



ST. THOMAS OF CANTERBURY C OF E PRIMARY SCHOOL

"Let all that you do be done in love." 1 Corinthians 16:14

Public Sector Equality Duty (PSED) - Equality Scheme Policy 2025 - 2028

Public Sector Equality Duty 2011

The Public Sector Equality Duty (The Equality Duty) has three aims under the general duty for schools, academies and settings:

The 3 aims of the general duty are to:

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 relationships 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.

Mission Statement

At St Thomas of Canterbury Church of England Primary School we:

"Let all that you do be done in love." 1 Corinthians 16:14

Policy Statement

- a) In accordance with St Thomas of Canterbury Church of England Primary School's mission statement we pledge:
 - To respect the equal human rights of all our pupils;
 - To educate them about equality; and
 - To respect the equal rights of our staff and other members of the school community.
- b) We will assess our current school practices ("Equality Impact Assessment") and implement all necessary resulting actions in relation to the protected characteristics/groups:
 - **Race**
 - **Disability**
 - **Sex**
 - **Age**
 - **Gender reassignment**
 - **Pregnancy and maternity**
 - **Religion and belief**
 - **Sexual orientation (including LGBTQI+)**
 - **Economically disadvantaged**

A Christian community where children are known by name and loved, which empowers them to learn and to grow in faith, knowledge and fellowship.

Sawyers Hall Lane, Brentwood, Essex CM15 9BX

Telephone: 01277 223651 admin@stthomaspri.essex.sch.uk www.stthomaspri.org

Headteacher: Mr D. M. Moran



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In compiling this equality information, we have:

- Identified evidence already in the school setting of equality within policies and practice and identified gaps.
- Examined how our school engages with the protected groups, identifying where practice could be improved.
- Analysed our effectiveness in terms of equality.
- Constructed an Accessibility Plan aimed at increasing the extent to which disabled pupils can participate in the school's curriculum which includes improvements to the physical environment.

1) Summary of our Equalities Evidence

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

- Racist incidents are rare, dealt with promptly and are reported to Governors.
- The RE and PSHE/RSE curriculum is varied and includes many different cultures, religions and beliefs to promote inclusion.
- Policies include all children in our school.
- We have an increasing number of languages spoken by families in our school community.
- Our pupils understand what it means to be a British Citizen and uphold British Values.
- Our pupils regularly discuss and understand our core values: Respect, Responsibility, Honesty, Trustworthiness, Fairness, Caring & Forgiveness
- All staff have completed 'Prevent' Training and receive regular updates.

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

- We have an increasing number of pupils with medical needs compared to other schools.
- Pupils, parents/carers and staff with medical needs feel included in school life.
- We make "reasonable adjustments" for pupils and staff with disabilities.
- Pupils who transfer to our school make friends quickly and have a more positive experience than they did elsewhere.
- The PSHE and Citizenship curriculum addresses this in an age-appropriate way in each year group.
- Collective worship address individual pupil's needs and abilities in a way that they feel comfortable and are encouraged to participate.
- We have good access for children with disabilities and will make reasonable adaptations where needed.
- We have very good, proven procedures in place to ensure smooth transitions between key stages and schools for disabled pupils and those with medical needs.
- Parents/carers/visitors are able to use disabled parking in school car park.
- The learning environment reflects the range of disabilities within the school.

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In relation to **SEX**, the evidence we hold tells us:

- Boys and girls attain differently in English and Maths but this differs from cohort to cohort.
- All children have access to after school clubs.
- All children from Year 1 to Year 6 have regular access to qualified sporting opportunities. Many teams are mixed gender.
- Our staff and pupils challenge stereotypes.

In relation to **GENDER REASSIGNMENT**, the evidence we hold tells us:

- Our curriculum, school policies and recruitment procedures do not discriminate.
- We would make "reasonable adjustments" if notified of any issues as we have for other needs.

In relation to **PREGNANCY AND MATERNITY**, the evidence we hold tells us:

- Our Science and Health and Relationships Education suits our pupil's needs.
- We complete a risk assessment to meet the needs of individuals who are pregnant.
- All staff may ask to work hours to suit them on returning to work after pregnancy (flexible working request).
- Staff choose to return to work here after maternity leave.

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

- Our daily collective worship is high quality and fully inclusive.
- We celebrate the Eucharist on a regular basis across the school community.
- We practise Equality and Diversity in Employment.
- Through RE, a wide and varied curriculum is covered by all children throughout our school.
- We have full commitment and support from our parish church (St Thomas' Church) and our incumbent.
- We have regular (weekly) support from the clergy to support and enhance collective worship and we welcome other faith visitors to support our RE teaching.

In relation to **SEXUAL ORIENTATION**, (including LGBTQI+) the evidence we hold tells us:

- Our Science, health and relationships education suits our pupil's needs.
- We have an equal opportunity policy to address this.
- All staff have attended homophobic bullying training.
- Children rarely use negative language aimed at implying sexual orientation or gender but this is always challenged by staff and some pupils and is reported to Governors.
- All children have full access to the curriculum and after school clubs.
- Our children readily accept that all families are different and are made up of many different combinations of people.

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- Our Christian Values encourage pupils and staff to respect, treat equally, achieve, co-operate and ensure that everyone is happy. Pupils are able to articulate this in age-appropriate ways.

In relation to **ECONOMICALLY DISADVANTAGED**, the evidence we hold tells us:

- The progress of pupils who qualify for Pupil Premium differs from cohort to cohort and is often due to SEND rather than their economic disadvantage.
- We provide extended and funded opportunities for PPG children to engage in extra-curricular clubs and subsidised residential trips.
- Consideration to cultural capital is given in all our curriculum planning.

2) Summary of how we currently engage with Protected Groups

In relation to **RACE**, our self-evaluation tells us:

- We live in a mainly White British community which means our pupils' understanding of race issues are developing, although our school population is becoming increasingly more multi-cultural.
- We involve pupils and families.
- Our Equal Opportunities policy allows for the inclusion of all groups.
- We promote British Values.

In relation to **DISABILITY**, our self-evaluation tells us:

- Awareness raised by PSHE/RSE curriculum for all children is good.
- Our pupils are tolerant and understanding towards pupils with disabilities, particularly those who have ADHD, autism or medical needs due to our open and honest discussion with pupils and parents/carers about individual needs.
- Our Health and Safety policy meets the needs of individual children.
- Our building is accessible for wheelchair use.
- Our disabled parking spot is available for use.
- Our SEND Information Report was written in consultation with parents/carers, governors and members of the wider community.

In relation to **SEX**, our self-evaluation tells us:

- Data shows there is a difference in some cohorts, between rates of progress for boys and girls.

In relation to **PREGNANCY AND MATERNITY**, our self-evaluation tells us:

- Risk assessments for pregnant staff meet the needs of individuals using Health and Safety guidelines.
- Good liaison exists between school and the school nurse, Kids Inspire counsellor and other agencies.
- Most staff return to work at St Thomas of Canterbury Church of England Primary School following maternity leave.

In relation to **AGE**, our self-evaluation tells us:

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- Staff and Governor age is varied.
- Recruitment is based on ability not age.
- All pupils are expected to work hard and are treated with respect and independence is encouraged regardless of age.

In relation to **RELIGION AND BELIEF**, our self-evaluation tells us:

- We have a wide and varied curriculum.
- We are increasing our visits to other places of worship other than Christianity.

In relation to **SEXUAL ORIENTATION**, (including L.G.B.T.), our self-evaluation tells us:

- Pupils and families tend to approach the school to discuss any issues however, through our Christian Values, these issues are addressed regularly with all pupils in an age-appropriate manner.

In relation to **ECONOMICALLY DISADVANTAGED**, the evidence we hold tells us:

- The progress of pupils who qualify for Pupil Premium is already tracked by staff and Governors and forms part of regular discussions with classteachers. Discussions are held with these pupils and their parents/carers as part of our normal reporting processes, with extra meetings if required.

3) Responsibilities

The Governors as a whole are responsible for:

- drawing up, publishing and implementing the school's equality objectives
- making sure the school complies with the relevant equality legislation
- making sure the school Equality Scheme and its procedures are followed
- monitoring progress towards the equality objectives and reporting annually

The Headteacher is responsible for:

- making sure steps are taken to address the school's stated equality objectives
- making sure the equality, access and community cohesion arrangements are readily available as required and that Governors, staff, pupils and their parents/carers know about them
- producing regular information for staff and Governors about plans and how they are working
- making sure all staff know their responsibilities and receive training and support in carrying these out
- taking appropriate action in cases of harassment and discrimination, including prejudice-related incidents
- enabling reasonable adjustments to be made in relation to disability, in regard to pupils, staff, parents/carers and visitors to the school.

All staff are responsible for:

- promoting equality and community cohesion in their work
- avoiding unlawful discrimination against anyone
- fostering good relations between groups
- dealing with prejudice-related incidents
- being able to recognise and tackle bias and stereotyping
- taking up training and learning opportunities.

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The Headteacher is responsible overall for dealing with reports of prejudice-related incidents.

Visitors and contractors are responsible for following relevant school policy.

4) Staff Development

Clear school ethos, Christian values and high expectations underpin all our work and behaviour and ensure equality for all staff in every aspect of their development.

All school policies include statements which demonstrate our commitment to equality for all. All staff and visitors are aware of the school aims and mission statement and apply these in their dealings with all stakeholders.

Staff are aware of their statutory responsibilities towards equality and staff and Governors have had safeguarding and PREVENT training. Reference to this plan is included at staff induction.

5) Publication and Review

This Equality Scheme fulfils statutory requirements under the terms of legislation referred to above. As it is a public document, the school Governors publish it on the school website and make paper copies available upon request.

The scheme will be kept under regular review.

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Equality Objectives (2025 – 2028)

Equality Objectives		
Objective	Protected Group (who will be most affected/influenced)	Outcomes
1) To improve attendance for SEND children with EHCPs/School Support	<ul style="list-style-type: none"> SEND Boys/girls Pupil Premium children 	Increased attendance rates of SEND children will fall in line with school attendance target. Regular attendance will increase rate of progress and attainment.
2) To reduce the percentage of persistent absentees (PA) for SEND children with EHCPs/IPP One Plans	<ul style="list-style-type: none"> SEND Boys/girls Pupil Premium children 	Reduction in number of children being identified as PA (attendance below 90%) Regular attendance will increase rate of progress and attainment.
3) To ensure any reported incidents linked to the protected groups are dealt with following the appropriate protocols and procedures and reported to the Governing Body.	<ul style="list-style-type: none"> Race Religion or belief Sex Gender reassignment Disability Sexual orientation Age Marriage and civil partnership Pregnancy/maternity/paternity 	Children/adults subject to inappropriate comments or behaviours are protected, supported and listened to. Children/adults feel secure in the knowledge that any concerns will be dealt with swiftly and effectively.
4) Ensure that children have the opportunity to be curious and experience and learn about the wide diversity of faiths and cultures in our society in order that they develop understanding and mutual respect.	<ul style="list-style-type: none"> Race Religion or belief Sex Age 	Children have an understanding of Gospel values, British values and how these compare to the values/ethos of other faiths and cultures. Children develop a deeper understanding of their faith, a greater understanding of Christianity and how this is represented in modern society.
5) Review of the school curriculum to ensure it is diverse and reflective of the world we live in.	<ul style="list-style-type: none"> Race Disability Sex Gender reassignment Pregnancy and maternity Religion and belief Sexual orientation Age Economically disadvantaged 	Children's learning experiences will embrace and promote equality across the curriculum and broaden their outlook on life chances and challenge societal stereotypes.
6) All staff to complete training around homophobic bullying .	<ul style="list-style-type: none"> Sex Gender reassignment Sexual orientation 	All staff to attend/complete TES Develop module on homophobic bullying so that they will be able to challenge stereotypes and discrimination.

This policy was written: **January 2025**

Policy approved: **March 2025**

Policy due for review: **April 2028**

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Appendix 1- Equality Information

Protected Characteristics	Aims of the General Duty		
	What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?	How do we advance equality of opportunity between people who share a protected characteristic and those who do not?	How do we foster good relations between people who share a protected characteristic and those who do not?
Race	Comparative attainment/progress data; racist incident reporting; identified BME/EAL groups at PPMs; equal opportunities with recruitment.	Equal curriculum to cater for all beliefs, cultures; intervention group analysis; recruitment procedure; equal opportunities.	Inclusion and integration; celebration of different cultures; PSHE/SEAL worship; relationship with parents.
Disability	SEND achievement data; Insight; IPPs to target individual needs; reasonable adjustments made for individual children; seating arrangements; recognition of disability equality within each policy.	Accessibility monitoring; recruitment procedures; equal opportunities; resources available for individual groups depending on need.	SEND review meetings; involvement of outside agencies; parental relationships; caring ethos promoted; foster empathy within children; PSHE/SEAL worship.
Sex	Analysis of attainment/progress data; boy/girl friendly themes within curriculum map/planning; equal recruitment opportunities; equal training opportunities.	Creative curriculum; range of clubs to address interests and abilities; boy/girl friendly themes.	Positive gender models given by staff; respect between genders; mixed groups and classes.
Gender Reassignment	N/A – no gender reassignment in school at current time; equal opportunities when recruiting.	Recruitment procedure; equal opportunities curriculum.	Celebration of differences.
Pregnancy and Maternity	Profile of staff pregnancy and maternity leave; health and safety reviews/risk assessments; adjustment to working hours (flexible working); keeping in touch (KIT) days.	Maternity and paternity leave; paid leave for illness of child (refer to leave of absence policy); flexible working hours consideration.	Support amongst staff; focus on return to work hours fitting with family life (part time)/operational needs of the school.
Age	Skills considered rather than age when recruiting; no age specification when advertising.	Training available for staff of all ages, clubs for all ages.	PSHE/SEAL worship.
Religion and Belief	Not a requirement to be Church of England but to have a sympathetic understanding of Christian ethos; positive discrimination towards regular church attenders during children's applications; adjustments to RE curriculum.	All cultures are respected and valued; celebration of different religions; right to withdraw from collective worship.	Celebration of differences, sharing beliefs, daily collective worship.
Sexual Orientation	Equal opportunities during employment.	Recruitment procedure; equal opportunities; curriculum.	Celebration of differences; parental relationships; support of children within same sex families.

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Appendix 2- Equality Engagement

Protected Characteristics	Aims of the General Duty		
	How have we engaged with the protected groups in order to eliminate unlawful discrimination, harassment and victimisation?	How have we engaged with the protected groups in order to advance equality of opportunity?	How do we engage with protected groups in order to foster good relationships?
Race	PSHE/SEAL workshops to celebrate different identities; targeting of groups not achieving ARE; EAL support (where necessary); use of translation software.	Signposting to EAL resources; developing parental relationships; translation of newsletters.	Positive relationships with families of different race; parent/home links.
Disability	SEND annual reviews; child led targets; parental input; non class based SENCo.	Outside agencies links with school; IPPs; reasonable adjustments; specialist teacher support.	Relationships with parents; school nurse; diabetes/epilepsy training.
Sex	Not applicable	Not applicable	Not applicable
Gender Reassignment	Not applicable at present	Not applicable at present	Not applicable at present
Pregnancy and Maternity	Agreed paid childcare for illness (1 st day only); risk assessments during pregnancy.	Flexible working hours (part time); KIT days.	Contact during maternity leave; health and safety/risk assessment reviews.
Age	All ages welcome to support school; work experience students visit school.	Equal opportunities during advertising process.	House Captains/CATS involved in decision making
Religion and Belief	Involvement with Chelmsford Diocese; St Thomas of Canterbury Church; daily act of collective worship; Authorised leave of absence for religious holy days; accommodation of prayer spaces for staff members to pray; Access to Spiritual Garden	RE curriculum includes units looking at teaching of other world religions in order to promote understanding and tolerance.	Incumbent at St Thomas of Canterbury Church; Diocesan links.
Sexual Orientation	Not applicable at present.	Not applicable at present.	Not applicable at present.

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