



Equality information and objectives policy

This policy and objectives span three years between 2025-2028

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Ratified by	FGB
Statutory	Yes
On school website	Yes

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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 of positivity, honesty, respect and pride.

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 will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Support the headteacher in identifying any staff training needs, and source / 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.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They 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

- 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

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

This would usually be through the headteacher's report to governors.

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
- Reviewing the curriculum offer and resources to ensure there is an inclusive nature
- Making pupils aware of our behaviour and anti-bullying policies
- Holding assemblies dealing with relevant issues. Pupils may be encouraged to take a lead in such assemblies. Assemblies or workshops may include external speakers who have been invited to school
- 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

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

8. Equality objectives

Wessex Primary School aims to:

- Support dignity and respect for all, where no form of discrimination, intimidation, bullying or harassment is tolerated
- Promote good relationships and equality between people who share protected characteristics and those who do not
- Ensure all pupils are able to engage in a full range of extra-curricular opportunities
- Ensure all members of the school community feel safe, valued and respected

Objective 1: Eliminate discrimination and promote consistent behaviour expectations

Year	Actions	Person Responsible	Resources Needed	Success Criteria
Year 1 (2025-26)	<ul style="list-style-type: none"> - Review and update behaviour policy to explicitly address discrimination and promote respect - Embed equality and behaviour expectations into induction for new staff and pupils - Engage pupils through assemblies and PSHE on dignity, respect, and anti-discrimination linked to school values and British values - Continue to look to promote and attend inclusive events such as Manor Green Inclusion event. 	Headteacher & SLT, SENCo, PSHE Lead	Updated policy documents, training materials, behaviour tracking system, assembly resources	<ul style="list-style-type: none"> - Reduction in discriminatory behaviour incidents - Pupils demonstrate understanding in surveys
Year 2 (2026-27)	<ul style="list-style-type: none"> - Conduct a review of behaviour data and staff/pupil feedback to identify areas for improvement - Provide refresher training and targeted support for staff and pupils where issues persist - Develop peer-led initiatives such as Year 6 	HT, DHT, AHT, PSHE Lead, Pupil Equality Ambassadors	Data analysis tools, training refreshers, campaign materials	<ul style="list-style-type: none"> - Further reduction in discriminatory incidents - Increased pupil-led promotion of

	<p>leaders to promote positive inclusive behaviour</p> <ul style="list-style-type: none"> - Extend anti-discrimination messages through whole-school campaigns such as anti bullying week 			<p>equality</p> <ul style="list-style-type: none"> - Positive feedback from staff and pupils
<p>Year 3 (2027-28)</p>	<ul style="list-style-type: none"> - Review and update behaviour policy with input from the whole school community - Monitor long-term trends and publish impact report on behaviour and equality - Celebrate success with whole-school events recognising positive behaviour and inclusion 	<p>Headteacher, DHT, Governors, Pupil Council</p>	<p>Induction materials, updated policy documents, reporting tools, event resources</p>	<ul style="list-style-type: none"> - Sustained low levels of discriminatory behaviour - Inclusive behaviour embedded in school culture - Transparent reporting of progress and impact

Objective 2: Advance equality of opportunity by increasing participation in activities and leadership

Year	Actions	Person Responsible	Resources Needed	Success Criteria
<p>Year 1 (2025-26)</p>	<ul style="list-style-type: none"> - Audit current participation rates in extra-curricular activities by protected characteristics - Targeted promotion and support for underrepresented 	<p>Club Coordinators, School Business Manager, Headteacher, Office staff</p>	<p>Participation data, communication materials, budget allocation, leadership training</p>	<ul style="list-style-type: none"> - Baseline participation data established - 10% increase in participation of

	<p>groups to join clubs and leadership roles</p> <ul style="list-style-type: none"> - Provide transport or financial support where needed - Celebrate diversity through leadership roles and pupil ambassador schemes 			<p>underrepresented groups</p> <ul style="list-style-type: none"> - No pupils excluded due to cost or transport - Diverse leadership representation
<p>Year 2 (2026-27)</p>	<ul style="list-style-type: none"> - Review participation data and identify new or ongoing barriers - Develop mentoring or buddy schemes pairing experienced leaders with new participants - Expand leadership opportunities to include more diverse pupil groups 	<p>Leadership Team</p>	<p>Updated data, mentoring programme resources, workshop materials</p>	<ul style="list-style-type: none"> - Continued increase in participation and leadership diversity - Positive feedback from mentors and mentees - Pupils demonstrate enhanced leadership skills
<p>Year 3 (2027-28)</p>	<ul style="list-style-type: none"> - Introduce pupil-led evaluation of activities to ensure inclusivity - Establish partnerships with other local organisations to broaden opportunities 	<p>Leadership team, School Business Manager, Community Liaison</p>	<p>Training materials, evaluation tools, partnership agreements, reporting templates</p>	<ul style="list-style-type: none"> - Sustained inclusive participation rates - Pupil voice informs activity provision - Strong community links enhancing opportunities

Objective 3: Foster good relations through curriculum and school initiatives

Year	Actions	Person Responsible	Resources Needed	Success Criteria
Year 1 (2025-26)	<ul style="list-style-type: none"> - Review and enhance curriculum to include diverse perspectives and promote mutual respect - Implement themed assemblies and projects promoting understanding of different religions and cultures - Establish peer mentoring and buddy systems for new and minority pupils - Review levels of parental community / engagement in aspects such as the PTA, Governors etc. 	Leadership team, PSHE Lead, Community Liaison	Curriculum documents, assembly/project resources, training materials, event materials	<ul style="list-style-type: none"> - Curriculum reflects diverse cultures and protected characteristics - Pupils show respect and understanding - Positive feedback from pupils and parents - Baseline established for parental/community engagement
Year 2 (2026-27)	<ul style="list-style-type: none"> - Develop cross-curricular projects that deepen understanding of equality and diversity - Train staff on inclusive teaching strategies and cultural competence - Expand peer support schemes to include conflict resolution and mediation - Engage parents and local 	Leadership team, Community Liaison	Project resources, training sessions, partnership agreements	<ul style="list-style-type: none"> - Enhanced pupil engagement in cross-curricular equality projects - Staff demonstrate inclusive practice - Reduction in social tensions

	community in cultural and equality events			- Greater community integration
Year 3 (2027-28)	<ul style="list-style-type: none"> - Embed equality and diversity themes into school values and everyday practice - Involve pupils in co-creating curriculum content and school initiatives - Evaluate impact of initiatives through surveys and focus groups - Celebrate diversity through annual flagship events involving whole school and community - Strengthen community partnerships for cultural exchange and shared events 	<p>Leadership team, Pupil representatives, Community Liaison</p>	<p>Evaluation tools, event planning resources, pupil involvement frameworks</p>	<ul style="list-style-type: none"> - Equality and diversity are integral to school ethos - Pupils actively shape school culture - Evidence of improved school climate and relations - High participation in diversity celebrations