

# Federation of Priddy and St. Lawrence's

## Equality Information and Objectives



### Ratification

Role	Name	Signature	Date
Chair of Governors	Phil Purdy	<i>Phil Purdy</i>	April 2025
Head Teacher	Sharon Foxall	<i>S. Foxall</i>	April 2025

### Review

Review Cycle	Date of Current Policy	Author(s) of Current Policy	Review Date
Two years	2025 - 2027	Sharon Foxall	March 2027
Two years	2023 - 2024	Sharon Foxall	March 2025

## Introduction

The Governing Body of Priddy and St. Lawrence's Primary School is committed to promoting equality and diversity. By recognising and appreciating individual needs and differences the school will be broadly representative of the communities it serves, and be a place where children and staff will thrive – physically, mentally, socially, and spiritually.

This will be achieved by implementing equal opportunities and diversity practice across the three dimensions of the School's activity: as an employer; an educator; and a resource of the local community.

This equalities statement will be reviewed every two years.

The Public Sector Equality Duty 2011 has three aims under the general duty for settings:

- 1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.** By removing or minimising disadvantages suffered by people due to their protected characteristics.
- 2. Advance equality of opportunity between people who share a protected characteristic and those who do not.** By taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
- 3. Foster good relations between people who share a protected characteristic and those who do not.** By encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

Our school has considered how well we currently achieve these aims with regard to the nine protected equality groups: race/disability/sex/gender reassignment /age /pregnancy and maternity/religion and belief/sexual orientation.

These guidelines incorporate issues concerning personnel management, as well as equality issues relating more specifically to children and parents/carers. It refers to all employees, including fulltime, part-time, supply staff, trainees, governors, casual workers and volunteers as well as parents/carers and students.

## Guiding principles

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

1. All learners are of equal value. We see all learners and potential learners, and their parents and carers, as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity.

2. We recognise and respect difference. Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of 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 recognised
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- religion, belief or faith background
- sexual identity.

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 disabled people, good relations between people with disabilities and those without, 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, mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

4. We follow good equalities practice in staff recruitment, retention and development and for those who work in a voluntary capacity. We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and retention, continuing professional development, promotion, conditions of service, discipline and termination of employment:

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

5. We aim to reduce and remove inequalities and barriers that already exist. In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- people with disabilities and those without
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men.

6. 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 those without
- people of a wide range of ethnic, cultural and religious backgrounds
- both women and men, girls and boys
- people of all sexual identities.

### **Protected Characteristic**

#### **In relation to RACE the evidence we hold tells us:**

- 100% of our children on roll at St. Lawrence's and 94% of our children on roll at Priddy come from White British backgrounds. There is 1 different language identified as the pupil's first language.
- Racist incident forms and procedures are in place. Any incidents are reported to the Governing body
- Observed behaviour in the school shows respect and tolerance for people of all races amongst students, this is modelled by all adults.
- PSHE sessions involve discussions around difference and tolerance in our society, giving high profile and respect to different values and views within society. Through this we foster respect and interest in all childrens' race backgrounds and celebrate diversity and difference worldwide.
- Our curriculum covers different races and cultures, due respect and interest is given to widen children's awareness.

#### **In relation to DISABILITY the evidence we hold tells us:**

- The school has an effective inclusion and Special Educational Needs Policy.
- The school has an accessibility plan.

#### **In relation to Gender the evidence we have tells us:**

- Overall 39.5% of pupils are boys and 60.5% girls are on roll at St. Lawrence's and on roll at Priddy 41.86% of pupils are boys and 58.14% girls. This split is not consistent across year groups (Spring 2025 Census data)
- Male and female staff are employed at the school, adverts welcome applications from either sex.

#### **In relation to GENDER REASSIGNMENT the evidence we have tells us:**

- The recruitment policy has guidance on recruitment on grounds of ability to carry out the vacant post which the school follows.
- No data is recorded on gender reassignment in the school therefore the potential for victimisation is minimised.

#### **In relation to PREGNANCY AND MATERNITY the evidence we have tells us:**

- We give staff on maternity leave or who are pregnant the same rights as other staff and include them in relevant school information during leave.

- The school's policies include flexibility in staff's absence in view of childcare and parenting emergencies.
- We support staff wishing to take paternity or adoption leave.

**In relation to AGE the evidence we have tells us:**

- Staff range in age from 21 to over 60
- We follow our recruitment policy and Equality and Diversity policies.
- We use, DAS, Indeed and local sources of advertising for posts.
- The school returns the relevant monitoring forms.

**In relation to RELIGION AND BELIEF the evidence we have tells us:**

- The school welcomes children and families of all religions equally.
- The school does not hold performance data on groups of religious nature.
- Through the PSHE programme the school offers opportunities for children to discuss the diversity of beliefs, people's rights to their own beliefs, as well as encouraging children to reflect on their own and others' beliefs and reasons for their actions.
- All children and staff are given equal value independent of their personal belief or religion.
- Due regard and mention is given to different religion's celebration days and events.
- Every effort is made to include awareness, tolerance and understanding of a wide range of religions in the curriculum as well as in assemblies.

**In relation to SEXUAL ORIENTATION the evidence we have tells us:**

- No data about the sexual orientation of staff or parents is collected in school therefore, there is no potential for victimisation.
- Correspondence is addressed to 'Parent/Carer of name of child' so that there is total equality of treatment of all family situations.
- Children are taught the differences between the sexes and that some people are of different sexual orientations than others and that that is acceptable in our society.

**In relation to MARRIAGE AND CIVIL PARTNERSHIP the evidence we have tells us:**

- Children are taught that there are different family units and difference is an explained and celebrated within the PSHE schemes and in the wider curriculum.

**At Priddy and St. Lawrence's Primary School we want to promote Equality and Diversity through our objectives:**

1. To further develop the understanding of staff, children, parents and other members of the community regarding different races and customs;
2. To raise staff awareness of the Equalities Duty and the part that each of us plays
3. To ensure that disadvantaged groups of children achieve in line with their peers.

The school maintains good relations and consults with the trades union, locally and regionally on matters of equality and diversity. All children and staff receive appropriate training in the protected characteristics and how to raise a concern or make a complaint about discrimination.