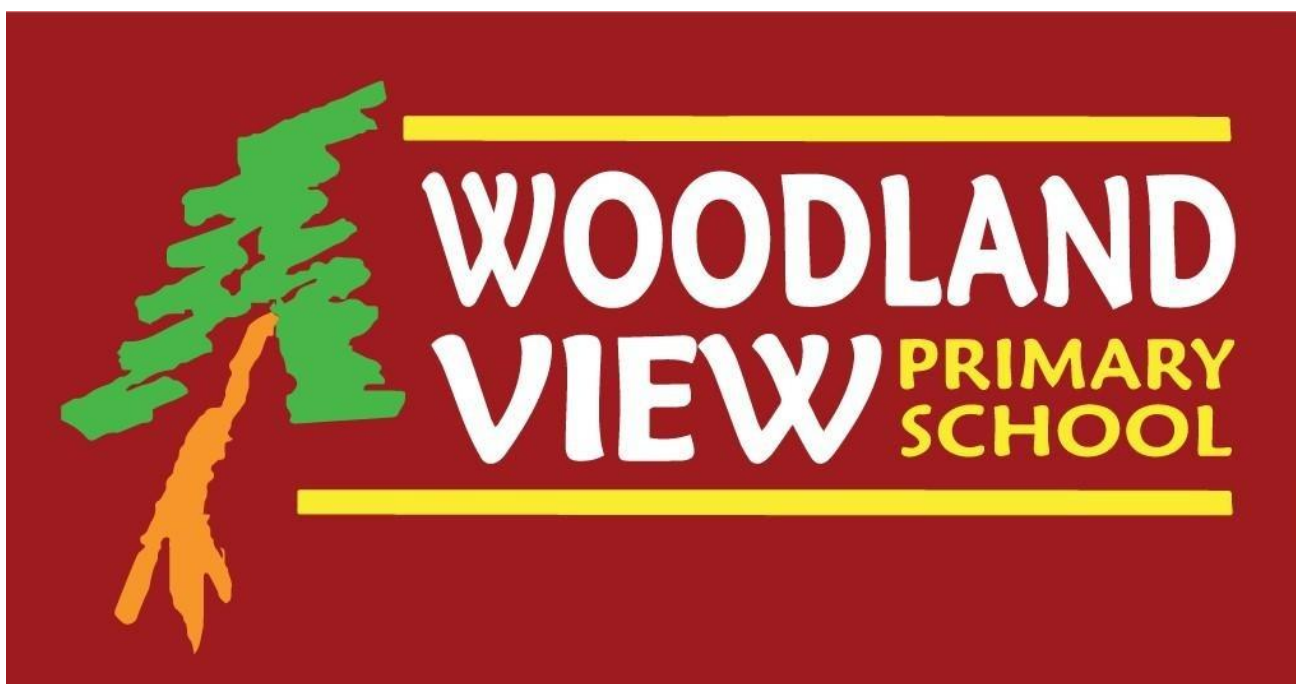


Equality information and objectives policy

Woodland View Primary School



Last reviewed:	Spring Term 2026
----------------	------------------

Next review due by:	Spring Term 2027
---------------------	------------------

Contents

1. Aims	2
2. Legislation and guidance	2
3. Roles and responsibilities	3
4. Eliminating discrimination	3
5. Advancing equality of opportunity	4
6. Fostering good relations	4
7. Equality considerations in decision-making	4
8. Equality objectives	4
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: Respect (our core value), Kindness, Cooperation, Honesty, Creativity and Courage.

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
- › 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

We have an Equality and Diversity Governor. They will:

- › Meet with the Inclusion Lead and designated member of staff for equality and diversity at least once a 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
- › 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 Inclusion Lead, supported by the designated member of staff for equality and diversity will:

- › Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- › Meet with the equality and diversity link governor at least once a 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 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.

The school has an Inclusion Lead who monitors equality issues, a diversity lead and an equality and diversity 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 (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:

- › Analyse the data of different groups to determine strengths and areas for improvement, and implement actions in response
- › 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) 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 principles
- › Holding assemblies dealing with relevant issues, and we will also consider inviting 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
- › 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

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

As a school, we are required to publish an Equality Information Statement every year which can be found on our website.

We also have equality objectives which we report on at least once every 4 years:

Objective 1: Pupil Achievement & Participation

To ensure that identified groups of pupils make strong progress from their starting points and are able to participate fully in all aspects of school life.

Why we have chosen this objective:

We recognise that some pupils may face barriers to achievement or participation due to aspects of inequality or disadvantage. As a school committed to high expectations and inclusion, we believe that all pupils should be supported to achieve well and engage fully in school life. Monitoring outcomes and participation ensures that no group is overlooked and that gaps do not widen over time.

To achieve this objective, we plan to:

- Monitor attainment, progress and participation of identified groups through existing school systems.
- Identify any emerging gaps or patterns and respond in a timely and proportionate way.
- Maintain high expectations for all learners, supported by inclusive teaching and targeted provision where required.

Objective 2: Inclusive Curriculum & Representation

To ensure that the curriculum, resources and wider school experiences reflect diversity, promote equality and prepare pupils for life in modern Britain.

Why we have chosen this objective:

We want pupils to see themselves positively represented within the curriculum and to develop understanding and respect for others. A thoughtfully designed curriculum plays a vital role in promoting equality, challenging stereotypes and preparing children for life in a diverse society.

To achieve this objective, we plan to:

- Continually review curriculum content and resources over time to ensure appropriate representation and diversity.
- Embed themes of equality, respect and inclusion within subject content and assemblies.
- Provide opportunities for pupils to learn about different cultures, communities and perspectives.
- Ensure that curriculum development decisions reflect our commitment to inclusion and high-quality education for all.

Objective 3: Culture, Behaviour & Belonging

To foster a school culture where all members of the community feel safe, respected and valued, and where discriminatory language or behaviour is challenged effectively.

Why we have chosen this objective:

A culture of belonging is fundamental to wellbeing, engagement and achievement. We are committed to ensuring that discriminatory behaviour is not tolerated and that pupils, staff and families feel confident that concerns will be addressed appropriately.

To achieve this objective, we plan to:

- Promote clear expectations around respectful behaviour and language.
- Record and respond appropriately to any prejudice-related incidents.
- Provide staff with guidance and support to address discriminatory behaviour confidently and consistently.

- Gather pupil, staff and parent voice to understand experiences and strengthen our inclusive culture.

Objective 4: Equal Access to Opportunities

To ensure that all pupils have equitable access to enrichment, leadership, responsibilities and wider school experiences.

Why we have chosen this objective:

Education extends beyond academic outcomes. Participation in wider opportunities supports confidence, aspiration and belonging. We want to ensure that no pupil is excluded from the broader life of the school due to disadvantage or other barriers.

To achieve this objective, we plan to:

- Monitor participation in clubs, trips, pupil leadership and enrichment activities.
- Identify and remove practical or financial barriers where possible.
- Encourage and support participation from underrepresented groups.
- Ensure that wider opportunities are inclusive and accessible.

9. Monitoring arrangements

The headteacher will update the equality information we publish at least every year.

School-specific equality objectives will be reviewed by the governing board at least every 4 years.

This document will be reviewed by the headteacher annually, to ensure continued compliance with the PSED.

This document will be approved by the governing board.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- SEN information report
- SEND policy