# Equality information and objectives Policy

Garway Primary School and Pre-school

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| **Committee Responsible** | **Staffing** |
| **Ratified FGB**<br>**Chair of Governors** | **10.12.2025**<br>**T Phillips** |
| **For Review** | **Autumn 2026** |

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| **Approved by:** | Full Governing Body | **Date:** 12.12.2025 |
| **Last reviewed on:** | 24.11.25 (Julie Jones) | |
| **Next review due by:** | Autumn 2026 | |

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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 mutual respect and tolerance, appreciation, empathy, understanding and kindness.

## 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 DFE has published non-statutory advice that sets out schools' obligations under the Public Sector Equality Duty (PSED).

The PSED extends to the following protected characteristics:

*Race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity, gender reassignment.*

## 3. Roles and responsibilities

The governing board will:


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- 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 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 Sue Thomas. They will:

- Meet with the designated member of staff for equality every term, 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 is Julie Jones (Headteacher). They will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Meet with the equality link governor every term to raise and discuss any issues
- Identify 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 at least every year.

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 activities and clubs).


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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,  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, 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.

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 – From September 2024

### Objective 1

**Narrow the gaps in attainment between groups of pupils, for example those in receipt of pupil premium**

Why we have chosen this objective: Whole school progress data 2023-24 showed a gap between the progress of pupil premium and non pupil premium pupils: Maths -0.8; Reading -0.64 and writing -0.7

### Objective 2


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**Improving the attendance of pupils from particular groups**

Why we have chosen this objective: Academic year 2023-24, whole school attendance was 95.1%; FSM pupils 93.5%; EHCP pupils 91.4%

### Objective 3

**Increasing the participation of particular groups in extra-curricular activity.**

Why we have chosen this objective: Data around uptake of some extra-curricular activities shows lower uptake by boys than girls:

After school musical clubs (Choir, band, musical theatre) - 81% of girls; 19% of boys attended.

Peripatetic music lessons – 81% girls; 19% boys

### Objective 4

**Improve knowledge, skills and attitudes to enable pupils to appreciate and value difference and diversity, e.g. increasing understanding between pupils from different faith communities**

Why we have chosen this objective: Lack of diversity within the school and local community.

Actions to achieve these objectives, and progress we are making towards these objectives, are given in the 'Equality Audit and Action Plan'

## 9. Monitoring arrangements

The equality link governor and headteacher will update the equality information we publish, at least every year.

This document will be reviewed by the staffing committee of the governing board at least every 4 years.

This document will be approved by the full governing board.

## 10. Links with other policies

This document links to the following policies:

- Accessibility plan
- SEND Policy
- Supporting Pupils with Medical Needs Policy


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