

# **Equality information and objectives policy 2024-2028**



**METHERINGHAM  
PRIMARY SCHOOL**

**Approved by: Full Governors**

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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:

- Honesty
- Kindness
- Curiosity
- Courage
- 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](#).

### 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 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 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

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.

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, kindness 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 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.

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 actively considers our equality duties and asks ourselves relevant questions. This is considered at the same time as the risk assessment when planning school trips and activities.

## 8. Equality objectives

Objective	Action	Timescale	Resources	Impact
1. Provide training for all staff and governors on equality and diversity	<ul style="list-style-type: none"> <li>- Provide specific INSET to staff on equality training and legislation.</li> <li>- Ensure equality information is shared on induction for new staff.</li> <li>- Use opportunities as they arise during INSET to provide training on equality and diversity.</li> <li>- Dedicated Governor to monitor equality and diversity</li> <li>- Induction processes cover equality responsibilities</li> </ul>	July 2026	Source CPD	All staff and governors aware of legislation and responsibilities of all stakeholders.
2. Promote understanding and respect for differences through a rich range of experiences both in and beyond the school.	Identify opportunities in the curriculum: <ul style="list-style-type: none"> <li>- to look at other cultures/countries, famous people from ethnic minorities and with a variety of abilities</li> <li>- to celebrate diversity</li> <li>- to understand equality and equity</li> </ul>	Ongoing	Cost of resources to promote understanding.	Greater understanding and respect for differences and equality for all.  The school ethos and curriculum promotes respect for the differences

	<p>Use assemblies and reflection times as opportunities to celebrate festivals of a range of cultures and countries.</p> <p>Use assemblies and reflection times as opportunities to discuss protected characteristics.</p> <p>Follow the Local Agreed syllabus for RE.</p> <p>Explore and take advantage of opportunities to visit a variety of places of worship and their communities.</p> <p>Use events like World Cup, Olympics, Paralympics, Learning Disability week, Black History Month, International Women's Day as an opportunity to explore other cultures, differences and peoples' rights.</p>			<p>of the school community.</p> <p>Issues are covered through lessons, assemblies, trips and staff training.</p>
3.Raise levels of attainment in core subjects for vulnerable learners.	<p>-Monitor the achievement of vulnerable learners e.g. Pupil Premium, EAL, SEND against their peers 3x a year and discuss barriers to learning during pupil progress meetings.</p> <p>-Plan and deliver interventions to address gaps in learning as identified through on-going assessment.</p>	Analysis of attainment to be presented to gobs 3x a year following completion of trackers	<p>Time for meetings.</p> <p>Cost of resources to support learning.</p>	All learners make at least expected progress from starting points (as identified through data analysis).
4.Promote a good level of attendance for our most vulnerable families.	<p>- Monitor attendance of vulnerable pupils against their peers. Report to governors termly. Discuss barriers and offer support through pastoral team.</p> <p>- Offer support through termly letters, phone calls, attendance panel, EHA and TAC.</p> <p>-Consider a FSM breakfast club.</p>	Termly monitoring of attendance presented to governors.	<p>Time for meetings, analysis and feedback.</p> <p>FFT tracker tool to be adopted.</p>	The percentage of vulnerable children who are classed as persistent absentees will fall.
5. Ensure our extra-curricular clubs and curriculum enrichment is offered to all pupils and access is facilitated for our vulnerable families.	<p>-Monitor access to enrichment and extra-curricular activities for our vulnerable groups.</p> <p>- Offer of bespoke clubs to target our vulnerable groups (SEND, LAC, Services, FSM)</p> <p>- Consider cost and access when planning enrichment activities at the planning stage.</p>	Ongoing	<p>Extra-Curricular tracker to be adopted</p> <p>Time for meetings, analysis and feedback</p> <p>Cost of access to clubs for vulnerable groups</p>	<p>All vulnerable groups to have been offered enrichment and extra-curricular opportunities.</p> <p>The percentage of vulnerable pupils accessing enrichment or extra-curricular sessions will increase.</p>

## 9. Monitoring arrangements

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

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

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
- School Improvement Plan
- SEN Policy
- Behaviour Policy
- Exclusions and Suspensions Policy
- Employment policies
- Educational Visits Policy