



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, 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

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
- 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 amongst 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

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.

The SLT monitor equality and actively work to eliminate all forms of discrimination.

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 which 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 have full access to Halal meals)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. by providing support for children with SEND so that they can access all aspects of school life)

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 above data 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

- 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.

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

Objective	Actions	Links	Lead	How will we monitor and measure success
To strengthen inclusive practices for children with SEN	• Early identification of SEN • Embed adaptive teaching strategies across all curriculum areas • Staff training in inclusive pedagogy • Flexible grouping and differentiated tasks to maximise participation • Ongoing CPD on adaptive teaching, behaviour regulation, mental health awareness • Peer coaching and mentoring to share best practice • Ensure graduated response implemented consistently	Teaching & Learning Policy Accessibility Plan SEND Information Report	SENCo SLT	Lesson observations focused on inclusion Pupil progress data by SEN groups Pupil voice and parental surveys

To deliver bespoke provision for pupils with high-level needs	• Develop personalised learning opportunities, documented in IPMS and Individual Support Plans. These will co-produced with families and agencies • Expand access to specialist interventions (speech & language, OT, nurture groups)	SEND Code of Practice Graduated Response	SENCo DSL	Plans reviewed termly External agency reports
To provide Early Help support for children and families	• Open door policy • SLT visibility daily • Skilled and trained staff at all levels (safeguarding) • Positive relationships with families • Signposting to outside agencies and support where needed e.g. Family support, School nurse • Links to local community support e.g. food bank • Proactive and timely responses to first concerns • Thorough monitoring of concern-action-impact • Regular welfare checks with health professionals	Early Help offer	DSL	Record of Early Help provided, including impact of actions Pupil Interviews Parental Feedback

9. Monitoring arrangements

The governing board will update the equality information we publish at least every year.

This document will be reviewed by governing board at least every 4 years.

This document will be approved by governing board.

Outcomes against these objectives will be reported to governors termly through the Headteacher's report to the Quality of Education Committee.