

# Equality Information and Objectives

## Southmead Primary School and Pre-School



|                            |                                                                                                                                             |                        |
|----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|------------------------|
| <b>Approved by:</b>        | Full Governing Body                                                                                                                         | <b>Date:</b> 9.11.2025 |
| <b>Last reviewed on:</b>   | Policy - April 2021 Objectives – January 2024                                                                                               |                        |
| <b>Next review due by:</b> | Nov 2026 for new objectives. (Annually.)<br>Nov 2029 for Policy. (4 Yearly.)<br>Main policy to be updated in the meantime if guided by DCC. |                        |

This policy considers Devon's OAIP (Ordinary Available Inclusive Provision) throughout:  
<https://www.devon.gov.uk/support-schools-settings/ordinarily-available-inclusive-provision/>.

## Version History

| No. | Description of changes made                                                         | Date revised |
|-----|-------------------------------------------------------------------------------------|--------------|
| 4   | Annual Update of Equality Objectives (Appendix One) and 4 yearly adoption of policy | 9.11.2025    |
| 3   | Annual Update of Equality Objectives (Appendix One)                                 | 30.1.2024    |
| 2   | Annual Update of Equality Objectives (Appendix One)                                 | April 2023   |
| 1   | Current policy adopted at FGB                                                       | 18.5.2021    |

# Equality Information and Objectives

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### 1. Aims

Our school aims to meet its obligations under the public sector equality duty 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.

### 3. Roles and responsibilities

**The governing body 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 objectives are updated at least every year**, and that the **information reviewed and updated at least every four years**.
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher.
- Meet with the designated member of staff for equality – Mr Plumb - 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 body regarding any issues.

**The headteacher will:**

- Promote knowledge and understanding of the equality objectives amongst staff and pupils.
- Monitor success in achieving the objectives and report back to governors.

**The designated member of staff for equality will:**

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils.
- Meet with the equality link governor every term to raise and discuss any issues.
- Support the headteacher in identifying 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 every September.

The school has a designated member of staff for monitoring equality issues – Mr Nick Plumb - 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 which 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 above data 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), if these incidences arise.
- 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.
- 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 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. Monitoring arrangements

The governing body will update the equality objectives, [described in appendix one], at least every year.

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

This document will be approved by the governing body.

## 9. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment

## APPENDIX ONE

### Equality Objectives

Reports showing monitoring and progress should include an action plan if the findings of the report require one.

| No. | Objective                                                                                                             | Aim                                                                                                                                                                                                                                                    | Target Group(s)                                                                          | Action                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Who's Responsible                   | Date Due | Milestone / progress |
|-----|-----------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|----------|----------------------|
| 1   | Advancing equality of opportunity between people who share a protected characteristic and people who do not share it. | To ensure that Multilingual Families are included in all school communications and are given the best opportunity to understand the communication. This will improve the participation and engagement of different groups of families and communities. | All Multilingual families – particularly those that we know whose English is not strong. | Translate Induction Documents (Uniform Information, Parentpay Login etc.), Standard Letters (e.g. Ed Visits) and Standard Forms (e.g. medical appointments, Home School Agreement).                                                                                                                                                                                                                                                                                          | Admin Team and Multilingualism Lead |          |                      |
| 2   | Advancing equality of opportunity between people who share a protected characteristic and people who do not share it. | To narrow the attainment gap Between disadvantaged pupils and their peers.                                                                                                                                                                             | Children entitled to PP.                                                                 | We aim to reduce the attainment gap in Reading, Writing, and Mathematics for pupils eligible for pupil premium funding by providing targeted academic support, monitoring progress regularly and engaging families in their children's learning. Progress will be reviewed annually to ensure continued improvement and equitable access to learning opportunities.                                                                                                          | SLT and Teaching Staff              |          |                      |
| 3   | Advancing equality of opportunity between people who share a protected characteristic and people who do not share it. | To promote inclusive Relational Practice and representation across our curriculum, demonstrating OAIP.                                                                                                                                                 | Children with SEND - on our register or alert list..                                     | We will ensure that our curriculum reflects a diverse range of abilities, backgrounds and experiences by July 2026. This includes reviewing learning materials, celebrating key awareness events (e.g., Youth Mental Health Day, Disability Awareness Week, ADHD Awareness Month) and offering professional development for staff to support inclusive teaching and OAIP. The goal is to help all pupils feel represented, respected and valued within the school community. | SLT, SENDCos and Teaching Staff     |          |                      |



## Equality Impact and Needs Assessment Form

### A) Description

1. Who does the policy relate to? What is their involvement with the policy?

The policy relates to all stakeholders within the school community. The aim of the policy is to ensure our school meets its obligations under the public sector equality duty.

2. Are there any concerns at this stage which indicate the possibility of inequalities / negative impacts? For example: complaints, comments, research, outcomes of a scrutiny review. Please describe:

None although once evidence has been collected and reports provided to Governors, it may be that an action plan is needed to ensure any concerns raised are addressed.

3. Is the policy consistent with the School's equality policies? If yes, the EIA is complete.

Yes.