

EQUALITY INFORMATION AND OBJECTIVES POLICY



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Approved by:	Governing Body	Date: Ratified September 2026
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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, 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 School Values (Respect, Responsibility & Resilience) and British Values (The Rule of Law, Individual Liberty, Mutual respect and tolerance & Democracy).

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.

This document also complies with our funding agreement and articles of association.

3. Roles and responsibilities

The Governing Body 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 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
- Have “due regard” when making a decision or taking an action to whether it may have particular implications for people with particular protected characteristics
- Identify 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 annually.

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 gay pupils who are being subjected to homophobic bullying)
- 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 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, SMSC and PSHE education as part of our 'Breakout' curriculum, 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 and well-being team have 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 very closely 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. 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

8. Equality objectives

Objective 1: Promote a culture of inclusion and respect for diversity through the curriculum and wider school activities. We will ensure that our curriculum reflects the diversity of our community and the wider world, promoting equality and challenging stereotypes.

Why we have chosen this objective: Many children within our locality have limited experience of diverse communities.

Actions: Review and enhance our curriculum to include No Outsiders Approach, with assemblies, shared texts, learning experiences and lessons focused on the protected characteristics to promote diversity. Provide staff with training on unconscious bias and inclusive practices.

Outcome: A school community that is more knowledgeable, respectful, and appreciative of diversity.

Objective 2: Reduce incidents of discriminatory behaviour and language in school. We aim to foster a zero-tolerance culture towards discrimination and harassment through education, positive role modelling, and robust policies.

Why we have chosen this objective: The school community has changed over time. Pupils who face challenges emotionally and socially find it challenging to be kind to their peers and understand respect and tolerance of others – which can result in inappropriate behaviours.

Actions: Deliver PSHE and RHSE lessons that address discrimination, stereotypes, and respect for others. Provide regular training for staff and pupils on identifying and challenging discriminatory behaviour. Ensure incidents are dealt with swiftly and effectively in line with our behaviour policy.

Outcome: A safer and more inclusive school environment where all members of the community feel respected and valued.

Objective 3: To remove the barriers to learning for pupils with SEND and ensure that their progress is in line with other children.

Why we have chosen this objective: To ensure all children receive quality teaching that meets their individual needs

Actions: Careful tracking of attainment and progress for pupils with SEND. Target appropriate interventions for those pupils and design Individual Support Plans and involve parents in their implementation. Staff training to support staff in ensuring all children receive quality teaching that meets their individual needs.

Outcome: Individual pupil needs are effectively met, ensuring progress for all SEND pupils.

9. Monitoring arrangements

The Headteacher will review the equality information, (described in sections 4-7 above), at least every year.

This document will be reviewed by the Governing Body at Eppleton Academy Primary School at least every 4 years.

This document will be approved by governors and the Headteacher.

10. Links with other policies or training

This document links to the following:

- Accessibility plan
- Risk assessments
- SEN information report
- SEND policy