

# Equality Information, Diversity and Objectives Policy

East Hunsbury Primary School



**Approved by:** Governors **Date:** 17/03/2025

**Last reviewed on:** March 2025

**Next review due by:** March 2029

Version	Date	Author	Changes
1			
2			
3			
4			

## Contents

1. Aims.....	2
2. Legislation and guidance.....	3
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 and resources.....	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 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 school values which are Be Kind. Work Hard. Believe.

**Be Kind** – This value teaches children to be kind to all, no matter what their race, diversity, culture or differences are. We teach children about how kindness is a choice we can all take and the impact kindness has on others. Everyone deserves kindness. We marry this value with the British Value of Tolerance and our school rule of Respect.

**Believe** – This value teaches children to believe in themselves and others. We teach children about the power of self-belief but also about being other’s champions and believing in them and their greatness.

**Work Hard** – This value teaches children about hard work, dedication and perseverance and how we sometimes have to work hard to do the right thing and stand up in cases of adversity or when things do not align with our values, rules or laws.

We also have our school mottos which are: Be You. Be Proud and Brilliant (because we want all of our children to know that they are brilliant, just as they are!)

## 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 requires 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 Headteacher
- The safeguarding governor (Hanna Castle), as part of their monitoring and evaluations, will meet with the Headteacher and / or Safeguarding lead on a termly basis to discuss any issues and how these are being addressed. They will also attend any relevant training.

**The Headteacher, alongside the Senior Leadership Team, 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. 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.

The Headteacher is the designated member of staff for monitoring equality issues and works alongside the Safeguarding 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:

1. 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)
2. Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
3. 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:

1. Publish non-confidential equality-related data, evidence and information that will help governors, academy trustees and parents to understand why the school is making particular decisions.
2. Internally analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information where appropriate.
3. Make evidence available, on request, which identifies improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
4. 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 – we also have a Protected Characteristics Reading Spine which are specially selected books that we read to our children.
- 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 an Education Team called 'Our World' – this education team is designed to go beyond the curriculum and teach children about the world in which they live in.

- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school parliament 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 throughout newsletters and other channels.

## 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

As part of our School Trip Form, there is a section where staff have to actively consider their equality duties and reflect upon relevant questions. The form is completed by the member of staff leading the activity/trip. Questions that are included are:

- 1) *Have you made sure all children have been included in the planning of this trip e.g. pupils from the Specialist Unit, Nest or mainstream?*
- 2) *Have you checked that the trip is accessible to all children e.g. those with mobility, language, visual and/or auditory needs?*
- 3) *Have you considered how you might need to adapt the trip to ensure that all children can participate fully?*
- 4) *Is this trip in line with our Equality and Diversity policy?*

## 8. Equality objectives

### 1. To Embed Equality Training for Staff and Governors on Equality and Non-Discrimination

To achieve this objective, we plan to ensure that all staff, governors, and new employees receive regular training on equal opportunities and the Equality Act; including, those involved in recruitment and selection. This will help them understand their responsibilities in promoting inclusion, preventing discrimination, and fostering a culture of fairness and respect throughout the school. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.

### 2. To Further Develop a Diverse and Representative Curriculum

To achieve this objective, we plan to ensure that our curriculum, and wider school experiences actively reflect a broad range of role models and heroes that all pupils can positively identify with. By doing so, we will ensure that children learn about the contributions of people from different racial, gender, and cultural backgrounds, as well as those representing other protected

characteristics. This will support our commitment to broadening pupils' perspectives, understanding of the world and fostering an inclusive learning environment.

### **3. To Promote Kindness, Tolerance and Respect Among All of Our Communities**

To achieve this objective, we will work to raise awareness of equality issues among all members of our school community/stakeholders including pupils, staff, parents, and governors to ensure tolerance and respect towards each other and those with protected characteristics. This will include raising awareness of sexual orientation in order to lessen gender-discriminatory language e.g. 'gay' or 'sissy' being used negatively. To achieve this we will involve school-wide initiatives, workshops, lessons and activities that reinforce the importance of equality and mutual respect and lessen prejudice-related incidents.

### **4. To Enhance Parental Involvement and Inclusion**

To achieve this objective, we plan to take active steps to involve parents from all backgrounds in school life, ensuring that they feel welcomed, valued, and engaged regardless of their race, background, or protected characteristics. This will include inclusive school events, improved communication strategies, and initiatives that encourage parental participation in shaping our school community.

By implementing these objectives, East Hunsbury Primary School will continue to build an environment where everyone feels safe, respected, and included.

## **9. Monitoring arrangements**

The Headteacher, Safeguarding Lead and Safeguarding Governor will update the equality information we publish, annually.

This document will be reviewed by the Headteacher, Safeguarding Lead and Safeguarding Governor at least every 4 years.

This document will be approved by the governing board.

## **10. Links with other policies and resources**

This document links to the following policies which can be found [here](#):

- [Accessibility plan](#)
- [SEND and Inclusion Policy](#)
- [SEND Report](#)
- [Behaviour Policy](#)
- [Protected Characteristics Literature Spine](#)