



Equality information and objectives

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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

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 equality link governor is Miss Lisa Perry. They will:

- › Meet with the Head teacher once a year, and other relevant staff members, to discuss any issues and how these are being addressed
- › Ensure they are 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.

The head teacher and equality governor monitors equality issues. They 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:

- › Analyse the school held data (attainment and pastoral for pupils with different characteristics to determine strengths and areas for improvement and implement actions in response.
- › Report to governors termly on improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)

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.
- 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:

- We must report on at least 1 equality objective once every 4 years – we've chosen March 2030 to be our deadline for this.

Please see Appendix 1 for the review of our 2022-2026 objectives

Objective 1:

By March 2030 embed a curriculum and whole school events programme that celebrates diversity and challenges stereotypes as shown in the annual pupil survey.

Why we have chosen this objective:

By embedding curriculum work and community events the school promotes mutual understanding and reduces prejudice and gives our children a greater sense of belonging which can lead to better academic results.

Objective 2:

By March 2030 deliver a programme of SEND training so that 100% of teachers complete at least 6 hours of targeted SEND CPD annually and at least 85% of staff report increased confidence in classroom practice as shown in the annual staff survey and from learning walks.

Why we have chosen this objective:

By investing in staff training, teacher confidence and skills will improve leading to more effective teaching practice and resulting in better outcomes for SEND children; behaviourally, socially and academically.

9. Monitoring arrangements

The head teacher will update the equality information we publish, at least every year.

This document will be approved by the School Effectiveness Committee and reviewed by the School Effectiveness committee at least every 4 years.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment

APPENDIX 1 Equality Objectives 2022-2026

Objective 1

To train staff on how to respond effectively to prejudice-related bullying. By July 2026, all of our staff will feel confident in responding effectively to prejudice-related bullying, as shown in the annual staff survey and pupil surveys.

Why we have chosen this objective:

To ensure that every child and/or adult at Hardy Mill Primary is effectively supported if ever affected by prejudice-related bullying.

Progress we are making towards this objective:

22-23 Staff questionnaire indicates that most staff are confident when responding to prejudice-related bullying.

23-24 The Anti-Bullying Policy has been updated to include guidance and a script when responding to prejudiced based bullying.

24-25 The Anti-Bullying Policy has been reviewed and updated to include 'roasting' as an unacceptable behavior in school.

25-26 The Anti-Bullying Policy has been reviewed. Prejudice related bullying is rare.

Objective 2

For pupils to understand their place in our school and community culture and raise awareness of different cultures, races, and ways of life. For almost all children in Key Stage 2 to show a sound understanding of other cultures and ways of life in the pupil questionnaire.

Why we have chosen this objective:

To ensure that all children at Hardy Mill feel a sense of confidence within their own culture and way of life and can accept and appreciate the different cultures and ways of life around them.

Progress we are making towards this objective:

22-23 The RE scheme and RSHE schemes now embedded across the school. These schemes provide the children with weekly opportunities to understand their place in our school and community and raise children's awareness of different cultures and ways of life.

22-23 88% of responses in the pupil survey indicated that school encourages me to respect people from other background and to treat everyone equally.

23-24 Picture News has been introduced into the weekly assemblies theme to promote children's understanding of others, protected characteristics and British values.

24-25 Ofsted inspection (Nov 24) stated that 'Pupils understand the school's values, which include respecting others and having pride and resilience in learning and in life. ... They learn about the importance of cooperating with others socially and while learning together.'

24-25 A community pathway has been mapped to engage children across the school with learning from and with our community.

25-26 The community pathway is embedding into the school curriculum.

Objective 3

Through training and resource, continue to develop our provision to ensure all children with a disability can participate fully with the school curriculum.

Why we have chosen this objective:

To ensure that learning experiences across the breadth of our curriculum are not limited for children with a disability.

Progress we are making towards this objective:

22-23 Children with a disability are able to fully access the breadth of our curriculum due to personalised adaptations to curriculum and provision. Please see Accessibility Plan.

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23-24 Staff have worked collaboratively to identify adaptations that can be made across all areas of the curriculum to ensure that children can participate fully and achieve well. These adaptations are evident on learning passports and in classrooms.

24-25 Ofsted inspection (Nov 24) stated that 'The school identifies pupils with SEND as soon as they start in the early years. Staff work well with parents and carers, and with external professionals, to get these pupils the support that they need. Pupils with SEND learn well alongside their classmates.'

25-26 School has achieved the Dyslexia Aware Mark in Autumn 2025 and it was noted that classroom environments were 'Inclusive, engaging consistent, calm and productive' and the school has a 'long-term commitment to creating inclusive opportunities for all students' where 'all pupils have access to a range of resources in their classroom that help create independence and embrace challenges.'

Objective 4

Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination by July 2023. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.

Why we have chosen this objective:

To ensure that the legal requirements for equal opportunities and non-discrimination are applied rigorously in every recruitment process.

Progress we are making towards this objective:

22-23 The Chair of governors and Head teacher are trained in safer recruitment practice and understands the duty to the Equalities Act when recruiting and selecting.

23-24 Due to staff and governor changes, we would benefit from at least one more member of senior staff in school and at least one other governor to be trained to the same level.

24-25 The Head teacher, Deputy Head teacher and School Business Manager are all trained in Safer Recruitment. All staff have completed Equalities training. Lisa Perry (DHT) has completed Equalities, Diversity and Inclusion training in her role as link governor.

25-26 All staff trained have a secure understanding of equal opportunities and non-discrimination.