



EQUALITY INFORMATION & OBJECTIVES 2025 - 2029

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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 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 all aspects of its work.

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](#).

This document also complies with our funding agreement and articles of association.

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 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

All school staff are expected to have regard for this document and to work towards achieving the objectives 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.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every 2 years via the National College.

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 potentially gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to participate in fasting during Ramadan in an age-appropriate way.)
- 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 activities)

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

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 literacy, pupils will be introduced to literature from a range of cultures
- Holding assemblies exploring relevant issues.
- Working with our local community. This includes organising school trips and activities based around the local community.

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 boys and girls

8. Responding, Recording & Reporting Arrangements

To ensure that potentially prejudice-based incidents are managed effectively, the following systems are in place.

Where an incident may be prejudice-based;

- The incident must be thoroughly investigated as soon as practicable.
- All incidents are to be reported in person to a member of the SLT as a matter of urgency.
- Details of the incident, including investigative actions taken and any outcomes, must be recorded on CPOMS (using the appropriate TRACKING tag).
- The parents of pupils involved will be informed as soon as practicable by telephone or in person.

On a termly basis;

- All tracked incidents to be reviewed by a member of the SLT for patterns, areas of concern or professional learning opportunities.
- Anonymised details of prejudice-based incidents and their outcomes are reported to Governors for scrutiny via the Headteacher's Report.

9. Equality objectives

Disability Equality Action Plan

Target	Task	Timescale	Responsibility	Monitoring
Access to Curriculum Ensure ICT is appropriate for children who have disabilities.	Review the accessibility of ICT, including IWBs, and the availability of mobile devices using specialist expertise. Identify appropriate training. Identify appropriate digital resources to enhance access to learning.	Ongoing	ICT Lead SENDCo	Ongoing through the SEND information report
Access to Curriculum Create effective learning environments for all, including using feedback from pupils. Ensure materials are available in written, graphical, dramatic forms as necessary to include equal access.	Review SEN Policy to update in line with current best practice. Develop staff awareness of individual pupils needs and ensure reasonable adjustments are made as needs arise. Ensure all classrooms and resources are organised in accordance with pupil needs. Ongoing programme of staff training in SEND awareness to reflect diverse needs of pupils within the school.	Ongoing	All staff	SLT
Access to the Wider Curriculum Increase participation in school activities.	Ensure school activities are accessible to all pupils. Investigate TA flexibility to cover extra-curricular activities to include specific needs as required. Identify enrichment opportunities specifically for children with SEND.	Ongoing	All staff	SLT Governors

Impact Analysis Ensure all policies consider the implications of Disability Access.	Consider the needs of pupils with SEND when reviewing the behaviour policy, school rules, anti-bullying policy, educational visits policy, homework policy and PSHE curriculum. Consult stakeholders as required.	As timetabled	SLT	Governors
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Target	Task	Timescale	Responsibility	Monitoring
Premises Improve site access to meet the diverse needs of pupils, staff, parents and visitors.	Review signage of room functions if necessary. Ensure access opportunities for all future building projects.	Annually	SLT ABM Caretaker	Resources Committee
Attitudes To promote positive attitudes towards those with disability.	Review PSHE related policies and schemes of work. Involve disability groups in assemblies and visits to the school. Social media posts highlighting the achievements of pupils with disabilities as they arise.	Ongoing	PSHE Lead Admin Team Sports Coach Music Lead	SLT

Newsletters and Information Availability of all documents in alternative formats as required.	Large print and audio formats etc if requested. List of parents/families requiring the above. Monitor the uptake of documents in alternative formats. Review the accessibility of newsletters and letters to parents. Homework information is available in alternative formats as needed.	As identified	SLT Admin Team	HT Govs
Staff Promoting equality of opportunity for all staff.	Monitor data relating to recruitment, retention and professional development. Encourage disclosure of disability.	Ongoing	HT	Resources Committee

Gender Equality Action Plan

Target	Task	Timescale	Responsibility	Monitoring
To reduce under achievement amongst groups of girls or boys, identified through assessments.	Regular monitoring of standards of attainment and achievement for all groups. Development strategies implemented to address gender gaps as they are identified.	Termly	Teachers SLT	SLT
To promote gender equality and address any form of sexist and/or homophobic bullying, stereotyping or segregation in school.	Explore gender issues through assemblies, PSHE and citizenship. Analyse CPOMS data for trends.	Ongoing	SLT	Govs

To develop awareness and understanding of particular barriers faced by gender groups.	Staff CPD	Bi-annually	SLT	Govs
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Racial Equality Action Plan

Target	Task	Timescale	Responsibility	Monitoring
To reduce underachievement amongst groups of ethnic minority pupils.	Regular monitoring of standards of attainment and achievement for all groups. Improvement strategies implemented to address gaps as they are identified.	Termly	Teachers Lit / Num Leads SLT	SLT Govs
To promote racial equality and address any form of racial bullying, stereotyping or segregation in school. To promote positive relationships between different ethnic groups.	Address racial issues through assemblies, PSHE and citizenship. Address racially motivated incidents using the behaviour policy.	Ongoing	Teachers SLT	SLT Govs
To develop awareness and understanding of particular barriers faced by racial groups.	Staff CPD	Bi-annually	SLT	Govs

10. Monitoring arrangements

This document will be reviewed by the SLT at least every 4 years.

This document will be approved by the Governing Body