Equality information and objectives policy

Sussex Road CP School

Approved by:	HT	**Date:**	September 2026
Next review due:	September 2027		

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 5
10. Links with other policies 5

---

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: Respectful, Responsible and Ready.

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 Rachael Hosier. They will:

- 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 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
- 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.
- 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
- 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 (e.g. declines in incidents of homophobic or transphobic bullying)

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.
- 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 financially viable for all pupils
- Is accessible to pupils with disabilities
- Has equivalent facilities for all pupils

8. Equality objectives

Objective 1

To ensure that all pupils can take part in all school related activities regardless of race, religion, gender, ethnicity or disability.

Why we have chosen this objective: The school has a number of pupils with specific needs which could limit their engagement with the full spectrum of school life. We wish to ensure that all activities are chosen so that there is equality of experience for all pupils in the school.

To achieve this objective, we plan to: Consult with parents regarding specific pupils' needs prior to trips, visits or special events. Risk assess sites and events thoroughly to ensure that no pupil misses out as a result of a disability or other protected characteristic. Consult with parents on decisions made to ensure pupil participation.

Objective 2

To develop the school's provision to ensure that all pupils experience the cultural capital required to be successful citizens regardless of social background, ethnicity, gender or religion.

Why we have chosen this objective: The school recognises that pupils' life experiences can vary greatly and this can impact on their future chances of success in life. Therefore, the school will look to ensure that all pupils have equal opportunities for success beyond the classroom by providing a rich and diverse set of learning experiences that provides the pupils with the cultural capital required for future success.

To achieve this objective, we plan to: Map out all cultural capital experiences that the school wishes to provide pupils in order for them to be successful in the future. These experiences will be mapped out by year group to ensure that pupils have access to a cohesively planned set of experiences that build up in order to give them the cultural capital required for future success.

Objective 3

To develop the pupils' knowledge and understanding of protected characteristics and British Values.

Why we have chosen this objective: Although the school curriculum places great emphasis on developing knowledge and understanding of protected characteristics and British values, the language used is not necessarily as specific as it could be. It is essential for our pupils to have this understanding to be able to show our value of respect.

To achieve this objective, we plan to: Use assemblies and curriculum opportunities to explore the protected characteristics, using correct terminology.

9. Monitoring arrangements

This document will update the equality information we publish, at least every year.

School-specific equality objectives will be reviewed by the Governing Board at least every 3 years. This document will be reviewed by Headteacher annually, to ensure continued compliance with the PSED.

10. Links with other policies

This document links to the following policies:

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