PENSHURST CE PRIMARY SCHOOL

Equality Information and Objectives Policy

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Approved by the Governing Body on 4th November 2026 Signed by the Chair of Governors: ……. Signed by the Headteacher: ……		

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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 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, 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
- The equality link governor is Rev'd Lisa Cornell
- They will:
- Meet with the designated member of staff for equality every year 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 year to raise and discuss any 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. 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
- 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

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
- 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

Objective 1: **Ensure equitable access to learning and achievement** To identify and remove barriers to learning so that pupils with SEND, disadvantaged pupils and other pupils who may experience disadvantage can access an ambitious, inclusive curriculum and make good progress from their individual starting points.
Why we have chosen this objective: Leaders and the school community are committed to ensuring that every child succeeds, irrespective of their individual circumstances or starting points. The school has established inclusive teaching practices, a strong nurturing ethos and a commitment to keeping pupils learning alongside their peers wherever possible. This objective supports the school's priorities by ensuring that reasonable adjustments, effective scaffolding and targeted support enable all pupils to participate, achieve and develop confidence as learners.
To achieve this objective we plan to: • Review progress and attainment for relevant pupil groups, including SEND and disadvantaged pupils. • Monitor the quality and consistency of adaptive teaching, reasonable adjustments and curriculum access. • Use pupil progress discussions, work scrutiny and pupil voice to evaluate the impact of support.
Objective 2: **Understanding equality, diversity and protected characteristics** To develop pupils' age-appropriate understanding of the nine protected characteristics, equality and British Values, enabling them to recognise and challenge unfair treatment, understand why discrimination is wrong, and show respect for people whose characteristics, backgrounds, beliefs and experiences may differ from their own.
Why we have chosen this objective: The school's Christian vision, Walking in the Shoes of Others and its values of compassion, courage, determination and friendship provide a strong foundation for promoting equality and respect. We aim strengthen pupils' knowledge of protected characteristics and their understanding of equality, discrimination and respect through the curriculum and wider school life. This learning will help pupils develop the knowledge and confidence to explain why everyone should be treated fairly and to apply these principles in their everyday relationships and choices.
To achieve this objective we plan to: • Review pupils' understanding and the consistency of provision annually, using findings to inform the next stage of improvement. • Establish a baseline of pupils' understanding of protected characteristics, equality and British Values. • Ensure that protected characteristics are taught progressively and in an age-appropriate way across the curriculum and wider school life.

• Use pupil discussions and age-appropriate scenarios to assess whether pupils can explain what protected characteristics are, recognise unfair treatment and describe how British Values support a fair and respectful society.
Objective 3: **Strengthen belonging, participation and pupil voice** To ensure that every pupil, including those who may face barriers because of SEND, disability, disadvantage or individual circumstances, feels safe, valued and listened to, and can participate meaningfully in learning, enrichment and the wider life of the school.
Why we have chosen this objective: Penshurst's small-school community and nurturing relationships provide a strong foundation for belonging and inclusion. The school's commitment to compassion and friendship means that every child should feel they are an important part of the community. This objective will help ensure that positive relationships translate into equitable opportunities for participation that pupils' views inform school improvement, and that barriers to involvement are identified and addressed. It also supports the school's longer-term commitment to providing sustainable provision and the wellbeing of its pupils.
To achieve this objective we plan to: - Gather and review pupil voice about belonging, safety, relationships and feeling listened to. - Monitor participation in clubs, trips, enrichment, leadership opportunities and wider school activities. - Identify and address barriers to participation, including through reasonable adjustments where needed. - Review behaviour, bullying and safeguarding information for patterns that may indicate unequal experiences.

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 governing board / individual governor / head teacher] at least every 4 years.
This document will be reviewed by the headteacher annually, to ensure continued compliance.
This document will be approved Leadership and Management Committee

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- SEN information report
- SEND policy
- Pupil Premium Grant Strategy