

# Equality information and objectives policy



**Approved by:** LGB

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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, Tenacity, Health, Equity, Morality, Flourish, Generosity.

## 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 Principal

- Meet with the designated member of staff for equality 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 Principal 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.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September.

## **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
- 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

## **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

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

## **8. Equality objectives**

### **Objective 1**

To monitor and analyse student achievement by different groups to ensure equality and act on any trends or patterns in the data that require additional support for students.

### **Objective 2**

To raise levels of attainment in core subjects for all students especially vulnerable learners.

### **Objective 3**

To review levels of parental and student engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement.

### **Objective 4**

To reduce incidents of bullying and racist or homophobic language.

<b>Equality Objective 1</b>	
To monitor and analyse student achievement by different groups to ensure equality and act on any trends or patterns in the data that require additional support for students.	
<b>Impact/Success Criteria/outcomes</b>	<b>Monitoring/evaluation/recording</b>
<p>Children of all race, gender and disability have equal access to the curriculum.</p> <p>All children regardless of their race, gender and disability are supported in their learning.</p>	<p>Data Analysis</p> <p>School Tracking System (Target Tracker)</p> <p>ASP/IDSR</p> <p>Teaching and learning scrutiny</p> <p>CPOMS monitoring</p>
<b>Tasks/Actions</b>	
<ul style="list-style-type: none"> <li>• To ensure multicultural elements are evident in planning and delivery of the curriculum.</li> <li>• Develop a programme of memorable multicultural events, trips and visitors (religious celebrations and festivals, special days from the Calderdale and Kirklees revised RE syllabus and visitors).</li> <li>• Staff to receive diversity training.</li> <li>• Staff to receive appropriate training to support children with specific disabilities.</li> <li>• Where necessary children with specific needs are to have a EHCP and risk assessment in place.</li> <li>• Ensure that, as far as possible, that the physical environment of the current school meets the needs of all students.</li> <li>• Student data to be evaluated each term to ensure all children are achieving and attaining in line with their peers. Where this is not the case, interventions are to be put in place to support these specific children.</li> </ul>	

<b>Equality Objective 2</b>	
To raise levels of attainment in core subjects for all students especially vulnerable learners.	
<b>Impact/Success Criteria/outcomes</b>	<b>Monitoring/evaluation/recording</b>
<p>The gap is closing between vulnerable children and their peers in attainment and achievement but not consistently in all subjects for all classes</p> <p>Delivering effective and engaging lessons to ensure that the curriculum meets the needs of all students.</p> <p>Develop close links with external providers to support staff in effective planning and delivery of lessons</p>	<p>Data Analysis</p> <p>School Tracking System (Target Tracker)</p> <p>ASP/IDSR</p> <p>Teaching and learning scrutiny (Subject Deep Dives)</p>
<b>Tasks/Actions</b>	
<ul style="list-style-type: none"> <li>● Vulnerable Registers are to be regularly updated and shared with class teachers.</li> <li>● Senior Leadership Team to analyse vulnerable students' attainment and achievement on a termly basis.</li> <li>● 'Slow moving', vulnerable students are to be included in Raising Attainment plans</li> <li>● Meetings to be held after each data drops with the SLT, Curriculum leaders and teachers to discuss vulnerable students' attainment and achievement.</li> <li>● Where necessary, support to be given to vulnerable children by The Bridge</li> <li>● Identify groups and individuals at risk of underachieving, plan and deliver appropriate interventions.</li> </ul>	

**Equality Objective 3**

To review levels of parental and student engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement.

**Impact/Success Criteria/outcomes**

Improved levels of parent and student engagement in learning and school life.  
Improved attendance at Parents' evenings  
Curriculum information sessions provided for specific year groups

**Monitoring/evaluation/recording**

Analysis of extra club attendance  
Parent questionnaires  
Record of attendance at information meetings  
Analysis of attendance at Parent meetings

**Tasks/Actions**

- A wide range of school clubs are to be offered to all children.
- Parents learning events to be planned and delivered through school
- Analyse children who are attending the clubs to ensure an inclusive process is in place.
- The pastoral team to work on building relationships and engagement with parent/carers.
- Parent questionnaires to be distributed annually.

<b>Equality Objective 4</b>	
To reduce incidents of bullying and racist or homophobic language.	
<b>Impact/Success Criteria/outcomes</b>	<b>Monitoring/evaluation/recording</b>
<p>A reduction in incidents of bullying.</p> <p>Appropriate behaviour and language are displayed in school.</p> <p>Students feel safe in school.</p> <p>Improved PSHCE curriculum</p>	<p>Student Questionnaires</p> <p>Analysis of behaviour incidents and reports.</p> <p>Record of hate crime incidents as returned to LA</p>
<b>Tasks/Actions</b>	
<ul style="list-style-type: none"> <li>• Improved monitoring and recording system in place to ensure all incidents of bullying are recorded and actioned.</li> <li>• Parents informed and engaged when incidents occur.</li> <li>• All members of staff, including lunchtime supervisors, respond appropriately to incidents and follow behaviour policy and procedures fully.</li> <li>• PSHCE curriculum has been revised to ensure these issues are directly addressed</li> <li>• Assemblies address issues relating to racism, homophobic language and bullying.</li> <li>• Pastoral team work closely with students displaying bullying behaviours, homophobic language and racist language and behaviours.</li> </ul>	

## 9. Monitoring arrangements

The Principal will update the equality information we publish at least every year.

This document will be reviewed by LGB at least every 4 years.

This document will be approved by LGB

## 10. Links with other policies



This document links to the following policies:

Accessibility plan

Risk assessment