



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 Core Christan Values, love, courage and respect.

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 body 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
- 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

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.

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 gay 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:

- 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 homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

We will make sure that with any data we publish to show how we meet our equality duties, individual staff or pupils will not be identifiable. This means we may not publish some data if it relates to a very small number of staff or pupils to preserve their confidentiality.

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, collective worship 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 collective worships dealing with relevant issues. Pupils will be encouraged to take a lead in such collective worships, and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak during collective worships, 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

We must report on at least 1 equality objective once every 4 years – we've chosen July 2027 to be our deadline for this

Objective 1

Objective: Improve accessibility of the outdoor environment for pupils with physical needs.

Why we have chosen this objective: Ensuring that all pupils can access and benefit from outdoor learning and play is a key part of our commitment to inclusion and equity. Currently, some areas of the outdoor environment present barriers for pupils with physical needs, limiting their opportunities to engage fully with peers and outdoor activities.

To achieve this objective, we plan to: Review and adapt the outdoor spaces to remove physical barriers, introduce appropriate pathways and surfaces and ensure equipment is accessible. We will also consult with staff and parents to identify specific needs and prioritise changes that will have the greatest impact on pupil participation and wellbeing.

Progress we are making towards this objective:

Objective 2

Objective: Support parents and carers with literacy needs.

Why we have chosen this objective: Strong parental engagement in literacy is proven to have a positive impact on children's progress and confidence. Some parents and carers face challenges with their own literacy skills, which can limit their ability to support home learning effectively. Addressing this need will help strengthen partnerships and improve outcomes for pupils.

To achieve this objective, we plan to:

- Offer practical workshops and resources tailored to parents with literacy needs.
- Provide accessible guidance for supporting reading and writing at home, including visual aids and step-by-step strategies.
- Explore opportunities for community partnerships or adult learning providers to offer further support.
- Maintain regular communication to build confidence and celebrate progress.

Objective 3

Objective: Close the achievement gap between pupils eligible for free school meals (FSM) and all others.

Why we have chosen this objective: National and school-level data consistently show that pupils eligible for FSM often achieve lower outcomes compared to their peers. Closing this gap is essential to ensure equity, improve life chances, and meet our commitment to inclusion. Addressing this disparity will have a significant impact on overall attainment and progress across the school.

To achieve this objective, we plan to:

- Use targeted interventions in core subjects, informed by data analysis, to accelerate progress for FSM pupils.
- Provide additional academic support through small-group teaching and tutoring where needed.
- Strengthen parental engagement and home learning support for FSM families.
- Monitor progress regularly and adapt strategies based on impact, ensuring accountability through termly reviews.

9. Monitoring arrangements

The headteacher will update the equality information we publish, described in sections 4 to 7, at least every year.

School-specific equality objectives will be reviewed by the governing body and head teacher at least every 4 years.

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

This document will be approved by the governing body.

10. Links with other policies

This document links to the following policies:

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