



Park Street C of E Primary School



POLICY:

EQUALITY INFORMATION
& OBJECTIVES

Date of approval:

MARCH 2026

Date of review:

MARCH 2030

Park Street Church of England VA Primary School and Nursery

In our school our Christian vision shapes all we do.

Flourish and "Let your light shine." Matthew 5:16

At Park Street, we are committed to creating a school community of happy and confident lifelong learners equipped with the skills and knowledge needed to FLOURISH and lead successful lives.

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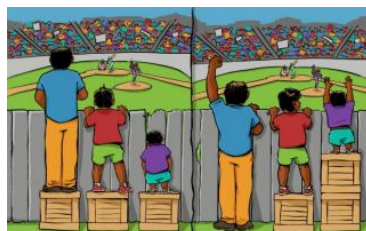
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1. Aims

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

In addition to this, our school has awareness that there are people who may be disadvantaged but do not have a protected characteristic. This policy also applies to them. Our school aims to provide a good quality of education for all, to remove barriers and give necessary support. Our school uses the following image to illustrate this:



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

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 annually.

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. giving all children the opportunity to represent the school at sporting events, carrying our risk assessments to ensure all pupils can fully participate in school trips and visits)

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)

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/RHE) 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 worship times 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 organising school trips and activities based around the local community and where possible, an annual school visit to a different place of worship.
- 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 our school.
- We seek to develop 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 is accessible to pupils with disabilities.

8. Equality objectives

Objective 1

To continue improving attendance and engagement for identified groups, including disadvantaged pupils and pupils with SEND, through early identification and targeted support.

Why we have chosen this objective:

We have already made positive progress in improving attendance for many pupils, and we want to sustain and strengthen this work. Nationally, persistent absence has increased, and some groups remain disproportionately affected. By maintaining a strong focus on attendance and engagement, we aim to remove barriers, support families effectively, and ensure all pupils can access the full curriculum and wider school life.

To achieve this objective, we plan to:

- Continue to monitor attendance data weekly to identify patterns and concerns at the earliest stage.
- Maintain strong relationships with families to understand barriers and provide tailored support.
- Strengthen pastoral systems further so all pupils feel safe, welcomed, and motivated to attend.
- Provide targeted interventions for pupils at risk of persistent absence.
- Regularly review the impact of strategies and refine approaches where needed.

Progress we are making towards this objective:

New this year, so progress will be reviewed next year.

Objective 2

To ensure all staff are confident in delivering inclusive, adaptive teaching and in recognising and challenging bias, through ongoing professional development.

Why we have chosen this objective:

High-quality teaching is the most significant factor in improving outcomes for all pupils, particularly those who face additional barriers. To achieve true equity, staff need the knowledge, confidence, and skills to meet diverse needs, challenge stereotypes, and create inclusive learning environments. This objective reflects our commitment to strengthening staff expertise so that inclusive practice is consistently embedded across the school.

To achieve this objective, we plan to:

- Provide regular professional development on adaptive teaching, inclusive practice, and recognising unconscious bias.
- Ensure new staff receive induction training on equality, diversity, and inclusion.
- Share best practice through coaching, peer observations, and collaborative planning.
- Monitor the impact of training through lesson visits, pupil voice, and staff feedback.
- Ensure leaders continue to model and reinforce inclusive practice across the school.

Progress we are making towards this objective:

New this year, so progress will be reviewed next year.

Objective 3

To continue to ensure the curriculum reflects the diversity of modern Britain and prepares pupils to thrive in a multicultural society.

Why we have chosen this objective:

Over recent years, we have strengthened representation within our curriculum and seen how this enriches pupils' understanding of the wider world. We want to continue embedding this work so that diversity is consistently reflected across subjects and year groups. This supports pupils' personal development, challenges stereotypes, and aligns with the Equality Act 2010.

To achieve this objective, we plan to:

- Continue reviewing curriculum content to ensure representation is embedded across subjects.
- Ensure each subject includes diverse role models, perspectives, and contexts that are meaningful and age-appropriate.
- Provide staff with updated resources and training to support inclusive and sensitive curriculum delivery.
- Review texts, images, and teaching materials to ensure they reflect a wide range of backgrounds and avoid stereotypes.
- Use pupil voice and subject leader monitoring to evaluate the impact of curriculum content and identify next steps.

Progress we are making towards this objective:

New this year, so progress will be reviewed next year.

9. Monitoring arrangements

The Headteacher will update the equality information we publish, at least every year. This document will be reviewed by the Governing Body at least every 4 years.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- SEN information report
- SEND policy
- Positive Behaviour Policy

Disseminating the policy

We ensure that this policy is known to all staff and governors, parents and carers and, as appropriate, to all pupils. This policy is available on our school website.