

Christ Church
Church of England
Primary School



**Public Sector
Equality Duty**

Reviewed May 2026

Public Sector Equality Duty

2026

This policy provides information on how Colne Christ Church CE Primary School ensures that it meets its statutory **Specific Equality Duties**.

Schools are required by the **Public Sector Equality Duty** to publish information about Equalities.

Equality Statement and Objectives

Equalities Statement

At Colne Christ Church CE Primary School we are committed to:

- Promoting equality of opportunity
- Eliminating discrimination and harassment
- Valuing diversity and promoting positive relationships
- Providing an inclusive education which enables all pupils to develop their full potential
- Meeting the requirements of the Equality Act 2010.

The Equality Act 2010

The Equality Act 2010 replaces previous anti-discrimination legislation with a single Act. The Equality Duty is set out in section 149 of the Act. It replaces the three previous public sector equality duties – for race, disability and gender – and covers the following protected characteristics:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership (but only in respect of eliminating unlawful discrimination)
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

We ensure that we have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Act
- Advance equality of opportunity between people who share a characteristic and those who don't
- Foster good relations between people who share a characteristic and those who don't.

School Policies

The Governing Body will ensure, that in the cycle of policy reviews, that policies and practices are scrutinised to identify the effects they have on individuals or groups of people in relation to equality.

Aims of the School

At Christ Church we aim to develop and support all-round growth of the individual in a calm and caring atmosphere. Children are expected to reach their full potential in the basic skills in order to enjoy the opportunities and challenges presented by the modern primary curriculum. Through hard work and encouragement, our children will achieve and grow confidently as social individuals.

We expect children to demonstrate a caring attitude to each other and their environment, and we value the special contribution of each child so that children will learn to accept and value the views of others. We intend our phase of education to play its part in preparing children for their adult life as fully participating members of society who can think rationally and plan for themselves a quality future.

It is our vision that:

- Pupils feel safe, accepted, loved and positively understand their worth and potential.
- Pupils gain a positive experience and understanding of Christianity.
- Pupils experience a depth and breadth of education of the highest quality, inspiring them to develop skills and enthusiasm for lifelong learning.

Values and Beliefs

We are an inclusive school where pupils, parents, staff, governors, the local authority and local services work in partnership to meet the needs of the community. At Christ Church *'Together we learn, achieve and grow in the light of Christ'*. We celebrate the positive contribution made by different social, ethnic and linguistic groups.

We believe that members of our community should:-

- have an entitlement to a quality education within a safe, attractive, clean and orderly learning environment,
- have access to a broad, balanced and challenging curriculum,
- enjoy learning, achieve high standards and reach their potential,
- be taught and supported by highly skilled and motivated staff,
- be valued, respected and treated fairly,
- show tolerance and respect towards others,
- receive praise and encouragement and grow in confidence,
- be responsible for their own learning and behaviour,
- understand the need for good personal relationships and healthy living,
- have access to a full range of extended school's services including childcare, health and social care, lifelong learning, family learning, study support and an out of hours programme of sports and arts activities,
- be enabled to make a positive contribution to the community and the wider world.

It is essential for a church school to be able to define and describe the Christian distinctiveness in the values that underpin its life and work. Each member of the school community should understand, accept and try to demonstrate these Christian values.

Core Values

At Christ Church there are three 'Core' values that underpin our life and work, they are central to all we do within school. These are also the key values illustrated in the life and death of Jesus. They are:

- Love
- Forgiveness
- Reconciliation

Other Values

Each year, through class worship the children will explore six additional values. These will be explored over the course of a half term. They are a mixture of Christian values described in the Bible as 'Fruits of the Spirit' and 'characteristic' Christian values found in the teaching of Jesus.

Staff and governors demonstrate our values and commitment to equality by:-

- Ensuring acceptable behaviour,
- Responding to incidents and complaints in a proactive way,
- Providing access to services, facilities and information,
- Recruiting and employing people fairly,
- Meeting specific needs.

Information on who comes to our school:

Pupil population / SEN / English as an additional language / Free School Meals in 2023/2024

The figures below are for the 2023/2024 academic year, which is the latest year for which performance results have been published.

(Source GOV.UK Find and compare schools in England)

Pupil population in 2024/2025

This is 2024/2025 data. National figures are for state-funded schools only.

	School	England – mainstream primary schools
Total number of pupils on roll (all ages)	186	4554974
Girls on roll	51.08%	49.1%
Boys on roll	48.92%	51%
Pupils with an SEN Education, Health and Care Plan	6.45%	3.5%
Pupils with SEN Support	17.74%	15%
Pupils whose first language is not English	1.60%	23.4%
Pupils eligible for free school meals at any time during the past 6 years	18.82%	26.3%

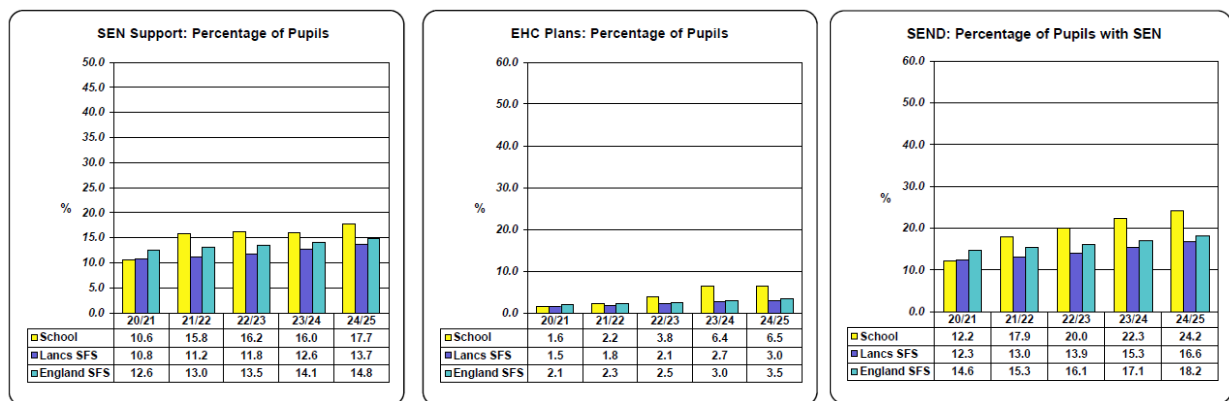
Ethnicity : Source: LSIP 2024/25 V3.0

Ethnicity		20/21	21/22	22/23	23/24	24/25
NOR		188	184	185	188	186
ABAN	Asian or Asian British – Bangladeshi					
AIND	Asian or Asian British – Indian					
AOTH	Asian or Asian British – Any other Asian background					
APKN	Asian or Asian British – Pakistani					
BAFR	Black or Black British – African					
BCRB	Black or Black British – Caribbean					
BOTH	Black or Black British – Any other black background					
CHNE	Chinese					
MOTH	Mixed – Any other mixed background	2	2	2	2	4
MWAS	Mixed – White and Asian	3	3	2	1	1
MWBA	Mixed – White and Black African		1			
MWBC	Mixed – White and Black Caribbean	1	2		1	1
NOBT	Not obtained				1	1
OTH	Any other ethnic background					1
REFU	Do not wish an ethnic category to be recorded		1	1		
WBRI	White – British	182	175	180	182	175
WIRI	White – Irish					
WIRT	White – Traveller of Irish Heritage					
WOTH	Any Other White Background				1	3
WROM	White – Gypsy / Roma					

Ethnicities			
	# Pupils		% Pupils
White - British	175		93.1%
Any Other Mixed Background	5		2.7%
Any Other White Background	2		1.1%
Any Other Ethnic Group	1		0.5%
NOBT	1		0.5%
Pakistani	1		0.5%
White and Asian	1		0.5%
White and Black African	1		0.5%
White and Black Caribbean	1		0.5%

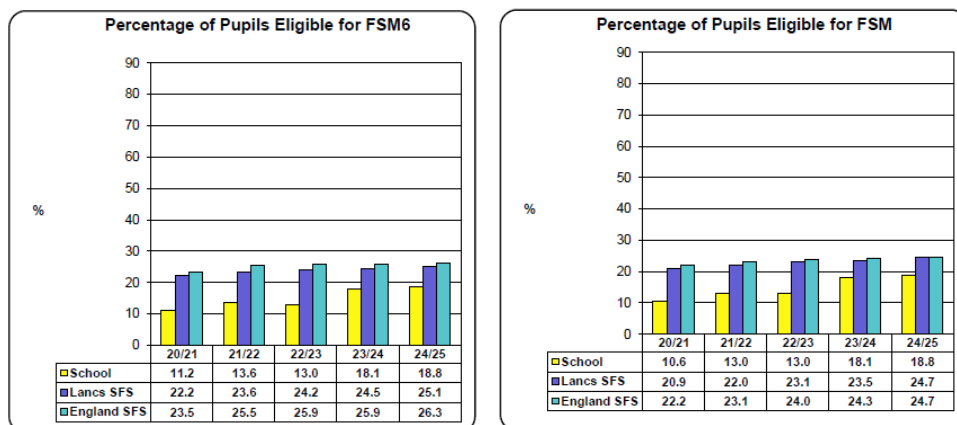
(Source School Data – INSIGHT Demographics – May 2026):

Special Educational Needs :



Source: LSIP Version 3 2024/25

Free School Meals (Source LSIP 2024/25)



FSM6 (pupils eligible and claiming FSM at any time in the last six years as identified from the termly School Census (autumn, spring and summer).

Attendance (Source: GOV.UK Find and compare schools in England):

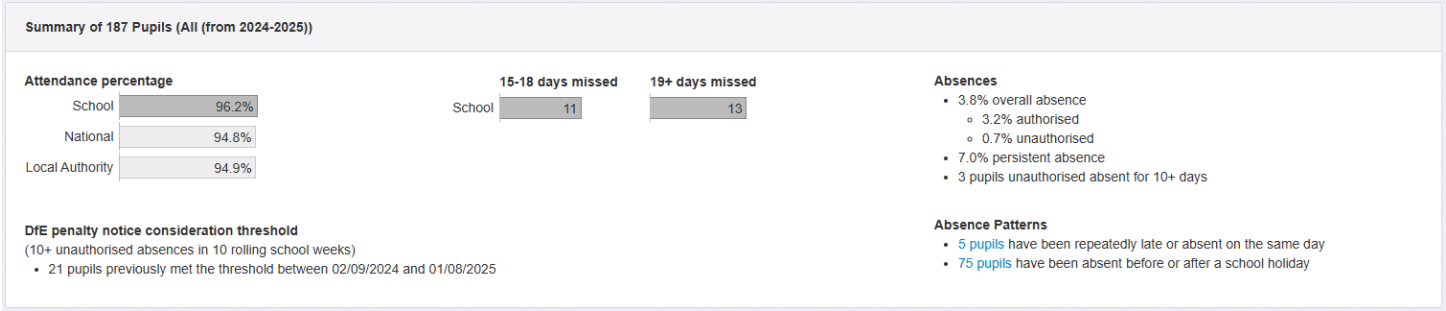
Pupil absence in 2023/2024

Pupil absence in 2023/2024

This is 2023/2024 data.

	School	Local authority	England state-funded schools
Overall absence			
▼ More info			
Percentage of possible mornings or afternoons recorded as an absence from school for whatever reason, whether authorised or unauthorised, across the full academic year.	4.5%	5.4%	5.5%
Persistent absence			
▼ More info			
The percentage of pupils missing 10% or more of the mornings or afternoons they could attend, meaning that if a pupil's overall rate of absence is 10% or higher across the full academic year they will be classified as persistently absent.	7.4%	14.1%	14.6%

Pupil Attendance 2024/25 (source INSIGHT Tracker)



How Colne Christ Church CE Primary School is complying with the duty:

Governors are responsible for:

- Ensuring the school adopts and reflects the relevant equality legislation
- Ensuring that the school Public Sector Equality Duty and its procedure are followed
- Reviewing how the school is complying with the Public Sector Equality Duty and updating this via the school website annually
- Reviewing the schools Equality Objectives at least every four years

The Headteacher is responsible for:

- Ensuring the Public Sector Equality Duty and its procedures are followed
- Ensuring that the Public Sector Equality Duty is readily available and that governors, staff, pupils and their parents and guardians know about it.
- Producing information for staff and governors and the School Equality Objectives and how they are working.

- Ensuring that all staff know their responsibilities and receive training and support in carrying these out
- Taking action in cases of harassment and discrimination against members of any protected group (in line with school policies and procedures)

All staff are responsible for:

- Racist, homophobic and other hate-incidents
- The recognition and tackling of bias and stereotyping
- The promotion of equal opportunities
- The avoidance of discrimination against anyone and, in particular, members of protected groups
- The need for keeping up to date with the law on discrimination
- The opportunity for taking up training and learning opportunities

To eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act:

At Christ Church:

- Attitudes that promote discrimination are challenged and staff seek to achieve this with all stakeholders including pupils by both example and active promotion. Examples of this are the teaching of issues surrounding bullying, emotional skills groups and one to one mentoring.
- The school deals with all discriminatory incidents seriously and parents are informed of the action taken. Incidents are shared with all staff who are involved with the pupils. Incidents are also recorded. Any racist incidents are recorded and are reported to governors via the termly Headteacher report. **No** incidents were recorded in the last academic year.
- The school has made **0** fixed term exclusions during the academic year **(2024/25)**.
- Please also refer to the school's Behaviour policy, Anti-Bullying and SEND policies.

To advance equality of opportunity between people who share a protected characteristic and those who do not:

Christ Church CE Primary School is an inclusive school and we provide excellent access to education with the achievement and attainment of all pupils being promoted. The SENCO works closely with staff in each class to ensure equality of opportunity for all protected groups. The school strives to improve equal opportunities. Examples of this work can be seen in the School Development Plan, regular monitoring of teaching and learning, individual education plans, staff training and pupil progress meetings.

Identification is seen as a key element to ensuring equality of opportunity. The school regularly analyses data from the earliest stages of education, and each term holds pupil progress meetings with teaching staff looking at a range of identified 'groups'. Staff concerns are shared with our SENCO who can screen for common specific learning difficulties.

Intervention is targeted in response to the identification. Teaching staff work closely with our SENCO and other specialist teachers and professionals to plan to meet pupil needs.

To foster good relations between people who share a protected characteristic and those who do not:

The school fosters good relations between pupils through its collective worship, PSHE curriculum and pastoral provision. Our behaviour and anti-bullying policies, assemblies that deal with specific issues, involvement with our local cluster of schools (which enables pupils to meet and exchange experiences with children from different backgrounds) all further enhance relations. The school has developed strong links with the local community.

The school seeks to involve parents and families from the start of their connection with the school and this work is continued throughout the school. Events are held throughout the year that reflect the cultures of various communities as well as those that reflect British culture.

The school hosts parent workshops and a termly parent/teacher evening.

Identified Equality Objectives:

- To promote pupils spiritual, moral, social and cultural development through appropriate curricular opportunities, with particular emphasis on promoting equality and diversity.
- Given the schools context to ensure that pupils are fully aware that Christianity is multi-cultural world faith / develop awareness of other world faiths.
- Pupils should develop a high degree of understanding and respect for diversity and difference both within the church and other faith communities.
- To diminish the difference in attainment between girls and boys

Review:

- Compliance with the PSED to be reviewed annually.
- School's Equality Objectives to be reviewed once every 4 years. Next Review June 2030