

Equality information and objectives policy

Eagle CP School



Approved by: The Governing Body **Date:** March 2026

Signed (Chair of Governors)

Next review due by: March 2027

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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, 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; Perseverance, Respect, Integrity, Diligence and Empathy (PRIDE).

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 equality link governor is Stefanie Jacklin. They will:

- Meet with the headteacher annually, 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

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 annual refresher training.

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 may also invite external speakers to contribute
- Working with our local community. This includes 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

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 October 2026 to be our deadline for this

Objective 1

To work towards closing the attainment gap at greater depth in English and maths and the staff are quick to identify children from disadvantaged groups who are falling behind.

Why we have chosen this objective: To ensure all children are making the same rates of progress.

To achieve this objective, we plan to:

- Ensure all staff have the necessary information, training and resources to implement high quality lessons where adaptive teaching is integral to ensure the needs of all pupils are met.
- Regularly monitor attainment through analysing data and tracking pupil progress
- Ensure that appropriate early interventions are put in place where underachievement is identified.

Progress we are making towards this objective:

- Pupil progress meetings take place three times a year and these involve discussions particularly around disadvantaged children and those children who are not making the expected rates of progress.
- Interventions are quickly put in place
- First 20% readers are tracked and listened to read on a daily basis.

Objective 2

To ensure that our curriculum reflects the rich diversities of the UK, our local area and of Eagle CP School in order to meet the needs of our children irrespective of race, gender, disability, sexual orientation and religion.

Why we have chosen this objective: As it fosters a sense of belonging, promotes empathy and understanding, and prepares them for a globalized world by challenging stereotypes and encouraging critical thinking about diverse perspectives and experiences.

To achieve this objective, we plan to:

- Ensure topics and resources used reflect diversity
- Ensure that some assemblies are around British Values and the Protected characteristics
- Regularly review and monitor the curriculum to ensure that topics and resources are up to date, especially PSHE and RE
- Ensure that all children are accessing this diverse curriculum through high expectations and high-quality teaching to enable children to meet their full potential

Progress we are making towards this objective:

- Assemblies are being delivered
- A long-term plan on stories covering the protected characteristics is in place and being followed

- PSHE and RE lessons are mapped out on a 2-year rolling programme and develop an awareness for tolerance and understanding of all protected characteristics and equality.

Objective 3

To continue to promote equality of opportunity in enrichment activities and ensure there are opportunities to develop cultural capital.

Why we have chosen this objective: To ensure that all children have access in a range and breadth of experiences and activities above and beyond the curriculum and help them acquire the knowledge, skills, and experiences, which can be used to achieve social mobility and success.

To achieve this objective, we plan to:

- Regularly monitor the uptake of activities
- Ensure that there is as much a range of activities as possible to meet the needs of our community
- Provide incentives for staff to take on a club
- Identify and target groups with protected characteristics to ensure they have equal access and increase their engagement
- Develop the provision of lunchtime games delivered by the midday staff.

Progress we are making towards this objective:

Club attendance tracked

A varied diet of extra-curricular and enrichment activities

Staff receive an afternoon in lieu for committing to a termly club

Objective 4

To review our approach to behaviour management to ensure that there is no discrimination of those children with protected characteristics.

Why we have chosen this objective: to establish clear expectations, promote a safe and positive environment, and ensure fair and consistent responses to student behaviour, ultimately fostering a supportive and effective learning environment

To achieve this objective, we plan to:

- Regularly review our behaviour policy and practices
- Monitor the delivery of the policy in classrooms to ensure a consistency in approach.
- Monitor behaviour incidents and identify any patterns and adapt our interventions appropriately
- Ensure that our interventions meet the needs of all our children

Progress we are making towards this objective:

- A new relationship and behaviour policy has been agreed and implemented by all staff.
- Behaviour sheets are being recorded and inputted into a tracking sheet and then monitored
- Lesson drop ins to look at the delivery of the policy have taken place.

9. Monitoring arrangements

The headteacher 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 the governing body 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
- Risk assessment
- SEN information report
- SEND policy
- Behaviour policy