



REACH for the stars

Equality information and objectives policy



Respect

Effort

Attend

Cooperate

Honest

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Contents

1. Aims	2
2. Legislation and guidance	2
3. Roles and responsibilities	3
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
9. Monitoring arrangements	6
10. Links with other policies	6

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 and Cooperation.

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 Kriss Jones. They will:

- › Meet with the designated member of staff for equality 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

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

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 (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:

- › 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

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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
- 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

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

Objective 1 – To educate our children on racism and to reduce the number of racist incidents.

1.1 Ensure that PSHE planning explicitly teaches children about racism, discrimination and equality.

1.2 Ensure all staff receive annual anti-racism training to consistently recognise, challenge and record racist behaviour.

1.3 Introduce pupil-led initiatives to promote respect and inclusion across school.

1.4 Strengthen monitoring systems to track patterns in racist incidents and use the data to inform targeted interventions.

1.5 Increase opportunities to celebrate different cultures and identities through themed days, workshops and community engagement.

Objective 2 – To develop our children’s emotional literacy and support them in being able to self-regulate.

2.1 Embed a whole-school emotional literacy programme ‘Zones of Regulation’ to provide consistent language and strategies.

2.2 Provide targeted small-group and individual interventions for children with elevated emotional or behavioural needs.

2.3 Create calm, sensory or regulation spaces accessible at key transition points and during moments of dysregulation.

2.4 Train all staff to model emotional vocabulary and shared regulation strategies throughout the school day.

2.5 Increase pupil voice participation to allow children to identify and share what helps them regulate and feel safe.

Objective 3 – To increase parental engagement in all aspects of school life.

3.1 Offer a wide range of accessible opportunities for parents to participate (workshops, coffee mornings, open lessons, cultural events).

3.2 Improve communication channels through consistent newsletters, text alerts, social media and translation where needed.

3.3 Create structured opportunities for parents to contribute to decision-making (parent forum, surveys, workshops).

3.4 Strengthen relationships with hard-to-reach families through personalised contact, home visits (where appropriate) and community partnerships.

3.5 Monitor parental attendance and involvement across events and use data to identify groups needing additional support.

Objective 4 – Promote Diversity, Representation and Cultural Understanding.

4.1 Audit the curriculum to ensure representation of diverse cultures, histories and identities across all subjects.

4.2 Increase the diversity of resources used in school (books, displays, toys, examples, role models) to reflect the community and wider world.

4.3 Celebrate cultural festivals and heritage events through assemblies, themed learning weeks and parent involvement.

4.4 Develop partnerships with community groups, places of worship and cultural organisations to broaden pupils’ experiences.

4.5 Promote inclusive language and behaviours through consistent modelling, school values and pupil leadership opportunities.

9. Monitoring arrangements

The Headteacher will update the equality information they publish, at least every year. This document will be reviewed by the governing board at least every 4 years. This document will be approved by governing board.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment