



Equality information and objectives policy

Deal Parochial C of E Primary School

Vision

We are an inclusive and welcoming school family, living and learning in the light of Jesus. Inspired by the bible story of the Feeding of the 5000, we believe that we should share what we have with compassion and faith. Through the values of love, courage, hope, resilience and respect, we grow and flourish together.

TO BE THE BEST THAT I CAN BE – THE WAY GOD INTENDS

Love, Courage, Hope, Resilience, Respect

Approved by:	Local Governing Body	Date: 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 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 vision and values.

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](#).

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

3. Roles and responsibilities

The local 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 equality link governor is Lee Reading. They will:

- Meet with the designated member of staff for equality every 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
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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 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 (e.g. enabling Muslim pupils to pray at prescribed times)
- 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
- Holding collective worship dealing with relevant issues. Pupils will be encouraged to take a lead in such collective worship 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.

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

Equality Objectives 2026-2028

Objective 1: Improve Outcomes for All Pupils

We will identify and address any gaps in attainment, progress, attendance and participation between different groups of pupils, including disadvantaged pupils, pupils with SEND, and pupils with protected characteristics.

Why have we chosen this objective?

Analysis of school and national data continues to show that some groups of pupils can experience barriers to educational achievement. Under the Public Sector Equality Duty, schools must have due regard to advancing equality of opportunity and addressing disadvantages experienced by pupils with

protected characteristics. Regular monitoring enables leaders and governors to identify any emerging gaps and take appropriate action.

This objective also aligns with the Church of England Vision for Education and the SIAMS Framework, which emphasise enabling all pupils to flourish and achieve their God-given potential.

Success Measure: Evidence demonstrates that all groups of pupils make strong progress and participate fully in school life.

Objective 2: Promote an Inclusive and Respectful School Culture

We will ensure that every member of the school community feels safe, respected and valued regardless of age, disability, race, religion or belief, sex, sexual orientation, gender reassignment, or family background.

Why have we chosen this objective?

Recent safeguarding guidance places increased emphasis on creating safe, respectful environments where discrimination, bullying and prejudice are challenged effectively. Schools are required to eliminate discrimination and foster good relations between different groups.

As a Church of England school, our Christian vision recognises the dignity and worth of every individual as being made in the image of God. The SIAMS Framework highlights the importance of communities where adults and pupils are valued and able to flourish together.

Success Measure: Pupil, parent and staff surveys demonstrate that members of the school community continue to feel safe, respected and included.

Objective 3: Ensure Equal Access and Participation

We will remove barriers that may prevent pupils and families from accessing learning, enrichment opportunities, clubs, trips and wider school activities.

Why have we chosen this objective?

The Equality Act 2010 requires schools to make reasonable adjustments for disabled pupils and ensure they are not disadvantaged. Schools must also consider accessibility and inclusion when planning educational experiences.

This objective reflects our commitment to ensuring that financial circumstances, disability, language needs or other barriers do not prevent pupils from fully participating in school life and experiencing a broad and rich curriculum.

Success Measure: Participation rates in clubs, educational visits and enrichment activities are representative of the school population.

9. Monitoring arrangements

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

This document will be reviewed by local governing board at least every 3 years.

This document will be approved by local governing board.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- School Improvement Plan
- SEN Policy