

EASTWAY PRIMARY SCHOOL



EQUALITY INFORMATION AND OBJECTIVES POLICY

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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	4
6. Fostering good relations.....	4
7. Equality considerations in decision-making.....	5
8. Equality objectives.....	5
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, 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, Ready, Respectful, Responsible. For everyone at Eastway there is a real emphasis on respect and social, emotional and mental health, for everyone from our children and staff to family members and the community.

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 Jess Stock. They will:

- › Meet with the designated member of staff for equality in autumn and summer 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
- › 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
- › Meet with the equality link governor every autumn and summer term to raise and discuss any issues
- › 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.

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.

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 through National College.

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)
- › 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, 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 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

As a school, we are required to publish equality information every year:

- We must report on at least 1 equality objective once every 4 years - we've chosen 31st July to be our deadline for this

Objective 1

Narrow the gap in outcomes for pupil premium children compared with the attainment of their non-disadvantaged peers.

Why we have chosen this objective: Links with School Improvement Plan

To achieve this objective, we plan to:

Have smaller teaching groups in Year 6

Teachers to closely monitor attainment of children in receipt of pupil premium; their attainment will be linked to staff performance management.

Pupil premium funding is used to ensure no child misses out on life enhancing opportunities

Progress we are making towards this objective:

School improvement review and whole school audit.

Staffing structure has been organised for next academic year for small group teaching in Maths and English every morning.

Objective 2

Quality of teaching is at least good for all pupils, including those with SEND or who are disadvantaged across the school

Why we have chosen this objective: Links with School Improvement Plan

To achieve this objective, we plan to:

Small group teaching in Year 6

Adaptive teaching CPD for all teachers

Inclusion co-ordinators will work closely with the SENCO to provide in class support to the pupils

Progress we are making towards this objective:

Clear monitoring and review cycle of Teaching & Learning

Regular lesson observations in line with performance management and book looks by SLT

Objective 3

Ensure that all pupils have access to a high quality curriculum that includes a diverse set of role models, high quality texts which reflects modern day Britain and raises pupil's aspirations

Why we have chosen this objective: Links with School Improvement Plan in terms of improving the quality of the curriculum

To achieve this objective, we plan to: Refine the curriculum and regularly review its impact, ensuring that assessment end points are clearly mapped out.

Progress we are making towards this objective: SLT reviewing current curriculum long term plans

Objective 4

Train all members of staff and governors on equal opportunities and non-discrimination by the end of next academic year 25/26. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.

Why we have chosen this objective: To fulfil our statutory duties under the Equality Act 2010, promote an inclusive and respectful school culture and to support pupil achievement and wellbeing

To achieve this objective, we plan to: Include the training in the School Development Plan

Progress we are making towards this objective: issue training on National College to all staff and governors

9. Monitoring arrangements

The Headteacher will update the equality information we publish, [described in sections 4 to 7 above], at least every year.

School-specific equality objectives will be reviewed by Headteacher at least every 4 years.

This document will be reviewed by Headteacher, Operations manager and equality link governor annually, to ensure continued compliance with the PSED.

This document will be approved by Governing board.

10. Links with other policies

This document links to the following policies:

1. Accessibility plan
2. Risk assessment
3. SEN information report
4. SEND policy