

Objective	Key Actions	Lead Person
To recognise and celebrate, through our curriculum and learning environments, the languages, cultures, religions, and races which represent our pupils, staff and families.	SLT to monitor/audit the coverage within the curriculum and the learning environments around the school on a termly basis to ensure representation.	SLT
To ensure all children participate in or are encouraged to participate in school clubs; so that all groups are represented and that there is no discrimination or imbalance within the group (with the possible exception of a club/activity specifically targeted at pupils with a particular need).	Office Manager/HT to ensure club information is accessible to all families; Office Manager/HT to ensure selected pupils reflect the demographic of the school community; Office Manager/HT to review club membership termly and identify any needs for a club that targets a specific group of pupils.	Office Manager/HT
To continue to improve the overall balance of the membership of the Governing Board, not only by taking account of individuals' skills and experience, but also seeking to identify candidates from groups which are under-represented compared with the make-up of our pupil population.	To actively promote, among parents, prospective parents and other stakeholders a greater awareness of the Governing Board and its role, whilst emphasising our aim to ensure that its members are more representative of the background and particular needs of the pupils entrusted to our care	Chair of the Local Board

The curriculum

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the nine principles set out in section 5 above.

We are responsible for a broad and balanced provision. We deliver a high quality and holistic education by bringing together curriculum, teaching, assessment and the outcomes that all learners achieve.

Our curriculum extends beyond the academic and includes preparing learners for life in modern Britain. We equip our learners to be respectful citizens, develop their understanding of and appreciation for diversity, celebrate what we have in common and promote respect for the different protected characteristics as defined in law.

Addressing prejudice-related incidents

The school is opposed to all forms of prejudice. The school will ensure that pupils and staff are aware of the impact of prejudice. The school will address any incidents immediately and, where appropriate, report them to the LA.

Any reports of bullying and prejudice will be carefully monitored and dealt with accordingly.

Complaints procedures

The school aims to resolve all complaints at the earliest possible stage and is dedicated to continuing to provide the highest quality of education possible throughout the procedure. Any person, including a member of the public, is able to make a complaint about the provision of facilities or services that the school provides.

The school will adhere to the Complaints Procedures Policy to ensure a straightforward, impartial, non-adversarial process that allows a full and fair investigation, respects confidentiality, and delivers an effective response and appropriate redress. If a complaint has completed the school's process and the complainant remains dissatisfied, they have the right to appeal, as outlined in the Complaints Procedures Policy.

The school will work to develop good professional relationships between colleagues; however, the school understands that sometimes conflicts may arise. Through maintaining open communication, the school wants its employees to feel able to raise any grievances so that appropriate and effective solutions can be put in place. Grievances raised by staff members will be processed in accordance with the school's Grievance Policy.

Monitoring and Review

The Head of School will review this policy annually, to ensure that all procedures are up-to-date. The policy will be monitored and evaluated by the headteacher and governing board in the following ways:

- Individual attainment data
- Equal opportunities recruitment data
- Equality impact assessments
- Ofsted inspection judgements on equality and diversity
- Incident records related to harassment and bullying

Any changes made to this policy will be communicated to all relevant stakeholders.

Equality Information *

Number of pupils on roll at the school: 420

Age of pupils: 4 to 11

Information on pupils by protected characteristics

The Equality Act 2010 protects people from discrimination on the basis of protected characteristics. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

In order to ensure that all pupils are protected from discrimination, the school collects information on protected characteristics.

Information on other groups of pupils

In addition to pupils with protected characteristics, we gather further information on the following groups of pupils:

- Pupils eligible for Free School Meals (FSM)
- Pupils with Special Educational Needs or Disabilities (SEND)
- Disadvantaged group
- Pupils with English as an Additional Language (EAL)
- Looked after children
- Other vulnerable groups

Race/Ethnicity	%	Race/Ethnicity	%
White British	77	Other Ethnic Group	0.7
Pakistani	0.7	Turkish/Turkish Cypriot	0.2
White and Asian	3.6	Other Mixed Background	1.4
White and Black African	1.7	White Other	1.9
Refused	0.7	White Eastern European	1.0
White and Any Other Ethnic Group	1.0	Other Black African	0.7
Black Caribbean	0.5	Indian	3.3
White Western European	0.7	Other Asian	1.2
Other Chinese	1.7	Any other Black Background	0.7
Bangladeshi	0.5		
White Irish	0.5		

Gender: 48.6% (204) male, 51.4% (216) female [420 on roll]

Pupils eligible for Free School Meals (FSM): 1.7%

Pupils eligible for Pupil Premium Funding – Disadvantage group: 2.6%

Pupils with Special Educational Needs or Disabilities (SEND): 14%

Pupils with English as an Additional Language (EAL): 16%

Pupils Not White British: 23.6%

Looked after children: 1%

* Data correct as of 02.03.2026