

Paddox Primary School

Equality information and objectives policy



Version	1
Created	September 2025
Approved by Governors	September 2025
Review cycle	Every 4 years
Next Review	September 2029
Source	VOD

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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, 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, RESPECT, RESILIENCE, ASPIRATIONS, COLLABORATION, KINDNESS and RESPONSIBILITY

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 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 is the Headteacher and so will:

- › Support the SLT in promoting knowledge and understanding of the equality objectives among staff and pupils
- › Support the SLT 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. 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 update training every in line with our safeguarding training.

The school has a designated member of staff for monitoring equality issues. They meet regularly with the Chair of Governors 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:

- 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

In addition to the information about pupils, we will consider how our activities as an employer affect staff with protected characteristics.

We will make sure that with any data we publish to show how we meet our equality duties, individual staff or pupils will not be identifiable. This means we may not publish some data if it relates to a very small number of staff or pupils to preserve their confidentiality.

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

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 September 2029 to be our deadline for this

Objective 1

By July 2026, 90% of our staff will feel confident in responding effectively to prejudice-related bullying, as shown in the annual staff survey

Why we have chosen this objective:

- To ensure all staff are effective in recognising and managing prejudice related bullying
- To ensure children understand the protected characteristics better and are able to identify bullying related to these

To achieve this objective, we plan to:

- deliver training to all staff on what prejudice related bullying is and what it looks like in school.
- Complete a staff survey prior to the training and in July 2026
- Implement the statutory duty of having an LGBTQ+ policy and lead in school
- Develop children's understanding of the protected characteristics

Progress we are making towards this objective:

- LGBTQ+ policy shared with governors
- LGBTQ+ lead appointed

Objective 2

Have in place a reasonable adjustment agreement for all staff with disabilities by July 2026, to meet their needs better and make sure that any disadvantages they experience are addressed.

Why we have chosen this objective:

- A rise in neurodivergent adults has meant that a number of staff have now been diagnosed and so we need to ensure they are supported where needed.

To achieve this objective, we plan to:

- Create a register of staff with additional needs that is only accessible by the HT (confidentiality purposes)
- Create an agreement template with key staff to ensure we have effective processes in place
- Manage adjustments in agreement with the staff member and on a case by case basis

Progress we are making towards this objective:

9. Monitoring arrangements

The Headteacher updates the equality information we publish, at least every year.

School-specific equality objectives will be reviewed by the head teacher and Governing board at least every 4 years.

This document will be reviewed by Head Teacher and Governing Board 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:

- Accessibility plan
- Risk assessment
- SEN information report
- SEND policy
- Behaviour policy
- LGBTQ+ policy
- School development plan