



# Equality Information & Objectives Policy

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| <b>Governors' committee normally reviewing:</b> | Resources / Full Governing Body        |
| <b>Date approved by Governors:</b>              | October 2026                           |
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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 values: Working in Partnership, Child-centred Curriculum, Inspiring Life-long Development, Empowering Community, Respect and Compassion.

## 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 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 and training sessions and through agreeing to the school's code of conduct annually. New staff receive training on the Equality Act as part of their induction, and all staff take part in regular training focused on issues of equality and diversity. The skills of external experts are utilised to ensure training provided is of a high quality and reflective current research and knowledge.

## 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)
- 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 activities)

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

- Work towards equality and diversity objectives as a whole school, focusing on goals which reflect the cohort of pupils and families we support.
- Work closely with partner agencies to put in place support and early help for pupils and families to reduce inequality.

## 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 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 representing a range of cultures and people
- Making pupils aware of our behaviour and anti-bullying policies
- Holding assemblies
- On a range of topics and including celebrations from different cultures
- Working with our local community. This includes organising school trips and activities based around the local community
- Encouraging pupil voice and shared projects which impact all pupils through the school council
- 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 all pupils with disabilities
- Has equivalent facilities for boys and girls

## 8. Equality objectives

As a school, we are required to publish equality information every year:

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

| <b>To continue to develop the school a community where role models from a diverse range of cultures are celebrated.</b>                                                                                                                                                                                                                                                                                                                          |                                                               |                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Key actions</b>                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Time frame</b>                                             | <b>Success criteria</b>                                                                                                                                                                                                                                                                                                                            | <b>Progress<br/>October 2026:</b>                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Continue to develop classroom role play areas based on family, staff and community role models from a range of cultures.</b>                                                                                                                                                                                                                                                                                                                  | Termly additions to the opportunities and resources in school | Families feel welcomed and celebrated within the school community. Feedback from parent/carer surveys show that parents engage with the school curriculum and feel that it reflects our diverse community. Pupils and staff are engaged in understanding and celebrating a range of cultures and feel confidence in sharing their own experiences. | Role play areas continue to be used based on community role models. A newly appointed UW TLR post means that the UW lead will be able to continue to build on this over the coming year, broadening the range of resources.<br><br>Applications for all roles are now receiving a wider range of applications. Our community links and placements/training opportunities offered have opened up knowledge about the school and vacancies to a wider audience. |
| <b>Seek to attract a wider range of prospective employees to apply for all positions in the school. In particular, taking into consideration gender, ethnicity and faith origin.</b><br><ul style="list-style-type: none"> <li>- Research alternative places to advertise, which may open applications to a wider audience.</li> <li>- Continue to provide training and placements to a range of organisations to spread knowledge of</li> </ul> | September 2024                                                | There is an increase in staff from a wider range of backgrounds, which further reflects our cohort of pupils and local community. The outreach offer from the school spreads knowledge of the school to a wider community and provides an insight into work within a specialist environment.                                                       | The school has made links with researchers through Bath University to implement a research project and ongoing training opportunities for staff around gender identities and SEN.                                                                                                                                                                                                                                                                             |

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| the school to a broader community.<br>- Make new links with local organisations that provide training and work opportunities.                    |                                                                                 |                                                                                                                                                      |  |
| <b>To provide regular staff training and conversation which builds on the work the school has undertaken through the Liz Pemberton training.</b> | Yearly CPD plans each September to incorporate ongoing training and discussion. | Staff have a good knowledge of issues impacting equality and diversity and engage in regular discussion and action to continue the school's journey. |  |

## 9. Monitoring arrangements

School-specific equality objectives will be reviewed by the Headteacher and Governing Body at least every 4 years.

This document will be reviewed by the Headteacher annually, to ensure continued compliance with guidance.

## 10. Links with other policies

This document links to the following policies:

- > Accessibility plan
- > Risk assessment
- > SEN information report