Equality Information and Objectives

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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

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 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 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.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training as required.

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 (e.g. enabling Muslim pupils to pray at prescribed times)
- 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 extra-curricular clubs)

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

- Analyse attainment data for different groups 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

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
- 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 support participation from all groups of pupils. 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

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:

- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

8. Equality objectives

See following page.

9. Monitoring arrangements

The SENCo will update the equality information we publish, [described in sections 4 to 7 above], at least every year. This document will be reviewed by the governing body at least every 4 years. This document will be approved by the full governing body.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- SEN Policy
- SEN Information Report

Action Plan 2026 - 2029

Equality objective one - Improving Physical Access

Question	Recommendations	Time Scale	Priority	Cost	Success criteria
Does the corridor provide accessibility for all?	Keep corridors clear from obstructions. Where possible, storage in off corridor locations. 2 sets of fire double doors down the corridor. Both can be held open for access.	Immediate & ongoing Immediate & ongoing	High High	None None	Corridors are clear at all times. Full access for disabled users.
Is wheelchair access to the main school building and around school suitable?	Wheelchair users can access the main building through the front door; the toilets using the visitor/disabled toilets; the hall using side doors and the outdoor classrooms. The weight of the library door is difficult for young and disabled children to use independently.	Immediate July '27	High Medium	None Seek quote	Corridors are clear at all times. Full access for disabled users.
Do we have suitable disabled parking?	Marked disabled bay in the rear car park installed for disabled parking. No marked disabled parking at the front but bays are suitable for disabled parking and access to school.	Immediate & ongoing	High	None	Adaptations are made for disabled parents to park and collect children.

Equality objective two - Improving Curriculum Access

Question	Recommendations	Time Scale	Priority	Cost	Success criteria
Is the curriculum designed to ensure all children can access it?	Subject leaders to ensure PP and SEN accessibility to all curriculum subjects. This is to be made explicit on short term planning.	Immediate & ongoing	High	Non-contact time for SLs	PP/SEN make progress in line with their peers.
Is differentiation catered for through keep up, not catch up principles, questioning, HOTs not MOTs and additional support aids?	SLT to monitor quality of adaptation and provision for SEND pupils.	Termly learning walks and monitoring by HT/DHT/SLs	High	Non-contact time for HT/DHT/SLs	PP/SEN are able to access the curriculum and make contributions in class in line with their peers.
Are interventions planned in such a way to meet individual needs (SEN/EHCP outcomes) while not hindering access to the full curriculum?	SENCO to audit current interventions and their success/impact on progress. Provision mapping to be used across all year groups & phases. Evidence of progress in class SEN folders.	Annual	Medium	DHT time	Individualised approach for pupils will be aspirational and ensure full potential is reached.
Is independence and life skills promoted amongst our SEN/PP children?	PP/SEN lead to support engagement with pupil offer, including residentials. SENCo/teachers to ensure children working at engagement/pre key stage levels have a curriculum to suit their needs. Where suitable, life skills will be taught to ensure PP/SEN are preparing for adulthood.	Termly review	Medium	Phase leaders All staff	Pupils have wide experiences and make progress with resilience and independence.