

Equality information and objectives

Arnold View Primary School



Approved by:

Date:

Last reviewed on: June 2026

Next review due by: June 2027

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

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](#).

This document also complies with our funding agreement and articles of association.

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 Chair of Governors will:

- Meet with the Head Teacher to discuss 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

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's Head Teacher monitors equality issues and liaises with the Chair of Governors. They meet termly 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 and supporting Muslim pupils to fast during Ramadan)
- 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:

- 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 (RSHE) 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

- 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

8. Equality objectives

Objective 1

To improve understanding of wider society and a strong sense of identity and belonging

Why we have chosen this objective: so that children respect others whatever barriers and challenges they face, regardless of background, race, economic position, disability, gender or religion/ belief.

To achieve this objective we plan to:

1. Inclusive Curriculum and Teaching

- Use diverse books and stories that reflect various cultures, family structures, and experiences.
- Incorporate thematic units such as "All About Me," "Our Community," and "Celebrations Around the World."
- Invite guest speakers, including parents and community members, to share cultural traditions or professions.

2. Celebrating Diversity

- Host cultural days where students can share food, and learn about different cultures.
- Introduce a 'Language of the Month' to teach greetings and simple words from different languages.
- Organize an International Week with music, dance, art, and storytelling from around the world.

3. Creating a Sense of Belonging

- Co-create classroom charters with students to promote respect and inclusion.
- Implement buddy systems to help new or shy students feel welcome.
- Encourage identity projects like "All About Me" posters or books.

4. Staff Training and School Culture

- Provide diversity and inclusion training for teachers on unconscious bias and inclusive teaching.
- Ensure school displays reflect the diversity of the student body through artwork and student work.
- Use assemblies to highlight values such as kindness, respect, and understanding.

5. Family and Community Involvement

- Offer parent workshops on supporting identity and inclusion at home.
- Partner with local cultural organisations for enrichment activities.
- Provide school communications in the home languages of families where possible.

Objective 2

To ensure equity for pupils with protected characteristics

Why we have chosen this objective: to ensure that we promote equality and that there are chances for all pupils be successful in life.

To achieve this objective, we plan to:

1. Monitoring and Data Use

- Track progress and participation by groups (e.g. gender, ethnicity, SEND, pupil premium) to identify and address gaps.
- Use data to inform interventions, such as tutoring, mentoring, or additional support.

2. Targeted Support

- Ensure accessibility for pupils with physical or learning disabilities (e.g. ramps, visual aids, adapted materials).

3. Inclusive School Culture

- Celebrate diversity through assemblies, displays, and curriculum content.
- Promote pupil voice through school councils or suggestion boxes to ensure all children feel heard.
- Challenge stereotypes and discriminatory language or behaviour consistently.

4. Family and Community Engagement

- Engage parents and carers from all backgrounds through inclusive events and accessible communication.
- Work with community groups to support families facing barriers (e.g. financial hardship, language).
- Provide workshops for parents on how to support learning at home.

Objective 3

To eliminate all forms of discrimination, harassment, and victimisation

Why we have chosen this objective: to ensure that pupils feel safe, secure and free from discrimination, harassment and victimisation.

To achieve this objective we plan to:

1. Establish Clear Policies and Procedures

- Develop and regularly review anti-bullying and equality policies.
- Ensure policies are clearly communicated to staff, pupils, and parents.
- Implement accessible and safe reporting systems for pupils.
- Apply consistent and fair consequences for discriminatory behaviour.

2. Staff Training and Awareness

- Provide regular training on recognising and addressing discrimination and unconscious bias.
- Equip staff with strategies to intervene effectively in incidents.
- Encourage reflective practice to challenge personal biases.

3. Inclusive Curriculum and Resources

- Integrate diverse perspectives into lessons, including race, gender, disability, religion, and family structures.
- Use books, videos, and activities that challenge stereotypes and promote empathy.
- Celebrate diversity through curriculum themes such as Black History Month, Pride, and Disability Awareness Week.

4. Promote Respect and Empathy

- Use RSHE lessons to teach about respect, kindness, and the impact of discrimination.
- Facilitate class council time or restorative conversations to resolve conflicts.
- Encourage peer support systems like playground buddies or peer mediators.

5. Engage Families and the Community

- Communicate the school's zero-tolerance stance on discrimination to all families.
- Offer parent workshops on inclusion and respectful behaviour.
- Involve community leaders or role models to speak about equality and justice.

10. Links with other policies

This document links to the following policies:

- Access Policy
- Anti-Bullying Guidance and Policy
- Equality Policy
- RSHE Policy
- SEND Policy