

# Equality information and objectives policy



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## 1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- › Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010
- › Advance equality of opportunity between people who share a protected characteristic and people who do not share a relevant protected characteristic
- › Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it. The protected characteristics are:
  - Age
  - Disability
  - Gender reassignment
  - Marriage or civil partnership
  - Pregnancy and maternity
  - Race
  - Religion or belief
  - Sex
  - Sexual orientation

Our school aims to promote respect for difference and diversity in accordance with our values, which are:

- ✓ *To be RESPONSIBLE for our actions*
- ✓ *To be ASPIRATIONAL for developing oneself and others*
- ✓ *To be CONFIDENT and have SELF-BELIEF in all we do*
- ✓ *To be RESPECTFUL and ACCEPTING of oneself and others*
- ✓ *To be POSITIVE and ENTHUSIASTIC in our learning*
- ✓ *To be KIND and CONSIDERATE at all times*

## 2. 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 \(Specific Duties\) 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](#), the [technical guidance for schools from the Equality and Human Rights Commission](#) and [guidance from the Government Equalities Office on meeting the specific duties that support the Public Sector Equality Duty](#).

## 3. Roles and responsibilities

The governing board will:

- › Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents/carers
- › Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- › Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governor will:

- › Meet with the designated member of staff for equality during their termly monitoring visits, and other relevant staff members, to discuss any issues and how these are being addressed
- › Ensure they're familiar with all relevant legislation and the contents of this document
- › Attend appropriate equality and diversity training
- › Report back to the full governing board regarding any issues

The headteacher will:

- › Promote knowledge and understanding of the equality objectives among staff and pupils
- › Monitor success in achieving the objectives and report back to governors
- › Have "due regard" when making a decision or taking an action to whether it may have particular implications for people with particular protected characteristics

The SEND and Inclusion Lead will:

- › Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- › Meet with the equality link governor during their termly monitoring visit to raise and discuss any issues
- › Support the headteacher in identifying any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

## 4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are reminded of their responsibilities under the Equality Act – for example, during meetings. Where this has been discussed at length during a meeting, it is recorded in the meeting minutes.

Where required, new staff receive training on the Equality Act as part of their induction.

## 5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- › Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have e.g. pupils with disabilities
- › Taking steps to meet the particular needs of people who have a particular characteristic
- › Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school clubs, sporting events etc)

In fulfilling this aspect of the duty, the school will:

- › Publish attainment data each academic year showing how pupils with different characteristics are performing
- › Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information
- › Make evidence available identifying improvements for specific groups (e.g. declines in incidents of gender discrimination)
- › Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

## 6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- › Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- › Making pupils aware of our behaviour policy and involving them in the review of our anti-bullying policy
- › Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies, and we will also invite external speakers to contribute
- › Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- › Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- › We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

## 7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made. We consider equality implications before and at the time that we develop policy and make decisions and continue to review these on a continuing basis.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- › Cuts across any religious holidays
- › Is accessible to pupils with disabilities
- › Has equivalent facilities for boys and girls

## 8. Equality objectives

As a school, we are required to publish equality information every year. Below are our Equality Objectives for 2026 to 2030.

### Objective 1

**Curriculum and Culture** – Ensure our curriculum design and resource base enhances the opportunities to celebrate diversity and promote respect and inclusion.

To achieve this objective, we plan to:

- Complete a whole school review of the Anti-Bullying Policy
- Attend PTI Diversity through Music training and review Music Development Plan
- Review whole school reading journey materials to include a wider range of diverse texts

### Objective 2

**Staff Development** – Enhance staff awareness of how to identify opportunities to promote equality, diversity and inclusion across all aspects of learning.

To achieve this objective, we plan to:

- Provide staff training where required
- Involve the staff in developing a Personal Development Curriculum overview that highlights equality, diversity and inclusion

### Objective 3

**Community Engagement** – Involve a wide range of parents and members of the wider community in supporting the growth of pupils' understanding and appreciation of diversity and equality in careers.

To achieve this objective, we plan to:

- Invite parents and community members into school to talk to children about their careers, what barriers they may have encountered and how they overcame them
- Parents and members of the wider community to help deliver a careers day

### Objective 4

**Accessibility and Inclusion** – Create and promote an agreed rationale to address the perception of gender imbalance in activities such as sports and technology.

To achieve this objective, we plan to:

- Create a data base that analyses levels of inclusion and accessibility in sporting opportunities
- Involve pupils in creating rationale to promote a clear understanding of how the perception of gender imbalance in sport can be addressed

## 9. Monitoring arrangements

The headteacher and SEND and Inclusion Lead will update the equality information we publish, at least every year.

School-specific equality objectives will be reviewed by [governing board / name of committee of the governing board / individual governor / head teacher] at least every 4 years.

This document will be reviewed by the headteacher, SEND and Inclusion Lead and Equality Governor on an annual basis, to ensure continued compliance with the PSED.

This document will be approved by the Curriculum, Standards and Engagement Committee.

## **10. Links with other policies**

This document links to the following policies:

- Accessibility Plan
- SEND information report
- SEND Policy
- Behaviour Policy
- Anti-Bullying Policy