

Equality and objectives Policy

Ballifield Primary School



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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, such as being respectful, Valuing diversity, aiming high and having a voice.

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

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.

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
- 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. Examples of this has been people from different religious groups, disabled sports groups and support dogs for people with a range of disabilities
- 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 and other pupil voice groups such as Healthy Minds Champions, sports crew 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

8. Equality objectives

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

Objective 1

Promote understanding and respect for diversity within the school community, focusing on race, religion, disability, gender and sexual orientation.

Why we have chosen this objective:

We have chosen this objective in order to fulfil our statutory duties under the Equality Act 2010 and to respond to the needs of our diverse school community. By embedding diversity and inclusion themes within our curriculum and assemblies, celebrating cultural awareness events, and providing opportunities for pupil voice, we aim to promote understanding, respect and positive relationships among all members of our school community. This approach reflects our commitment to fostering a school culture where every pupil feels valued and included, and where differences are celebrated. Our decision is informed by feedback from pupils, staff and parents, as well as our ongoing assessment of the local and national context.

To achieve this objective, we plan to:

- Embed diversity and inclusion themes within the curriculum and assemblies.
- Celebrate cultural awareness events (e.g. Black History Month, Disability Awareness Week).
- Provide opportunities for pupil voice through the School Council and pupil surveys

Objective 2

Increase the physical and curricular accessibility of the school for all pupils and adults with disabilities.

Why we have chosen this objective:

We are committed to fulfilling our statutory duties under the Equality Act 2010 and creating an inclusive environment for all. Feedback from our community and annual reviews highlight areas for improvement, and we want to ensure that all barriers—physical, curricular, and attitudinal—are proactively addressed. Our aim is to support independence, wellbeing, and full participation for everyone at Ballfield Primary.

To achieve this objective, we plan to:

- Conduct an annual accessibility audit of the school premises.
- Review and adapt resources, lesson planning and trips to meet individual needs.
- Actively seek feedback from pupils, parents and staff with disabilities.

Objective 3

Encourage equal participation and achievement of boys and girls in all areas, including sport, leadership and academic subjects.

Why we have chosen this objective:

We are committed to meeting our duties under the Equality Act 2010 and to ensuring every pupil can access opportunities and achieve their best, regardless of gender. Our monitoring and stakeholder feedback have highlighted differences in participation and achievement, and we want to address these proactively. This will help us challenge stereotypes, raise aspirations, and create a fair, inclusive school culture.

To achieve this objective, we plan to:

- Monitor and analyse participation and achievement by gender
- Review curriculum content and extra-curricular offer for gender balance
- Provide staff training on gender equality
- Promote positive role models and challenge stereotypes through assemblies and displays

9. Monitoring arrangements

The headteacher or delegated person will update the equality information we publish, described in sections 4 to 7, at least every 2 years.

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

This document will be approved by the governing board.

9. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- SEND information report
- SEND policy