

Loxwood Primary School

Equality Policy and Objectives



LOXWOOD
SCHOOL

Approved by:

Governing Body

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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. 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 Kindness, Respect, Curiosity, Resilience and Independence.

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
- 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 Laura Brayshaw. 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
- Have "due regard" when making a decision or taking an action to whether it may have particular implications for people with particular protected characteristics

Responsibility for equality is held by the designated members of staff, Sharon Mellors and Daisy Price, who will:

- Support the headteacher in promoting 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.
- 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, 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:

- Preparing our pupils for life in a diverse society and ensure that there are activities across the curriculum which promote the spiritual, moral, social and cultural development of all pupils.
- Teaching about difference and diversity and the impact of stereotyping prejudice and discrimination through PSCHE, Religious Education and across the curriculum.
- Using materials and resources that reflect the diversity of the school, population and local community in terms of race, gender, ethnicity and disability, avoiding stereotyping.

- Promoting a whole school ethos and values that challenge prejudice-based discriminatory language, attitudes and behaviour.
- Promoting an understanding of diversity through all our curriculum, including the books we read, the artists or lives of famous people we study, and art and literature from a range of cultures
- Ensuring that our school environment reflects the diversity of both our community and world we live in through posters, displays and books.
- Holding assemblies dealing with relevant issues at an age appropriate level. Where possible, 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

8. Equality objectives

Objective 1

Identify opportunities in the curriculum to look at other cultures/countries, study famous people from ethnic minorities and with a variety of abilities and to celebrate diversity.

Why we have chosen this objective:

This school is set in a predominantly white British community where there is limited diversity. Therefore, we feel as a school, that we need to maximize every opportunity for our children to understand the world around them.

To achieve this objective we plan to:

- Look at all areas of the curriculum for where we can incorporate more diversity – books we read, books on display and in our classes and library, areas of history we teach, key people and artists we study.
- Use EMTAS to support us with EAL and diversity especially our Ukrainian and GRTSB community.
- Auditing the school's books, especially the library, to ensure books reflect a range of ethnicities and communities. And to ensure that books do not reinforce stereotypes.
- Using the document – Promoting Equality & Tackling Racism – to audit our provision and use this to develop our diversity.

Progress we are making towards this objective:

Objective 2

Use collective worship as an opportunity to celebrate festivals of a range of cultures and countries.

Why we have chosen this objective:

- This school is set in a predominantly white British community where there is limited diversity. Therefore, we feel as a school, that we need to maximize every opportunity for our children to understand the world around them.

To achieve this objective we plan to:

- Plan assembly themes across the year that reflect the above objective.

Progress we are making towards this objective:

Objective 3

To support children's understanding of diversity through linking up with schools in different areas that can enable children to see how other children live across the country.

Why we have chosen this objective:

- This school is set in a predominantly white British community where there is limited diversity. Therefore, we feel as a school, that we need to maximize every opportunity for our children to understand the world around them.

To achieve this objective we plan to:

- Find other schools to make links with that are different to our catchment.

Progress we are making towards this objective:

Objective 4

Train key members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination by the beginning of the next academic year.

Why we have chosen this objective:

- This school is set in a predominantly white British community where there is limited diversity. Therefore, we feel as a school, that we need to maximize every opportunity for our children to understand the world around them.

To achieve this objective we plan to:

- Ensure all staff have accessed the training and that it is put into practice when going through the recruitment process.

Progress we are making towards this objective:

9. Monitoring arrangements

The governing body will update the equality information we publish, [described in sections 4 to 7 above], at least every year. The objectives will be reviewed every four years.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- SEND policy
- Behaviour policy
- Anti-Bullying policy
- Risk assessment
- Teaching and learning Policy
- School Development Plan