



## Equality Information and Objectives Policy

Policy approved by Governing Board	12 June 2026
Next review due on:	June 2027
Policy review cycle	Annual
Policy owner	Headteacher
Policy location	School website/ Governor Hub
Policy control record updated Y/N	Yes
Date of last amendments	June 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:

Learn together

## 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 equality link governor is the Chair of Governors. They will:

- Meet with the designated member of staff for equality every [frequency], and other relevant staff members, to discuss any issues and how these are being addressed
- 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

The designated member of staff for equality will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Meet with the equality link governor every term to raise and discuss any issues
- Support the headteacher in identifying any staff training needs, and deliver training as necessary

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 every September.

The school has a designated member of staff for monitoring equality issues and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

## **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
- Policies and programmes in place to address equality concerns from staff
- Information from staff surveys and/or trade unions
- Records weighing the equality outcomes of important decisions including evidence used to make decisions

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, 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

- Making pupils aware of our behaviour and anti-bullying policies
- 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 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

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

## 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 2029 to be our deadline for this

Objective 1	Improve outcomes for pupils eligible for the Pupil Premium by reducing attainment and progress gaps between disadvantaged pupils and their peers, thereby minimising the educational disadvantage associated with economic deprivation.
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<p>Why have we chosen this objective</p>	<p>This objective has been identified because the proportion of pupils eligible for free school meals (23.31%) is significantly above the local average (15.43%). The school also has higher-than-average levels of SEND and Children in Need, factors which can compound disadvantage and create barriers to achievement.</p>
<p>To achieve this objective we plan to</p>	<ul style="list-style-type: none"> <li>• Evaluate and adapt provision for disadvantaged pupils using evidence-informed approaches, including guidance and research from the Education Endowment Foundation (EEF).</li> <li>• Reintroduce Pupil Premium Champions to advocate for disadvantaged pupils and monitor the effectiveness of support.</li> <li>• Reintroduce pupil profile files to ensure all staff are aware of individual pupils' strengths, needs, barriers to learning and attainment targets.</li> <li>• Maintain a specific focus on disadvantaged pupils during pupil progress meetings, identifying barriers and implementing timely interventions.</li> <li>• Track the attainment, progress and attendance of disadvantaged pupils separately and report outcomes regularly to governors and staff.</li> <li>• Hold leaders and teachers accountable for the progress and attainment of disadvantaged pupils through the performance management process.</li> <li>• Ensure disadvantaged pupils are a key focus during monitoring activities, including learning walks, book scrutinies, lesson observations and data reviews.</li> <li>• Ensure disadvantaged pupils are prioritised through effective questioning, feedback, adaptive teaching and targeted support within lessons.</li> <li>• Identify, implement and evaluate strategies to improve attainment, progress, attendance and engagement for disadvantaged pupils.</li> <li>• Work in partnership with families to reduce barriers to learning and improve outcomes for disadvantaged pupils.</li> </ul>
<p>Progress we are making towards achieving this objective</p>	<ul style="list-style-type: none"> <li>➤ PP children have been made a focus through questioning, and when giving feedback and when marking.</li> <li>➤ PP children's books are always included in book looks and are a focus of learning walks and lesson observations</li> <li>➤ PP children are always discussed at pupil progress meetings and tracked separately</li> <li>➤ PP strategy in place</li> </ul>

## Objective 2

Objective 2	Ensure that curriculum provision meets the needs of all pupils, particularly those with SEND and other vulnerable groups, so that all groups make strong progress and achieve well.
Why have we chosen this objective	To ensure all pupil groups reach their full potential
To achieve this objective we plan to	<ul style="list-style-type: none"><li>➤ Staff to be fully aware of the different pupil groups in their class.</li><li>➤ Monitor attainment and achievement of all pupil groups.</li><li>➤ Curriculum leaders will review the curriculum for their subjects on a termly basis</li><li>➤ CPD provided to staff</li></ul>
Progress we are making towards achieving this objective	<ul style="list-style-type: none"><li>All staff are very aware of the different pupil groups in this class Whole curriculum has now been revised</li><li>Progress and attainment of all pupil groups are monitored each term</li><li>Extensive training has taken place for all subject leaders</li></ul>

## Objective 3

Objective 2	Reduce the disproportionate use of suspension by ensuring that pupils with SEND and other vulnerable groups receive appropriate support, reasonable adjustments and early intervention, enabling them to remain engaged in learning and achieve positive outcomes.
Why have we chosen this objective	The proportion of pupils receiving one or more suspensions has been above national figures in recent years. In 2023/24, 4.35% of pupils received one or more suspensions compared with 0.99% nationally. School analysis indicates that pupils with SEND are over-represented within suspension data. The school is therefore committed to identifying and removing barriers to learning, implementing reasonable adjustments, and providing effective support to reduce exclusions and improve outcomes for vulnerable pupils.
To achieve this	<ul style="list-style-type: none"><li>Analyse suspension data termly to identify patterns, trends and any disproportionate representation of pupils with SEND and other vulnerable groups.</li></ul>

<p>objective we plan to</p>	<ul style="list-style-type: none"> <li>• Ensure that all pupils with SEND have appropriate support, reasonable adjustments and targeted interventions in place to meet their individual needs.</li> <li>• Provide staff training on adaptive practice, trauma-informed approaches, de-escalation strategies and understanding behaviour as a form of communication.</li> <li>• Strengthen early identification of pupils at risk of suspension and implement timely support plans.</li> <li>• Work closely with parents, carers and external agencies to address barriers to learning and engagement.</li> <li>• Review behaviour policies and procedures regularly to ensure they promote inclusion and do not disadvantage particular groups of pupils.</li> <li>• Monitor the effectiveness of pastoral, behavioural and therapeutic interventions and adapt provision where necessary.</li> <li>• Ensure that suspension data is reported regularly to governors and that leaders are held accountable for reducing suspensions among vulnerable groups.</li> <li>• Develop pupils' emotional literacy, self-regulation and resilience through targeted support and curriculum opportunities.</li> <li>• Use restorative approaches to rebuild relationships, support reintegration and reduce the likelihood of repeat suspensions.</li> </ul>
<p>Progress we are making towards achieving this objective</p>	<ul style="list-style-type: none"> <li>• Suspension data has been monitored closely to identify trends and pupils requiring additional support.</li> <li>• The school has strengthened its graduated approach to supporting pupils with SEND and other vulnerable groups.</li> <li>• Staff have increased the use of targeted interventions, pastoral support and reasonable adjustments to meet pupils' individual needs.</li> <li>• Leaders have continued to analyse suspension data and implement support plans for pupils at risk of suspension.</li> <li>• The proportion of pupils receiving one or more suspensions reduced from 4.19% in Autumn 2024/25 to 1.84% in Spring 2024/25.</li> <li>• Despite remaining above national averages, this reduction suggests that actions taken are beginning to have a positive impact.</li> </ul>

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|  | <ul style="list-style-type: none"><li>• Reducing suspensions, particularly for pupils with SEND and other vulnerable groups, remains a key priority for the school.</li></ul> |
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## **9. Monitoring arrangements**

The governing body and the head teacher will update the equality information we publish, [described in sections 4 to 7 above], at least every year.

School-specific equality objectives will be reviewed by governing board at least every 4 years.

This document will be reviewed by the governing body and the head teacher annually, to ensure continued compliance with the PSED.

This document will be approved by the governing body and the head teacher.

## **10. Links with other policies**

This document links to the following policies:

- Accessibility plan
- Risk assessment
- SEN information report
- SEND policy
- Behaviour and Anti-Bullying Policy