

Chalkhill Primary School

Equality Information and Objectives Policy



Statutory / non-statutory	Statutory
Reviewed	September 2025
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Who reviewed this policy?	Headteacher FGB

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1. Aims

Chalkhill Primary 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 a relevant protected characteristic
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

At Chalkhill, we are committed to ensuring equality of education and opportunity for our whole school community irrespective of race, gender, disability, religion or socio-economic background. Our school objectives are to promote respect for difference and diversity in accordance with our shared school values of **Respect, Empathy, Aspire, Courage and Honesty** to promote a culture within the school that embraces inclusion and diversity, which enables everyone to have a strong sense of identity and belonging.

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](#) and guidance on promoting British values in schools <https://www.gov.uk/government/news/guidance-on-promoting-british-values-in-schools-published>

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
- Meet with the designated member of staff for equality termly, and other relevant staff members, to discuss any concerns 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 concerns

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 a 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 at the start of the new school academic year.

At Chalkhill we recognise that individuals may experience overlapping forms of discrimination, and we will take an intersectional approach in our data analysis, staff training, and decision-making to ensure nuanced and equitable responses.

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 schools 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)

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
- Making pupils aware of our behaviour and anti-bullying policies
- 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 and enrichment 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

Senior leaders commit to ensuring that all members of staff and governors continue to develop their knowledge and understanding of the Equalities Act, by undertaking regular and relevant training so that they can fulfil their legal obligation, in order to create a workplace that values diversity, prevents discrimination, and fosters a fair and respectful environment for everyone.

Objective 2

The school will engage parents and carers from diverse backgrounds in equality focus groups or events to help inform our objectives and support inclusive partnership working.

Objective 3

To promote equality of opportunity for all pupils by ensuring that they have equal access to a rich, broad and balanced curriculum, which ensures that our curriculum, teaching and learning reflect the needs of all learners and raises the achievement and progress of vulnerable groups of pupils.

Objective 4

We will continue to train staff and governors involved in recruitment on equal opportunities and non-discrimination. We will also monitor recruitment and retention data by protected characteristics (such as race, gender, and disability) to identify any barriers to representation and to support the development of all staff.

Progress

Progress toward each objective will be measured using indicators such as reductions in reported incidents of discrimination, narrowing of attainment gaps by pupil group, and survey data on inclusion and belonging.

9. Monitoring arrangements

The governing board and the headteacher will update the equality information we publish, described in sections 4 to 7 above, at least every years.

This document will be reviewed by the governing board or by the link governor at least every 4 years.

This document will be approved by the governing board or by the link governor and Headteacher

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- School improvement plan
- SEN and Inclusion policy
- Religious Education policy

- RSE policy