

# Equality Information and Objectives Policy



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Rights Respecting Schools linked article:



<b>Approved</b>	SLT
<b>Policy Date</b>	Spring 2026
<b>Review Date</b>	Spring 2027

## 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, Generous, Respectful, Aspiring, Neat and Determined.

## 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 is Jihan Santamaria. They will:

- › Meet with the designated member of staff for equality, 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 designated member of staff for equality will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Meet with the equality link governor 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 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.

Staff receive training on the Equality Act as part of the three year cycle.

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 characteristic they have (e.g. pupils with disabilities, or pupils who are being subjected to homophobic bullying)
- 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 societies)

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)

## 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 and anti-bullying policies
- 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. Monitoring arrangements

The designated member of staff for equality will update the equality information we publish at least every year.

School-specific equality objectives will be reviewed by Curriculum and Community governing board at least every 4 years.

This document will be reviewed by the Senior Leadership Team annually, to ensure continued compliance with the PSED.

## 9. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- SEN information report
- SEND policy
- Behaviour Policy

## 10. Equality objectives

TARGET 1 – Ensure curriculum reflects the realities of our community.					
Key Tasks/Actions		Who?	When?	Success criteria /Impact	Cost
1.1	Update staff on current school population and community statistics.	SC	Autumn	<ul style="list-style-type: none"> <li>• All staff aware of who makes up our school community and the wider community around us.</li> <li>• Staff buy-in around why equality and diversity need to be key to everything that is done in school.</li> </ul>	
1.2	Support with the roll out of a de-colonialised curriculum – Staff meeting and history co-ordinator support	KM SC SLT/ MLT	All year	<ul style="list-style-type: none"> <li>• Staff confident in using resources and delivering an equalities based curriculum CPD</li> <li>• Curriculum coverage is diverse (look at curriculum maps)</li> </ul>	
1.3	The wider curriculum planned to include diverse role models -whole school BHM -liaise with subject co-ordinators (SC) -circulate and organise resources (SC) -undertake pupil voice (SC) -analysis of pupil voice shared with MLT and next steps agreed (SC) -planning scrutiny undertaken and feedback shared (Subject lead) – add to monitoring document -cultures and languages week (SC,LM and RH)	Class teachers  RH/SC	All year	<ul style="list-style-type: none"> <li>• All children celebrate black role models in history/present day</li> <li>• A variety of Reflecting realities texts available in each classroom</li> <li>• Actions from pupil voice implemented</li> <li>• Foundation subject planning shows resources and a focus on diversity</li> </ul>	
1.4	Displays across the school reflective of our whole school community and school values and ethos.(SC and YGL)	SC	All year	<ul style="list-style-type: none"> <li>• Resources for children to use to see main events in history</li> <li>• Promotes and celebrates RR/positive equality ethos</li> <li>• </li> </ul>	
	Review September 2024: 1.1 – this will be re-done for each school year and shared with staff. 1.2 - This has been started by the History co-ordinator and curriculum co-ordinator. On the curriculum overview (google document) there is a section that specifically highlights this. This will be ongoing as we continue to develop our curriculum and improve range of literature. 1.3 – the whole school calendar enables us to share many important cultural events. BHM is now embedded into planning for each October. Cultural events highlighted in the newsletter. Cultures and languages week run successfully again. 1.4 Displays now cover BHM, a wider range of cultures, different types of families, LGBTQ+, disabilities Next step: involve parents in sharing their lived experience. In class displays to be more diverse especially 'topic' display boards.				

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TARGET 3 – All staff and pupils feel valued and represented					
Key Tasks/Actions		Who?	When?	Success criteria /Impact	Resources / cost
1.1	Start parent 'working party' with a focus around inclusion and curriculum: - How is inclusion shown in our school community and how can we make it even better? - How representative is our curriculum of both the wider world and our immediate school environment? - Review levels of parental and pupil engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement.	RH SC SLT	Jan April June	<ul style="list-style-type: none"> <li>Feedback from families</li> <li>Ensure we are reflecting of the our communities</li> <li>Positive relationship with parents and communities</li> </ul>	
1.2	- Link to behaviour action plan - ensure derogatory language is not used or accepted within our school community. - Shared language document	SLT MLT	Aut – then ongoing	<ul style="list-style-type: none"> <li>Chn are clear on what is acceptable language and behaviour</li> <li>Consequences clear if rules are broken</li> </ul>	
1.3	Scrutinise and develop the main policies in response to the teachings on the Racial Justice course  Write <ul style="list-style-type: none"> <li>Racial justice policy</li> </ul> Develop <ul style="list-style-type: none"> <li>Bi-lingual</li> <li>Anti-bullying</li> <li>Equality objectives and Equality information</li> </ul>	RH SC SLT  (RJ working party)	Spring Summer	<ul style="list-style-type: none"> <li>Strong robust policies</li> <li>Policies reflective of GA ethos approach to equality and racial justice.</li> <li>Polices moderated with other schools that also attended RJ course.</li> </ul>	
1.4	Links with mental health support team around mental health / racism and ethnic minorities.	SC	Spring/summer	<ul style="list-style-type: none"> <li>All groups well supported and MH issues are considered</li> </ul>	
1.5	Signing up to the Anti-Racist pledge – promotion with staff and parents	SC SLT	Autumn/Spring	<ul style="list-style-type: none"> <li>Raise school profile of being anti-racist. Staff and parents understand what this means in practice.</li> </ul>	
Review September 2024: 1.1 – not active, to be continue this academic year.					

- 1.2 – Racial equality statement updated which includes a flow chart for dealing with racial incidents. All racial incidents logged on EdAware. RHE lessons for KS2 around language and racial incidents included in planning.
- 1.3 – ongoing. We are also moving towards using multilingual rather than EAL as this is a deficit model.
- 1.4 – EAL parent coffee morning started this month (9.24)
- 1.5 Anti-racist pledge on the website, shared with staff and place up in school. Ongoing journey.