

Equality Information & Objectives



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

In addition, the school will:

- ensure due regard to the need to eliminate unlawful discrimination, harassment and victimization
- foster good relations through tackling prejudice and promoting understanding
- assess the impact of school policies on pupils, staff and parents of different groups, including the perceived impact on the attainment standards of these pupils
- monitor the operation of all the school's policies including their perceived impact on the attainment standards of pupils from different groups
- take reasonable steps to make available the results of its monitoring We have a vision of an integrated society that recognizes and celebrates strength in its diversity. To make this vision a reality, we constantly strive to:
- protect everyone from discrimination ● improve life chances for all
- teach tolerance

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 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, and that they are reviewed and updated at least once every four 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 amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

All teaching and support staff will:

- promote an inclusive and collaborative ethos in their classroom
- challenge prejudice and discrimination
- deal fairly and professionally with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the school's principles, for example, in providing materials that give positive images in terms of race, gender and disability
- maintain the highest expectations of success for all pupils
- support different groups of pupils in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult
- keep up-to-date with equalities legislation relevant to their work.

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

- We know the needs of our school population very well and collect and analyse data in order to inform our planning and identify targets to achieve improvements. We take action to close any gaps, for example, for those making slow progress in acquiring age-appropriate English and Maths skills. We also ensure children from all groups are challenged to reach higher levels.

- We have procedures, working in partnership with parents and carers, to identify children who have a disability through our pupil admissions meetings and home visits.
- We collect, analyse and use data in relation to attendance and exclusions of different groups.
- We use a range of teaching strategies that ensures we meet the needs of all pupils.
- We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality.
- We ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary.
- Our school have accessibility plans that are renewed every 3 years when a significant change has taken place.
- We will take positive and proportionate action to address the disadvantage faced by particular groups of pupils with particular protected characteristics, such as targeted support. The actions will be designed to meet the school's Equality Objectives.

6. Fostering good relations

- We prepare our pupils for life in a diverse society and ensure that there are activities across the curriculum that promotes the spiritual, moral, social and cultural development of our pupils.
- We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHE and citizenship and across the curriculum.
- We use materials and resources that reflect the diversity of the school, population and local community in terms of race, gender, sexual identity, disability and avoiding stereotyping.
- We promote a whole school ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour.
- We provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.
- We include the contribution of different cultures to world history and that promote positive images of people.
- We provide opportunities for pupils to listen to a range of opinions and sympathise with different experiences.
- We promote positive messages about equality and diversity through displays, assemblies, visitors and whole school events.

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. Publishing Equality Objectives

We identify and publish equalities objectives on a four-year cycle. The objectives are reviewed each year by the governing body.

9. Equal opportunities for staff

This section deals with aspects of equal opportunities relating to staff. We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

- All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.
- We are also concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.
- As an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.
- We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.
- We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

10. Monitoring arrangements

The governing body will update the equality information we publish where necessary, at least every year. This document will be reviewed by the governing board at least every 4 years. This document will be approved by the governing body.

11. Links with other policies

This document links to the following policies:

- Accessibility plan ▪ P.S.H.E ▪ SEND
- Risk assessments ▪ R.H.S.E

EQUALITY ACTION PLAN FOR PROTECTED CHARACTERISTICS				
Action	Impact Measures	Who is responsible for implementation	Timescale	Success Criteria
Rigorous analysis of data to ensure all pupils achieve. Identified groups of pupils targeted to raise attainment. Particular focus on Phonics and Reading in Reception and KS1.	Termly assessments RASP report to Governors each term.	Headteacher /Assessment Lead/ SLT/ Governing body	Ongoing Termly analysis	Reading and phonics is taught highly effectively and translates to over 80+% of pupils achieving the ELG for reading and 90+% of children passing the phonics screening in Y1
Monitor the progress of non-white British pupils and implement interventions as necessary to support progress	Start of year tracker identifies ethnicity of pupils in each class teachers and their current attainment. End of term data generates reports that identify the progress of non-white British and white British children for each class and year group. Pupil progress meetings to plan for any intervention necessary and to staff accordingly	Assessment Lead	Termly analysis	The progress of non-white British pupils is in line with other pupil groups

To increase attendance of all SEND children to 96%. Class teachers to discuss attendance daily with children when taking registers High attendance of classes to be celebrated in weekly assemblies, led by the Headteacher. Attendance and punctuality is monitored weekly by the administration team The Attendance Lead works closely with parents of identified children to improve attendance rates.	Attendance data	SENDCo & Assistant SENDCo	Ongoing Termly analysis	Attendance data shows consistent attendance for this group, achieving the 96% target.
Promote SEND children with a disability to participate in one during or after school club and all KS2 children complete in at least one competitive sport opportunity	Extra-curricular attendance Tracker	Sports Coach	Half term analysis	Tracking demonstrates high participation levels for SEND pupils at extra-curricular clubs

Signed Chair of Governors:

Emily Coyne-Umfreville

Date: September, 2025

Renewal: September, 2029