

Littleport Community Primary School and Preschool



Littleport Community
Preschool



Equality Information and Objectives Policy

Ratified by Governing Body on: 26th March 2026

Signed: 

Chair of Governors

Date: 26th March 2026

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Contents

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.

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

The designated member of staff for equality will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- 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 academic year.

The school has a designated member of staff for monitoring equality issues. They make senior leaders and governors aware of any issues 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

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

As a school, we are required to publish equality information every year:

- We must report on at least 1 equality objective once every 4 years – we've chosen 31 July to be our deadline for this

Objective 1

Accessibility and Inclusion for Pupils with Special Educational Needs and Disabilities

Objective: Increase the extent to which pupils with special educational needs and disabilities can participate fully in all aspects of school life, including the curriculum, extra-curricular activities, and school trips.

Success criteria: 100% of pupils with disabilities able to access all curriculum areas and at least 90% participating in extra-curricular activities (including school trips)

Why we have chosen this objective: The school operates a bespoke curriculum approach for identified children requiring enhanced provision due to their level of special educational needs and disabilities. Our aim is to ensure that all children have access to a broad and balanced curriculum that offers similar opportunities to their peers, including access to extra-curricular activities and trips.

To achieve this objective, we plan to: Audit current provision, implement reasonable adjustments, review accessibility plan annually, ensure all after-school clubs are accessible. Provide staff with access to appropriate professional development opportunities.

Progress we are making towards this objective: SENCo is working with Treehouse staff to review the curriculum offer for the provision. Staff are considering opportunities for educational trips and visitors linked to the curriculum.

Objective 2

Promoting Understanding of Protected Characteristics

Objective: Ensure all staff and pupils understand and respect the nine protected characteristics and can identify discrimination.

Success criteria: Pupil voice surveys show increased understanding; reduction in prejudice-based incidents

Why we have chosen this objective: We have seen an increase in children from ethnic minority groups joining the school. We have also noticed an increase in racist incidents, which also includes racism between children within the same black ethnic group. It is important that we raise the understanding and respect for all protected characteristics to support the reduction in prejudice-based incidents.

To achieve this objective, we plan to: Embed equality themes throughout the curriculum, particularly in RSHE and PSHE, celebrate diversity through assemblies and events, use age-appropriate resources. Provide staff with access to appropriate professional development opportunities.

Progress we are making towards this objective: Weekly assemblies make direct reference to global news issues linked to protected characteristics. Pupil views are gathered related to this and shared in assemblies. We are also actively reviewing our RSHE and PSHE curriculums to ensure that there is a strong focus on protected characteristics and promoting positive relationships.

Objective 3

Tackling Stereotypes and Promoting Positive Relationships

Objective: Build a culture where prejudice is identified and tackled, including everyday sexism, misogyny, homophobia and stereotypes.

Success criteria: Staff confidence surveys show improvement; behaviour logs show reduction in stereotype-based incidents

Why we have chosen this objective: Children are growing up in a digital age. We are aware of the significant risk social media and video sharing platforms present to forming negative stereotypes and harmful relationships amongst children. We are aware of that our children access age in-appropriate platforms where

this misinformation and disinformation is shared. Our aim is to educate children in order to create positive relationships.

To achieve this objective, we plan to: Provide staff training on recognising and challenging stereotypes, review curriculum materials for bias, model positive behaviour, integrate respectful relationship education from early years

Progress we are making towards this objective: Our computing curriculum covers misinformation and disinformation online. Whole school assemblies, as well as targeted assemblies where the need arises, address specific issues related to tackling stereotypes and the promotion of positive relationships. We are also actively reviewing our RSHE and PSHE curriculums to ensure that there is a strong focus on protected characteristics and promoting positive relationships.

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 Body at least every 4 years.

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

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessments
- RSHE and PSHE Policy
- SEN information report
- SEND policy