



Equality Policy (including equality objectives)

Author, date and title	Reviewed on	Next review due date	Statutory Requirement
Mrs Mandy Taylor (with kind permission of Equaliteach)	January 2015	January 2-16	Yes
Mandy Taylor	February 2016	February 2017	Yes
Mandy Taylor	January 2017	January 2018	Yes
Sarah Woodham	March 2018	March 2019	Yes
Sarah Woodham	February 2019	February 2023	Yes
Sarah Woodham	March 2022	March 2024	Yes
Sarah Woodham	March 2024	March 2026	Yes

As Values Schools, Shillington Lower and Stondon Lower ensures that all its policies, principles and practices adhere to the Values Education ethos.

We are committed to recognising, valuing and respecting the diversity of our schools' communities. We adhere to the Local Authority's Equal Opportunities Policy and the Equality Duty 2010. We welcome all members of the schools' communities irrespective of race, ethnic or national origins, religious and political beliefs, gender, disability, sexuality, age, marital status and linguistic ability. We will ensure equality and value diversity, and address any unfair treatment, discrimination and prejudice.

All our schools' policies include the Pixie class (Shillington) and the before and after school clubs.

	Changes in this issue
	None.

Head Teacher:

Date:

Chair of Governors:.....

Date:

Introductory Notes

Since the Equality Act 2010 came into effect in April 2012, there has no longer been a requirement for schools to draw up and publish equality schemes of policies. However, we feel it is important to make a statement about our principles and how we review the impact of practice within our school.

Legal Framework

1. We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate) disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief and sexual orientation.
2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
3. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Children, the UN Convention of the Rights of People with Disabilities', and the Human Rights Act 1998.

Equality objectives/statement

4. In fulfilling the legal obligations cited above, we are guided by the following principles:

Principle 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 orientation.

Principle 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 difference of life-experience, outlook and background, and in the kinds of barriers and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments can be made;
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised;
- gender so that the different needs and experiences are recognised. Working with parents and carers or individuals both schools would seek to understand and where possible and appropriate address the specific needs of pupils/adults with regards to practicalities around gender identity in the daily school context. We currently have non – gender specific toilets in school.
- religion, belief or faith background;
- sexual orientation

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 disabled people, 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;
- mutual respect and good relations and an absence of sexual and homophobic harassment.

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

- whatever their age;
- whether or not they are disabled;
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender and sexual orientation, 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 of our policies, 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;
- between gender identities

Principle 6: We consult and involve widely

We consult people: whether or not they have a disability; Whatever their ethnicity, culture, economic background, national origin or national status; Whatever their gender and gender identity; whatever their religious or non-religious affiliation or faith background and whatever their 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, be fostering greater social cohesion and greater participation in public life.

Principle 8: We base our policies and practices on sound evidence

We maintain and publish quantitative and qualitative information which shows our compliance

with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010 and on the basis of which we decide on specific and measurable objectives.

Evidence relating to equalities is integrated into our self-evaluation documentation.

Principle 9: Measurable objectives

We maintain and publish specific and measurable objectives, based on consultations we have conducted (principle 6) and the evidence we have collected and published (principle 8).

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

The curriculum

5. We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the principles set out in paragraph 4.

Ethos and organisation

6. We ensure the principles listed in paragraph 4 above apply to the full range of our policies and practices, including those that are concerned with:
 - pupils' progress, attainment and achievement
 - pupils' personal development, welfare and well-being
 - teaching styles and strategies
 - admissions and attendance
 - staff recruitment, retention and professional development
 - care, guidance and support
 - behaviour, discipline and exclusions
 - working in partnership with parents, carers and guardians
 - working with the wider community

Addressing prejudice and prejudice-related bullying

7. The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred in paragraph 1-3:
 - prejudices around disability, gender, sexual orientation and special education needs
 - prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example anti-Semitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum.
 - prejudices reflecting sexism and homophobia
8. There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with.
9. We keep records of prejudice-related incidents and if requested, provide a report to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they can be dealt with.

Roles and responsibilities

10. The governing body is responsible for ensuring that school complies with legislation and that this policy and its related procedures and action plans are implemented.
11. An appointed governor has a watching brief regarding the implementation of the policy and equality data is reviewed annually.
12. The Head teacher is responsible for implementing the policy, for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any case of unlawful discrimination.
13. The Head Teacher has day-to-day responsibility for coordinating implementation of the policy.
14. All staff are expected to:
 - promote an inclusive and collaborative ethos in their classroom
 - deal with any prejudice-related incidents that may occur
 - plan and deliver curricula and lessons and reflect the principles in paragraph 4 above.
 - support pupils in their class for whom English is an additional language
 - keep up-to-date with equalities legislation relevant to work

Information and resources

15. We ensure that the content of this policy is known to all staff and governors and as appropriate, to all pupils and their parents and carers.
16. All staff and governors have access to selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

Religious observance

17. We respect the religious beliefs and practice of staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

Staff development and training

18. We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individual and as groups or teams.

Breaches of policy

19. Breaches of this policy will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the Head Teacher and governing body.

Monitoring and review

20. We collect, study and use quantitative and qualitative data relating to the implementation of this policy and make adjustments as appropriate. We produce a four yearly accessibility plan as stipulated stated in DfE guidance.
21. (https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf). This us to set specific equality objectives. We report annually to parents on any equality objectives and action towards this as well as completing an annual questionnaire to all stakeholders which then informs our action plan update.
22. In particular, we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special education needs; ethnicity, culture, language, religious affiliation, national origin, national status and gender.

Shillington & Stondon Federation – Equality Objectives 2022-2025

Date: March 2022 (updated Nov 2025)

Objective	Actions	Next Steps 2025 Onwards
Ensure the school environment is appropriate to promote the participation and independence of all pupils	<ul style="list-style-type: none"> • Monitor accessibility for pupils and adults with physical disabilities • Classrooms are optimally organised • All SEND children to be detailed on a support register and have individual pupil provision plans • Ensure that all pupils with a disability can access sports activities 	<ul style="list-style-type: none"> • Specific question included in parent survey re effectiveness of schools promoting awareness of disability, equality including hidden disabilities, mental health and wellbeing • Implement any specific advice about room layout/organisation (EY/class with pupils with physical disabilities/difficulties) (ongoing) • Pupil Provision Plans to be updated regularly with parents and carers (ongoing) • Sports activities and equipment adapted to meet the needs of all pupils to ensure full participation and extra adult support is provided and used where it is needed
Promote high awareness of disability equality, including hidden disabilities, mental health and wellbeing	<ul style="list-style-type: none"> • Whole staff CPD on awareness of disability and its impact where appropriate and timely • All staff (relevant to role) to attend Autism awareness training and other specific training related to schools • Implement a range of language training including Lift Off to Language and Blanks to promote understanding of vocabulary, and promote meaningful communication 	<ul style="list-style-type: none"> • All staff to have regular emotional health updates and training opportunities • Continued access for staff to “Care First”, an employee support service, and weekly webinars available • SENDco to source new Autism training for next academic year • SENDco and EYFS Communication champion training (scheduled for Jan 2026) • Zones of Regulation approach adopted by both schools to help children identify how they are feeling, promote the understanding

	<p>– as well as specific language intervention for specific needs</p> <ul style="list-style-type: none"> • Provide support for pupils to enhance emotional wellbeing 	<p>of different feelings, and to develop children's resilience</p> <ul style="list-style-type: none"> • All staff have undertaken Therapeutic Thinking training. New staff to have training as part of induction. • Staff have had inset training (Sept 2025) on behaviour including behaviour strategies and approaches.
Promote diversity within the community	<ul style="list-style-type: none"> • Inclusion of different faiths and cultures within the curriculum – deliberate and active choice to promote texts from other cultures, geographies and faiths (focus remains during move from Literacy Tree Scheme to Essential Writing) • Utilise school trips to support cultural diversity eg Faith tour • Promotion and discussion of school values through weekly, and promotion of a different value each month, including within lessons and awards 	<ul style="list-style-type: none"> • Opportunity for all Years 3 and 4 to attend Faith Tour at Queens Park, Bedford • At least one text including strong diversity elements to be studied in all years during each academic year. • The nine protected characteristics to be taught to children.