



## St Mary's Equality objectives

Schools are required to publish information showing how they comply with the Equality Duty and setting equality objectives. They need to update the published information at least annually and publish objectives at least once every four years.

Compliance with the equality duty is a legal requirement for schools, but meeting it also makes good educational sense. The equality duty helps schools to focus on key issues of concern and how to improve pupil outcomes.

The Equality Duty has two main parts: the 'general' equality duty and 'specific duties'. The general equality duty sets out the equality matters that schools need to consider when making decisions that affect pupils or staff with different protected characteristics. This duty has three elements.

In carrying out their functions public bodies are required to have 'due regard' when making decisions and developing policies, to the need to:

1. Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010.
2. Advance equality of opportunity between people who share a protected characteristic such as disability, race, religion and people who do not share it.
3. Foster good relations across all protected characteristics – between people who share a protected characteristic and people who do not share it.

### **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 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.

In order to help schools in England meet the general equality duty, there are two specific duties that they are required to carry out. These are:

- To publish information to demonstrate how they are complying with the equality duty.
- To prepare and publish one or more specific and measurable equality objectives.

The equality duty supports good education and improves pupil outcomes. It helps a school to identify priorities such as underperformance, poor progression, and bullying. It does this by requiring it to collate evidence, take a look at the issues and consider taking action to improve the experience of different groups of pupils. It then helps it to focus on what can be done to tackle these issues and to improve outcomes by developing measurable equality objectives.

St Mary's Primary School is an inclusive school where we focus on the well-being and progress of every child and where members of our community are of equal worth.

[Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010.](#)

Ensure that the school's curriculum across all subjects and collective worship addresses discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010 – age appropriate to the class.

Follow the school's behaviour / antibullying policy to address any discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010.

Follow guidance from Bury Children's Service HR on equality in recruitment, selection and Employment.

Use the school's complaints procedure to deal with any complaints under the Equality Act 2010.

[Advance equality of opportunity between people who share a protected characteristic such as disability, race, religion and people who do not share it.](#)

Review, monitor and embed new ways to advance equality of opportunity between people who share a protected characteristic such as disability, race, religion and people who do not share it.

Through the accessibility plan, provide environmental and learning adaptations to promote and secure equality in access to the school building, school grounds and curriculum.

Use effective assessment and tracking systems in school to inform teaching, learning, interventions and enhancements to narrow the gap in attainment between people who share a protected characteristic such as disability, race, religion and people who do not share it.

[Foster good relations across all protected characteristics – between people who share a protected characteristic and people who do not share it.](#)

School curriculum and texts provide positive representation of people who share protected characteristics and those who do not.

Collective worship and RSE curriculum positively promotes, discusses and celebrates diversity, inclusion and representation of people who share protected characteristics.

Community and school family events are inclusive and celebrate the diversity of our school community.

July 2023