

Equality information and objectives policy



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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

Our school aims to promote respect for difference and diversity in accordance with our values, such as respect, equity, empathy and care.

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 equality link governor is Kate Mifflin . They will:

- Meet with the designated member of staff for equality every big term, 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

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 big 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.

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 (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 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

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 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 through events such as our international evening.
- We are developing 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
- The Risk Assessment format for trips and activities will be updated to include an Equality Impact Assessment

8. Equality objectives

Objective 1

To reduce the number of part-time timetables and suspensions for children with SEND overtime to improve the well-being of the children.

Why we have chosen this objective:

We want to ensure that all children are able to have excellent attendance and feel fully part of the school community whatever their individual needs are.

To achieve this objective we plan to:

- Participate in the BFfC Mental Health Support Team (MHST) project from September 2025 and access resources available to us and families from September 2024
- Provide training around Emotional Based School Avoidance (EBSA) and Pathological Demand Avoidance (PDA) to staff so that adaptations to provision can be made
- Train two mental health first aiders
- Participate in the Autism Education Trust (AET) work based CPD programme
- Promote workshops from Reading Inclusion Support in Education (RISE) available to parents

- Work with RISE regulation
- Work with Local Authority external providers

Progress we are making towards this objective:

- Mental health lead training undertaken by Head Teacher
- Inclusion manager has undertaken EBSA training
- Dedicated SEND support LSA with ELSA and drawing and talking training in place to support individuals

Objective 2

Improve attendance rates for children in disadvantaged groups.

The Ofsted definition of disadvantaged groups is used and they define disadvantaged pupils as those who:

- Have special educational needs and/or disabilities (SEND)
- Meet the definition of children in need of help and protection
- Receive statutory local authority support from a social worker
- Meet the criteria for pupil premium funding

Why we have chosen this objective:

We have high aspirations for all pupils and some disadvantaged children have missed learning opportunities due to their absences. Whilst we have seen outcomes for some disadvantaged groups improve we have increasing complexities around SEND and increasing numbers of children who have multiple disadvantages which are further impacted by absence.

To achieve this objective we plan to:

- Facilitate half termly pupil progress meetings for teachers and inclusion lead with a focus on disadvantaged children
- Participate in the AET work based CPD programme
- Ensure that the 5 AET principles are evident in all parts of the school
- Relaunch the use of early prognosis forms
- Implement Social Communication, Emotional Regulation, and Transactional Support (SCERTS)
- Work with BFfC to identify and source training needs
- Engage in the principles of instruction project from BFfC
- Secure consistency in needs-based scaffolds
- Engage in the Partnership inclusion of Neurodiversity in Schools (PINS) work with BFfC
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Progress we are making towards this objective:

- Participation in Mastering Maths Programme for FS and KS1
- INSET training on Speech, Communication and language Needs (SCLN)
- Walkthru training

Objective 3

To further enhance children's understanding of diversity and the impact of discrimination to reduce incidents of derogatory language.

Why we have chosen this objective:

Monitoring has shown a rise in the reported use of derogatory language being used in school.

To achieve this objective we plan to:

- Have active links with a range of religious leaders in the community and use these links to help inform policies and practice as well as have them directly involved in school life through activities such as assemblies
- Develop links with local groups who represent groups with protected characteristics
- Develop cross curricular links
- Develop staff understanding and confidence in challenging incidents through positive reframing
- Review and update our "living values" document

Progress we are making towards this objective:

- Values promoted through curriculum and assemblies

9. Monitoring arrangements

The governing board 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 board at least every 4 years.

This document will be approved by the governing board.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Safeguarding
- Risk assessment
- Behaviour policy inc anti-bullying
- SEND policy
- Attendance policy
- PSHE curriculum