



Equality & Diversity Policy and Objectives

Information and Objectives

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Policy

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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 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 school aims to promote respect for difference and diversity in accordance with our values, such as confident, courageous, compassionate, caring, creative, curious. Our children are encouraged to be safe, kind and positive.

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](#).

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 policy is 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 equality link governor are the members of the curriculum and standards committee. 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

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 governors every year to raise and discuss any issues
- 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 as part of the annual safeguarding training.

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 (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 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

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 made up 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 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 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

At Little Paxton Primary School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, irrespective of race, gender, disability, belief, religion or socio-economic background.

In order to further support pupils, raise standards and ensure inclusive teaching, we have set the following objectives:

Objective 1:

To monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.

Rationale: there is a gap in achievement between some groups: SEND versus non-SEND, Pupil premium versus non-PP

To achieve this objective we plan to:

- Seek the views of all groups of pupils and tailor the curriculum to reflect their interests and needs
- Monitor data for all groups of pupils, track progress and identify and plan for barriers to learning
- Ensure reasonable adjustments are in place for pupils to help them access the curriculum and minimise or remove any disadvantages
- Involve and engage parents in their children's progress and aspirations

To monitor and analyse pupil achievement and act on any trends or patterns in the data that require additional support for pupils.

Objective 2:

Ensure that the achievement (progress) of children from vulnerable and disadvantaged families (Pupil Premium) improves so that it is in line with that of all non-disadvantaged children.

Rationale: there is a gap in attainment between our PP and non PP children and we want to close this gap through quality first teaching and interventions that are fit for purpose

To achieve this objective we plan to:

- Conduct data and test level analysis to identify key issues for Pupil Premium group.
- Use Progress Meetings to track attainment and next steps for teaching and learning.
- Deliver high quality interventions with clear timelines and evaluations to ensure impact.
- Review the Pupil Premium plan at least annually to ensure impact of budget on attainment.

Objective 3:

Ensure equality of access to all aspects of our curriculum and school provision. To monitor levels of parental and pupil engagement in learning and school life, across all activities to ensure equity and fairness. Implement reviews and proactively seek to work with those who are found to lack engagement.

Rationale: we want to continue to improve our provision and curriculum alongside the engagement of our stakeholders.

To achieve this objective we plan to:

- continue to review our curriculum to ensure that it meets the needs of all children

- to collect pupil and parent voice
- to act on the lessons learnt and what we find out
- to consider additional ways we can engage stakeholders where there is a lack of engagement

Objective 4:

Develop pupils' understanding of diversity, equality and inclusivity through the curriculum, enrichment activities and wider opportunities ensuring the children are ready for life in Modern Britain.

Rationale: to continue to celebrate diversity at Little Paxton

To achieve this objective we plan to:

- Diversify the curriculum units studied and the range of texts pupils are exposed to
- Develop a rich extra-curricular offer that promotes diversity, equality and inclusivity
- Seek the views of pupils, staff and parents in order to reflect the needs and interests of the community
- Use our assembly times to continue to diversify our offer
- Plan where we can celebrate diversity in our wider curriculum through our long term plans, particularly in History, Geography, RE and PSHE.
- Update our personal development curriculum to include more opportunities to celebrate diversity
- Make links with local organisations to enhance our Personal Development Curriculum (e.g. Little Paxton Care Home)

9. Monitoring and Review

The Headteacher will update the equality information we publish at least every year. This will be shared with governors.

This document will be reviewed and approved by the Curriculum and Standards Committee at least every 4 years.

10. Equality Review

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed, and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

11. Links with other policies

- Accessibility plan
- Risk assessment
- Safeguarding and Child Protection Policy
- Whistle Blowing Policy
- Behaviour Policy
- SEN Policy