



Equality Information & Objectives

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Approval level	Governing Body

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

Our school aims to promote respect for difference and diversity in accordance with our values - respect, happiness, cooperation, confidence, responsibility, independence.

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.

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 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.

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 year.

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
- 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

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
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

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,
- 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
- Delivering assemblies dealing with relevant issues.
- 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.

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.

Monitoring arrangements

The headteacher will update the equality information we 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 the governing board.

Equality objectives January 2026

Action to be taken	Why we have chosen this objective	Process/how?	Success Criteria
<p>To actively promote equality and inclusion by raising awareness among children and staff, fostering a school culture of belonging, kindness, and respect for all individuals, including those who identify with any of the protected characteristics. Through our curriculum, daily practice, and school environment, we will ensure that everyone feels valued, safe, and represented.</p>	<p>Promoting equality and inclusion helps children develop positive attitudes towards themselves and others. By raising awareness among both children and staff, the school ensures everyone feels valued, respected, and represented. Early exposure to diverse stories, experiences, and role models helps prevent stereotypes and supports children in understanding fairness and kindness. This objective strengthens the school's commitment to the Equality Act 2010 and ensures a consistent, inclusive approach across the curriculum, environment, and daily interactions.</p>	<ul style="list-style-type: none"> • Embed equality and diversity themes in PSHE, stories, role-play, and assemblies using age-appropriate narratives about fairness, families, kindness, and difference. • Ensure regular use of diverse books and resources representing different cultures, family structures, disabilities, genders, and backgrounds. • Introduce simple, child-friendly equality language such as “Everyone is welcome”, “We are all different and all special.” • Provide staff with annual training on: <ul style="list-style-type: none"> ➤ inclusive practice, ➤ unconscious bias, ➤ recognising and challenging discriminatory behaviour • Share regular updates and resources on promoting equality and modelling inclusive language. • Include equality and inclusion discussions in staff meetings and planning reviews. • Respond consistently to incidents of unkindness or exclusion, linking discussions back to fairness and respect. • Share equality messages with parents through newsletters, workshops, and curriculum information. • Celebrate a range of cultural and community events across the year. 	<ul style="list-style-type: none"> • Children demonstrate age-appropriate understanding of similarities, differences, and fairness, showing kindness and respect in interactions with peers and adults. • Staff confidently model and promote inclusive language, behaviour, and teaching practice aligned with Equality Act expectations. • Curriculum and learning environments reflect diversity, including a range of families, cultures, abilities, and identities. • Incidents of discriminatory language or behaviour decrease, with clear systems for addressing concerns. • Staff demonstrate increased confidence in identifying and challenging bias, both intentional and unintentional. • Monitoring of books, planning, assemblies, and displays shows consistent inclusion of equality themes related to protected characteristics (in an age-appropriate way).

<p>To achieve and sustain improved attendance for all children, with a specific focus on raising attendance rates for disadvantaged pupils. The school will work proactively with families, provide early support, and remove barriers to regular attendance so that all children benefit fully from learning opportunities.</p>	<p>Good attendance is essential for children’s learning, wellbeing, and long-term outcomes. Lower attendance particularly affects disadvantaged pupils, widening gaps in progress and confidence. By prioritising improved attendance and engaging families early, the school will ensure all children can access consistent learning and benefit fully from the curriculum. This objective supports safeguarding, statutory responsibilities, and the school’s commitment to equity and high achievement for every child.</p>	<ul style="list-style-type: none"> • Conduct daily attendance monitoring, with first-day calling and rapid follow-up for unexplained absences. • Use weekly attendance reviews to identify patterns, groups, or individuals requiring support. • Work collaboratively with parents/carers through Early Help, attendance plans, and signposting to external services. • Offer regular communication, including attendance reports and supportive conversations. • Reinforce messages about the importance of regular attendance through newsletters, website updates, and parent meetings. • Ensure staff consistently promote the link between attendance, wellbeing, and achievement. • Use pupil premium strategically to support interventions that improve engagement and attendance. • Ensure attendance processes align with safeguarding expectations, particularly for vulnerable pupils. • Maintain clear, up-to-date record-keeping and evidence of actions taken. 	<ul style="list-style-type: none"> • Overall attendance for socio-economically disadvantaged pupils rises to 95% or above and is sustained over time. • Persistent absenteeism among socio-economically disadvantaged pupils reduces significantly (below 10%). • Attendance gap between socio-economically disadvantaged and non-disadvantaged pupils narrows • Families of persistently absent pupils engage with targeted support and interventions. • Positive attendance habits are evident through improved punctuality and reduced unauthorised absences.
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