



Equality information and objectives

East Stour Primary School

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| Approved by: | FGB | Date: October 2025 |
| Last reviewed on: | October 2025 | |
| Next review due by: | October 2029 | |

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1. Aims

Our school aims to meet its obligations under the public sector equality duty 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 approach to equality is based on our shared vision:

- * Love every child as individuals – for who they are
- * Provide irresistible learning for every child
- * Remember every second of school is important
- * Be the best role model you can be.

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](#).

Information on pupils by protected characteristics The Equality Act 2010 protects people from discrimination on the basis of protected characteristics. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment. In order to ensure that all pupils are protected from discrimination, the school collects information on protected characteristics. Information on other groups of pupils in addition to pupils with protected characteristics, we gather further information on the following groups of pupils:

- Pupils eligible for Free School Meals (FSM)
- Pupils with Special Educational Needs (SEN)

- Disadvantaged group
- Pupils with English as an Additional Language (EAL)
- Race / Ethnicity
- Young carers
- Looked after children
- Other vulnerable groups

Through rigorous tracking and monitoring of individuals and of all the groups of children, including progress and attainment, and by providing equal opportunities to access the curriculum and activities, we aim to ensure that any gap in attainment for pupils within any of the above different groups is removed, or at least remains less than the gap nationally.

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
- 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
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training

The Head Teacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

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.

We eliminate discrimination by:

- Adoption of the single Equality Scheme
- Our behaviour policy ensures that all children feel safe at school and addresses prejudicial bullying • Reporting, responding to and monitoring all racist incidents
- Regularly monitoring the curriculum to ensure that the curriculum meets the needs of our pupils and that it promotes respect for diversity and challenges negative stereotyping

- Teaching is of the highest quality to ensure children reach their potential and all pupils are given equal entitlement to success
- Tracking pupil progress to ensure that all children make rapid progress, and intervening when necessary
- Ensuring that all pupils have the opportunity to access extra-curricular provision

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 which 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 above data 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 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.

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, girls and others

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 on the staff drive under equality and is referred to within the completed risk assessment.

8. Equality objectives

Objective 1

Undertake an analysis of recruitment data and trends with regard to race, gender and disability by July 2026, and report on this to the governing board.

Why we have chosen this objective:

As a school we have a broad range of ethnic, cultural and SEND diversity within the school population. It is important that our families and pupils are represented as much as possible within our staffing and as a school we want to ensure that any recruitment, application and appointment process is fair and equitable.

To achieve this objective we plan to:

Make records of the race, gender and disability of future applicants and appointed staff between October 2021 and October 2023 to analyse the data for any trends. ** Date amended as few applicants in the first part of the year.

Progress we are making towards this objective:

Staff are logging applicants, shortlists and appointment information for analysing.

Objective 2

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

Why we have chosen this objective:

As a school we believe that every member of our community should feel included and have the same access to their job as someone without disabilities.

To achieve this objective we plan to:

Ensure all staff with disabilities are registered and the school is made aware of any adjustments they may require.

Review how people with registered disabilities feel within the setting, their access to the site, activities and provision through discussions.

Ensure there is a process for staff with disabilities to inform SLT about any disadvantages they are experiencing so that they can be addressed

Progress we are making towards this objective:

All staff with disabilities have been registered and where applicable a care plan or support plan is in place.

Staff are clear about procedures and the open door policy alongside offered supervision by a trained professional ensures any concerns are brought back to SLT and addressed. Reasonable adjustments are used at all points a staff member requires support, including with medical issues or hidden disabilities.

Objective 3

Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination by the beginning of the academic year 2025-26. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.

Why we have chosen this objective:

It is essential that all staff and governors have adequate training to ensure equal opportunities and non-discrimination are adhered to at every point of the recruitment process.

To achieve this objective we plan to:

Find and book appropriate training for staff and governors that will ensure non-discrimination is embedded across our recruitment process.

Progress we are making towards this objective:

Training has been identified and shared with governors. A governor is now assigned to equality and diversity and training being attended, alongside follow up meetings and monitoring in school. The equalities and diversity lead attends training and disperses this across staff members. More staff to undertake safer recruitment and alongside that equalities updates.

9. Monitoring arrangements

The Headteacher or designated member of SLT will update the equality information we publish [described in sections 4-7 above] at least every year.

This document will be reviewed by the FGB at least every 4 years.

This document will be approved by The FGB.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Behaviour Policy