

Unstone Schools Federation

Equality Information and Objectives Policy



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Contents

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|---|---|
| 1. Aims | 2 |
| 2. Legislation and guidance | 2 |
| 3. Roles and responsibilities | 3 |
| 4. Eliminating discrimination | 3 |
| 5. Advancing equality of opportunity | 3 |
| 6. Fostering good relations | 4 |
| 7. Equality considerations in decision-making | 4 |
| 8. Equality objectives | 5 |
| 9. Monitoring arrangements | 6 |
| 10. Links with other policies | 6 |

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, such as:

- Responsible
- Confident
- Respectful
- Aspirational

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 every March.

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

To continue to develop the provision of PSHCE/RSE in order to embed a clear understanding of the protected characteristics at an age appropriate level.

Why we have chosen this objective:

Unstone is a predominately white British town. We aim to broaden pupils' exposure to the diversity that the UK has.

To achieve this objective, we plan to:

Embed the equality values throughout the PSHE/RSE curriculum. Identify other areas of the curriculum which teach these values. Window to the World assemblies will have themes around equality, British Values and SMSC

Progress we are making towards this objective:

The PSHE/RSE scheme of work (Jigsaw) has opportunities to discuss the protected characteristics in an age appropriate manner. Additional lessons to respond to cohort specific issues. Pupil books and talking to pupils show evidence of this.

Objective 2

To remove the barriers to learning for pupils with SEND and ensure that their progress is in line with other children.

Why we have chosen this objective:

To ensure all staff are confident with the identification of SEND need and how to provide support with first Quality teaching and complete the assess, plan, do review process to meet needs of pupils and acquire evidence to support possible referrals. To ensure all children receive quality teaching that meets their individual needs.

To achieve this objective, we plan to:

Use the provision map to track attainment and progress for pupils with SEND. Target appropriate interventions for those pupils. Use the ISAS to deliver training for staff. Ensure reasonable adjustments are in place for children with SEND. - Where appropriate, work with outside agencies to achieve the best progress for our child

Progress we are making towards this objective:

SEND children are monitored regularly as part of our pupil progress meetings. Staff training has been implemented to support staff in identifying children's specific needs supported by our school Ed Psych and ISAT. Autism Advocate teacher. Quality interventions implemented across school –Nurture, Lego therapy, Big Moves, maths/reading/writing specific groups across all year groups. Focussed phonics/spelling groups – level appropriate but inclusive of whole class. Fluent in Five – new focus on maths fluency and ensuring all pupils can recall numbers with confidence.

Objective 3

Increase pupil voice by developing the school council and encouraging participation between all children, fostering good relationships between them.

Why we have chosen this objective:

Pupil voice is important in helping children to find their place in our school community, to be listened to, and to develop respect for others.

To achieve this objective, we plan to:

Through the Jigsaw scheme, discussing behaviours and promoting desirable attitudes and expectations. Promoting our school values through assemblies class discussion and through our school rights. "Everyone has the right to be heard, everyone has the right to speak and everyone has the right to be safe."

Progress we are making towards this objective:

The school council is now meeting regularly, and representation has broadened to include pupils from all year groups. Council members are beginning to gather feedback from their peers more effectively, ensuring a wider range of voices are heard.

9. Monitoring arrangements

The governing board 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 at least every 4 years.

This document will be reviewed by 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