Equality Information and Objectives Policy

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Contents

1. Aims 2
2. Legislation and guidance 2
3. Roles and responsibilities 2
4. Eliminating discrimination 3
5. Advancing equality of opportunity 3
6. Fostering good relations 4
7. Equality considerations in decision-making 4
8. Equality objectives 4
Intended Outcomes 5
Actions to Achieve the Objective 5
Monitoring & Evaluation 5
9. Monitoring arrangements 7
10. Links with other policies 7

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; respect, responsibility, aspiration, determination and leadership.

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 Liesl York and Steve Rippen.

They will:

- Meet with the designated member of staff for equality (Zoe Alldis and Chris Luckhurst) every 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
- 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)
- 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

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

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 2028 to be our deadline for this.

Objective 1

To advance equality of opportunity for pupils with Special Educational Needs and Disabilities (SEND) by strengthening inclusive practice, removing barriers to learning, and ensuring that all pupils with SEND are fully able to participate in the academic and wider life of the school.

Intended Outcomes

By the end of the objective period, the school aims to ensure that:

- Pupils with SEND make strong progress from their starting points across the curriculum.
- Adaptive teaching strategies are consistently embedded across all classrooms, enabling SEND pupils to access the same ambitious curriculum as their peers.
- Rates of participation in lessons, enrichment activities, and wider opportunities increase for pupils with SEND.
- Learning environments are fully accessible, predictable, and supportive of sensory, communication, and cognitive needs.
- Parents and carers of pupils with SEND report improved confidence in the school's provision and communication.
- Pupil voice shows that SEND learners feel valued, included, and able to succeed in their learning.

Actions to Achieve the Objective

To achieve this objective, the school will:

1. Provide targeted professional development for all staff on adaptive teaching, communication strategies, sensory regulation, and inclusive classroom practice.
2. Ensure that teachers and support staff plan collaboratively**,** with clear expectations for scaffolding, pre-teaching, vocabulary development, and adult support.
3. Strengthen the graduated approach**,** ensuring that support plans are reviewed termly with pupils and parents.
4. Refine the school's curriculum to ensure content, language, resources, and assessment methods are accessible to SEND learners.
5. Improve physical and visual accessibility through consistent classroom routines, visual timetables, calm spaces, and supportive environmental structures.
6. Monitor SEND provision regularly through learning walks, book looks, data analysis, and feedback from families and pupils.
7. Use SEND provision maps to evaluate the impact of interventions and ensure support is effective and appropriately matched.

Monitoring & Evaluation

Progress towards this equality objective will be reviewed:

- Termly by the SENCO and Senior Leadership Team
- Annually by governors
- Through analysis of:
    - Pupil progress data
    - SEND Provision Maps
    - Parent and pupil voice
    - Quality of teaching and learning for SEND learners

Objective 2
To eliminate disadvantage for staff with disabilities by improving the identification, implementation, and review of reasonable adjustments, ensuring that all employees can perform their roles effectively and thrive in the workplace.

Rationale

As an inclusive employer, the school recognises its duty under the Equality Act 2010 to make reasonable adjustments that remove or reduce workplace barriers for disabled staff. Ensuring that these adjustments are implemented consistently not only supports individual wellbeing but also strengthens retention, performance, and staff morale. This objective helps the school to foster a workplace culture in which disabled colleagues feel valued, supported, and able to contribute fully.

Intended Outcomes

By the end of the objective period, the school aims to ensure that:

- All staff understand the process for requesting reasonable adjustments and feel confident to do so.
- Reasonable adjustments are actioned promptly, recorded accurately, and regularly reviewed for effectiveness.
- Disabled staff report increased satisfaction with the support they receive, measured through wellbeing surveys and HR feedback.
- The school fosters a culture of openness, dignity, and respect, reducing stigma associated with disability or health needs.
- Line managers are trained to identify and respond appropriately to adjustment needs.
- Absence linked to unsupported disability-related barriers decreases over time.

Actions to Achieve the Objective

The school will:

1. Develop and promote a clear reasonable adjustments pathway**,** including guidance for staff and managers.
2. Provide training for line managers and senior leaders on disability awareness, legal duties, and supportive conversations.
3. Introduce or strengthen Inclusion passports to ensure adjustments are recorded and portable.
4. Review workplace arrangements (physical environment, workload, technology, timetabling) to proactively identify barriers.
5. Ensure timely access to Occupational Health**,** where needed, to inform appropriate adjustments.
6. Monitor the implementation and impact of adjustments through regular review meetings with staff.
7. Use staff voice mechanisms (e.g., surveys, focus groups) to identify gaps in support and evaluate improvements**.**

Monitoring & Evaluation

Progress towards this objective will be reviewed:

- Annually by the Senior Leadership Team and Governing Body
- Termly by the HR lead, Emma Russel, to ensure adjustments are being implemented effectively
- Through:
    - Staff wellbeing and inclusion surveys
    - Case reviews from HR/Occupational Health
    - Recruitment, retention, and absence data

A summary of progress will be published as part of the school's annual Equality Information update.

9. Monitoring arrangements

The Executive Headteacher (Tom Head), Assistant Headteacher (Shelly King) and the governing body will update the equality information we publish, at least every year.

School-specific equality objectives will be reviewed by the governing body and Senior Leadership Team at least every 4 years.

This document will be reviewed by Assistant Headteacher (Shelly King) annually, to ensure continued compliance with the PSED.

This document will be approved by Executive Headteacher (Tom Head) and the governing body.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- SEN information report
- SEND policy
- Inclusion Passport document