

Equality Information and Objectives



Approved by: Interim Executive Board

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1. Aims

Our school aims to meet its obligations under the public sector equality duty 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, 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 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 nondiscrimination 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. New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September.

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 LGBTQ+ 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 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 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, 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 deal with tensions between different groups of pupils within the school. 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 consideration 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
- No groups of pupils will be disadvantaged through poverty

8. Equality objectives

- Objective 1: *To monitor and analyse pupil achievement by race, gender, disability & disadvantage and act on any trends or patterns in the data that require additional support for pupils.*
- Objective 2: *To reduce the incidence of prejudice related incidents in relation to the protected characteristics listed in the Equality Act 2010*
- Objective 3: *To reduce prejudice and increase understanding of equality through direct teaching across the curriculum*

9. Monitoring arrangements

The governing body will update the equality information we publish, described in sections 4-7 above, at least every year.

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

10. Links with other policies

[Accessibility plan](#)

Actions taken to date (March 2026)	Who	When
All pupil achievement is analysed by groups (boys, girls, SEND, EAL) and trends explored. Key findings are shared with Teachers and Governors	SLT	Termly
RHE/PSHE policy established in 2021	Governors	Reviewed by Governors March 23/March 24/March 25/March 26
Systems are in place to ensure that there is no discrimination against candidates during recruitment processes. All staff are safer recruitment trained who undertake interviews.	Business Manager Headteacher	ongoing
Incidents of racism are recorded on PLAB form	Staff	ongoing

Disadvantaged families are supported through Early Help referrals and financially where appropriate (through grants etc.)	DSL Team/SLT	ongoing
Numbers of FSM, EAL, and other groups relating to ethnicity are reviewed for the Census and updated on the SEF	Headteacher	Termly
Protected Characteristics posters are on display in every classroom. These are talked about with children. <i>NB: Ofsted commented positively that children knew and understood these characteristics</i>	All staff	Ongoing
Protected Characteristics are embedded in the PSHE curriculum	Teachers	Ongoing

March 2026		Total number of pupils	Boys	Girls
Total number of pupils	Incl. nursery	422	223	199
	Not incl. nursery	373	191	182
Pupil premium	Incl. nursery	162 (38.4%)	87	75
	Not incl. nursery	148	76	62
EAL	Incl. nursery	172 (40.5%)	105	74
	Not incl. nursery	151	97	66
SEND	Incl. nursery	78 (18.27%)	59	19
	Not incl. nursery	73	55	18