



# Stoke Hill Federation Equality Objectives and Public Sector Equality Duty Statement

Public bodies such as schools have a duty, under the 2010 Equality Act, to ensure they promote equality within their organisation and this statement sets out how we endeavour to achieve this at Stoke Hill Federation. Of course, we consider this to be not just a legal duty but a moral one as well. A belief in the right of every single person to be treated with equal dignity and compassion alongside equal legal protection is fundamental to the ethos that underpins everything we do in school.

**The Equality Act makes explicit our responsibility to have due regard to the need to:**

- Eliminate discrimination and other conduct that is prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

In this respect, a protected characteristic could be any one of a multitude of factors that are shared by particular groups of people, but will include characteristics such as race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment. Central to a commitment to fulfil this responsibility is a recognition that all groups with protected characteristics fall within the compass of the human race as a whole, and who by definition therefore have equal status and equal rights.

We also seek to recognise that the way in which we treat people is linked to the way we treat the environment in which we live, and the other species who share the planet with us. We do not see compassion and consideration as finite resources, and the equal treatment of people can and should serve as an exemplar of our commitment to, and responsibility for, the wider world. As a school, we are in the privileged position of supporting equality in our current practices, whilst also helping children to develop and embed the principles of equality and responsibility that will best promote this in the longer term.

# Objectives

Our equality objectives are based on the principles of human rights and human dignity, and can be summarised as follows:

To ensure that the Federation retains a culture of advancing equality both in its policies and its practices

- To develop the children's understanding of, and commitment to, the promotion of equality and the elimination of discriminatory practices and beliefs
- To deepen an understanding among all children and staff of the strengths and needs of all protected characteristic groups
- To continue to seek ways in which the culture, policies and practices within school can be further improved to advance equality and to eliminate discrimination
- To celebrate the rich variety of individual and group characteristics which constitute our school community, as well as the wider world.

# Principles into Practice

The following objectives are not an exhaustive list of our equality provision, instead they reflect our Federation's prioritised individual circumstances and community needs. We want our principles to be outcome focussed, based on 'SMART' targets and to be embedded within our Federation Improvement Plan.

Objective	Which protective characteristic this will benefit	Steps to achieve it...	How will we know we are successful?
To improve the school attendance of Indian and Pakistani pupils.	Race and ethnicity	Termly attendance meetings with outcomes that support families' engagement with school. Break	We aim to reduce the percentage of persistently absent pupils in these ethnic

<p>Currently 12% of persistently absent pupils across the Federation are Indian or Pakistani ethnicity, this compares to just 3.6% of the entire pupil population.</p>		<p>down any medical barriers that may be relevant. Support communication with better translation services. Encourage communication with school regarding travel and term time overseas trips. Establish early habits of school attendance in Early Years. Leaders follow up with parents directly to understand overseas commitments and barriers to school attendance.</p>	<p>groups to a percentage that is in line with or below their proportion of the school community.</p>
<p>To support higher numbers of Muslim girls attending residential trips, especially in Year 6.</p>	<p>Religion and beliefs Race and Ethnicity</p>	<p>Ensure messages regarding residential trips are communicated appropriately and in detail to reassure and inspire parents. Create opportunities to listen to and understand barriers described from home and act to eliminate them. Embed curriculum content and life skills into residential experiences.</p>	<p>Girls within this religious group attend and celebrate their involvement in trips and support other children and families to overcome their barriers. Numbers of participation rise inline with other comparable groups.</p>
<p>To reduce the occurrence of racist behaviour incidents across the Federation.</p> <p>Between September 2023 December 2025 the Federation reported 15 incidents across both schools. This pattern does not show escalation</p>	<p>Race and Ethnicity</p>	<p>We need to understand our data better in order to focus and address our actions to combat racist behaviours. We will need to report in detail the context of the language used so that we can identify patterns of use, intent, lack of understanding or wider issues. We should be a position to challenge</p>	<p>The collection of data in this area is more detailed and over time the number of incidents reduces.</p>

<p>however we want to reduce the total number.</p>		<p>and educate specific issues and share with parents and the wider school community our actions and process around reducing racist incidents</p>	
<p>To improve parental representation on school groups including PTFA, School Governors and parental attendance to school events.</p> <p>The Federation records the diversity of its Governing body, and supports applications from underrepresented groups, however, currently only one Governor position is held by someone from a minority ethnic group. The PTFA group and wider parental engagement is reported as having low representation from minority groups and more detailed surveys and data will be collated to establish improvement over time.</p>	<p>Disability Race / Ethnicity Gender</p>	<p>Data to be collected through parental surveys and attendance records. Barriers to attendance to be addressed by listening and reacting to feedback. Potential areas to improve include better communication, establishment of working groups, review of performances and plays. Governor recruitment to proactively encourage applications from underrepresented groups across our parent and local communities.</p>	<p>The Federation will be able to demonstrate proportional representation of parents with protected characteristics on the Governing body and PTFA.</p> <p>Parental engagement and attendance at workshops, performances and wider school events will be recorded with increasing numbers over time.</p>