



Believing and Achieving Together

Equality information and objectives policy

Date: April 2026/ June 2026

Review: April 2030

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 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 it
- Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it

Our school aims to promote respect for difference and diversity in accordance with our values

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](#).

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
- 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 designated member of staff for equality (DEIB Lead) will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- 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 acknowledges all protected characteristics stated within the Equality Act (2010) and is dedicated to supporting all persons who share a protected characteristic to feel a sense of belonging.

Where relevant, our policies include reference to specific aspects of diversity and equity, as well as the importance of avoiding discrimination and other prohibited conduct. For example, through the elimination of specified genders in the uniform policy.

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

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every two years.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

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 protected characteristic they have (e.g. pupils who are victims of bullying based on their disability, race, or sexual orientation)
- Taking steps to meet the particular needs of people who have a particular protected characteristic (e.g. providing prayer spaces at the prescribed times of their religion, or allowing children access to alternative toilets due to their expression of gender)
- Encouraging people who have a particular protected characteristic to participate in any school-based activity they may choose (e.g. by providing a wider range of extra-curricular clubs that are open to all pupils through a non-selective basis)

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

- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils
- Ensure all staff are aware of updates and provide regular training and support as required.

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 our values, teaching in RE, and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in reading and writing, pupils will be introduced to literature from a range of cultures and diverse authors
- Holding assemblies to deal with relevant issues surrounding diversity, equity and inclusion. Pupils will be encouraged to participate and lead such assemblies. We will also invite external speakers to contribute when appropriate.
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, organising school trips and activities

based around the local community, and reviewing further opportunities to explore diversity within the local community and emulate this in school.

- 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
- Maintaining current and developing new links with people and groups who have specialist knowledge about protected characteristics, which helps to inform and develop our approach to inclusivity and belonging.
- Taking reasonable and necessary steps to meet pupils' needs by using a variety of approaches and planning reasonable adjustments for all pupils, enabling our pupils to take as full a part as possible in all the activities of the school.

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

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 all genders

The school keeps a written record (known as an Equality Impact Assessment) to ensure that all policies, practices and decision-making are fair and do not discriminate against any protected characteristics (as identified within the Equality Act 2010). The record is completed by the member of staff that is completing the specified task (ie. Risk assessments for a school trip) and is stored electronically for monitoring by the relevant senior leaders and/or governors.

8. Equality objectives

The school has a committed approach to diversity, equity and inclusion, whereby all pupils', staff and governors are supported to feel psychological safety whilst at this school. We will take the required steps to identify all areas of diversity

within our school and ensure that there is an equitable approach that leads to a sense of belonging for all.

- We will actively encourage positive attitudes towards pupils and staff and expect everyone to treat others with dignity and respect.
- We expect that all staff will be role-models for equal opportunities, deal with bullying and discriminatory incidents and be able to identify and challenge prejudice and stereotyping. Staff will develop awareness and use of de-stigmatising and sensitive language when speaking about marginalised people or those with protected characteristics.
- We will make reasonable adjustments to ensure the school environment and its activities are as accessible and welcoming as possible for all pupils, staff, and visitors to the school.
- We will provide further training for all staff to ensure there is a clear and explicit understanding of diversity, equity and inclusion.
- We will collect and analyse information about protected characteristics in relation to staff recruitment, retention, training opportunities and promotions to ensure all staff have equality of opportunity. We will not ask health-related questions to job applicants before offering a job, unless it relates to an intrinsic function of the work they do. We will make reasonable adjustments such as providing auxiliary aids for our disabled staff.
- We will ensure pupil/parent/staff consultation is regularly sought in the development and review of this policy.
- We will regularly seek the views of pupils, parents, advisory staff and visitors to the school, to ensure that the school environment is as safe and accessible as possible to all school users. We will regularly review our accessibility plans.
- We will regularly adapt and develop the curriculum provided to ensure it is reflective of the individuals in our school, and reflective of the world around us by providing diverse opportunities both within the classroom and in additional learning opportunities.
- We will take reasonable and necessary steps to meet pupils' needs by using a variety of approaches and planning reasonable adjustments for disabled pupils, enabling our pupils to take as full a part as possible in all the activities of the school. We are also committed to ensuring staff with a disability have equality of opportunity.

- We will take reasonable and necessary steps to meet pupils' and staff's needs by using a variety of approaches and planning reasonable adjustments in relation to the area of need identified. This includes:
 - enabling our disabled pupils to take as full a part as possible in all the activities of the school.
 - ensuring staff with a disability have equality of opportunity.
 - supporting all staff and students with neurodiversity in accessing documents, learning and training
 - ensuring alternative provisions are available to those with varying expressions of gender
 - enabling staff and students the necessary space and time required to practice their religion
 - supporting staff with medical conditions (including those related to pregnancy or age)
 - giving fair consideration to staff and students in situations such as requiring time off for marriage or civil partnerships
- Staff will ensure the curriculum is accessible to all pupils with special educational needs and disabilities (SEND) or those for whom English is not their first language. Auxiliary aids and services will be provided for them, where reasonable adjustments are required. By planning, staff will ensure that all pupils are able to take part in extra-curricular activities and residential visits, and the school will monitor the uptake of these visits to ensure no one is disadvantaged on the grounds of a protected characteristic.
- Bullying and Prejudice Related Incidents will be carefully monitored and dealt with effectively. Regular training will be given to both existing and new staff to ensure that they are aware of the process for reporting and following up incidents of prejudice-related bullying on CPOMs.

9. Monitoring arrangements

The governing body will update the equality statement we publish, at least every year.

This document will be reviewed by headteacher and DEIB Lead at least every 4 years.

This document will be approved by the governing body.

10. Links with other policies

Acknowledgement of equality has been made in review of all policies and documents.

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Uniform policy

Targets:

1. Continue to further diminish/ reduce the gap between groups of pupils [boys and girls] and their peers in writing and Mathematics and SEND.
2. Continue to further reduce/ diminish the gap between Pupil Premium pupils and their peers in Mathematics, writing and SEND PP ["CHALLENGE THE GAP"].
3. To further develop their knowledge and understanding of British Values and ensure pupils have a wealth of experiences and are confident to articulate.
4. Continue to develop pupil's knowledge and understanding of safe and respectful relationships.
5. Minimise differences between pupil's knowledge and understanding as a result of COVID isolation and variation in engagement with online learning/ school closure learning/ tasks/ work.

Actions:

- Continuous and daily assessment to influence future teaching and learning
- LSA support carefully timetabled to meet the needs of LAP, vulnerable, PP & SEND pupils to reinforce and address gaps
- Assessment of Learning information used to influence teaching and targets cross referenced to Key Performance Indicators [expected standard]
- Assessment summaries analysed every half term by SLT and interventions organised to improve learning
- Impact of interventions analysed every half term by SLT

- SLT monitor progress and learning of all [especially boys who are SEND and PP plus girls Maths]
- Daily interventions for target pupils - speech therapy, O2O reading, O2O Maths, booster English, challenge English, booster Maths, challenge Maths, nurture group - delivered by teachers or highly skilled LSA's
- Phonics/ spelling every morning for targeted pupils [Y1 to Y4] - small groups or O2O
- All pupils read at least twice weekly to a staff member - target pupils read daily
- 2 teachers and 1.5 full time LSA's in Nursery and Reception - high adult.
- Most EY staff have received 'Talk Boost' training which is embedded into main teaching and adult led tasks
- INSET and CPD focused on improving learning and outcomes for all pupils especially HAP, disadvantaged, Maths [girls] SEND and LAP [who need to catch up and keep up]
- Direct daily teaching of phonics, spelling and key words in fluid ability groups from Reception to Year 4 - groups reviewed every half term
- Topics carefully reviewed, tweaked and generated to engage the interest of the vast majority of pupils and to further develop their key skills
- All pupils have challenging personal targets to ensure nothing less than good progress - reviewed every half term with assessment information
- School funds additional O2O or small group support with LSA's for SEND, LAP & PP pupils
- NCC Speech and Language specialist works in school one day every week [autumn and spring term] to monitor pupils, support pupils and advise staff
- Additional O2O given to highly vulnerable pupils to support rapid and sustained progress.
- PSHE&C, SMSC, RSE and assemblies support and broaden pupils' experiences of FBV.
- PSHE&C and RSE curriculum focussed on supporting all pupils to further develop and consolidate their knowledge, understanding and vocabulary to communicate about relationships.
- Adjust the curriculum to prioritise reading, phonics, maths, writing and language then ensure opportunities are planned to practise and develop these across the wider curriculum while developing knowledge and vocabulary.
- While ensuring a priority based initial focus but ensure all pupils have access to a full and broad curriculum.
- Initially adjust structure of interventions to maintain 'bubble' structure and catch up then keep up [TBC].
- Assessment of learning to baseline all pupils in September 2021 to identify a clear starting point for teaching and learning.
- Focus on pupil [and staff] wellbeing and mental health through PSHE&C and RSE.

Impact:

No significant difference in progress or achievement between groups of pupils.

Targeted pupils will continue to make rapid and sustained progress.