

Equality information and objectives

South Lake Primary School



Approved by: FGB

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1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) – new guidance 2023 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 school monitors updates from the DfE and EHRC to ensure ongoing compliance with the Equality Act 2010 and associated guidance.

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 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.

New staff receive training on the Equality Act as part of their induction.

The school has a designated member of staff for monitoring equality issues.

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 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:

- › Analyse attainment data each academic year to determine strengths and areas for improvement and implement actions in response
- › 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 and personal, social and health (PSHE) education, but also activities in other curriculum areas.
- › Ensuring that, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures and in other subjects we will ensure people from a diverse range of cultures are represented
- › Holding assemblies dealing with relevant issues.
- › Working with our local community. This includes inviting leaders of local faith groups to speak to children, 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

Increase the representation of staff from local black and minority ethnic communities over a 4-year period so that this group increases from 10% to 20% of the school workforce.

Why we have chosen this objective: despite being located in an ethnically diverse area, we have had very low representation of black and ethnic minority persons in our workforce.

To achieve this objective we include a statement in advertising and widen our recruitment to include Reading.

Progress we are making towards this objective: there has been an increase in the number of staff who are black or minority ethnic

Objective 2

Train all teaching staff on inclusive practices in curriculum design

Why we have chosen this objective: for the majority of our curriculum, where a person of note was being learned about, they were White British.

To achieve this objective we plan to: audit the curriculum and ensure there is diversity of ethnicity, sexuality and ability

Progress we are making towards this objective: planning has been altered in music, science, art and history

Objective 3

To ensure that the range of children given positions of responsibility in the school reflects our community

Why we have chosen this objective: when children choose school council reps, the same children were being voted on and there is limited representation of ethnicity and SEND

To achieve this objective we will promote volunteering for roles amongst all children and give senior leaders the final choice, from the children's options.

Progress we are making towards this objective: new school council is more widely representative of children who are black and minority ethnic. Children with SEND are still under-represented

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