

Carrwood Primary School

Equality Information & Equality Objectives



Date:	September 2026
Review Date:	September 2027
Signed by Chair of LGB:	<i>Paul Gilts</i>

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, harassment, victimisation 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. 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.

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](#). This document also complies with our funding agreement and articles of association.

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

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

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 annually.

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 characteristics (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:

- 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 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. We consider equality implications before and at the time that we develop policy and make decisions and continue to review these on a continuing basis.

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. Equality objectives

As a school, we are required to publish equality information every year (see appendix 1).

9. Monitoring arrangements

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

School-specific equality objectives will be reviewed by the headteacher at least every 4 years.

This document will be reviewed annually, to ensure continued compliance with the PSED.

10. Links with other policies

This document links to the following policies:

- Accessibility Policy & Action Plan
- SEND information report
- SEND policy

Appendix One
Carrwood Primary School
Equality Objectives Action Plan 2023-2027

The Equality Act defines three public sector duties as follows:

- Eliminate discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between people who have protected characteristics and those who do not.

The duty requires us to remove or minimise disadvantages, take steps to meet different needs and encourage participation when it is disproportionately low.

As part of our responsibilities under the Equality Act, we are required to publish equality objectives every four years and review them annually. The Act aims to value diversity, tackle discrimination and promote equality between those who have defined protected characteristics and those who do not.

Under the definitions of the Act, the protected characteristics are: age, disability, race, gender reassignment (identity), marriage / civil partnership, pregnancy / maternity, religion or belief, sex and sexual orientation. We also include consideration of health needs, mental health, disadvantage and SEND.

We have identified specific objectives that we have put into place and this will be reviewed annually.

Objective	Action	Timescales	Lead
Monitor and analyse pupil achievement by gender, race, disadvantaged pupils, SEND and EAL. Put provision in place based on any identified patterns in the data.	Monitor progress through Pupil Progress meetings with class teachers and SENDCo. Ensure that outcomes and follow up actions such as interventions are implemented and regularly monitored.	Monitored at each assessment point	NM LH ST CE
To narrow any gaps in attainment between disadvantaged pupils and non-disadvantaged pupils.	Regular analysis of data. Identify focus areas. Ensure that class groupings are adapted as necessary and interventions are in place. Additional tutoring for disadvantaged pupils in Year 6 if required.	Monitored at each assessment point	NM LH ST CE
To improve attendance of pupils who have SEND.	Track and monitor attendance of all children and key groups but especially pupils with SEND. Identify strategies to support families make improvements to overall attendance.	Ongoing	NM LH RH
Promote positive images and attitudes towards those with protected characteristics – focus across all 9 areas and other groups (age, disability, race, gender reassignment (identity), marriage / civil partnership, pregnancy/maternity, religion / belief, sex, sexual orientation and health needs/mental health).	Continue to promote positive attitudes through selecting class texts and independent reading books throughout school by reviewing current stock of texts used in English and in the library against the protected characteristics. Research texts which either specifically teach about the characteristics or characters within them have protected characteristics. Ensure a range of books and resources are available for assemblies / key focus days across the year (e.g. world autism day / epilepsy awareness day/ black history month/ International women's Day etc) Liaise with subject leaders to monitor inclusion and evidence of diversity strands throughout wider curriculum planning. Whole school or Key Stage assemblies promote learning about hidden disabilities.	Ongoing	NM LH MM Class teachers
To ensure that children can articulate their learning of different lifestyles.	Pupil voice interviews to establish what pupils know and their perceptions of those with protected characteristics and different family make-ups.	Termly	Class Teachers PSHE Leads NM RH
Analyse the results of surveys from parents, pupils and staff to ensure that these stakeholders are aware of how inclusion, equality and diversity is promoted throughout	Monitor improvements and comments made about how inclusion, equality and diversity are promoted and shared throughout school. Monitor specific actions put in place from the survey results.	Termly	NM EC AK

the school. Address any points raised and share with Governors.			
Ensure that all displays and class pages on the website, promote diversity in terms of race, gender, different family arrangements and disabilities.	Monitoring by PSHE leads of displays in class, around school and on class pages on the school website. Feedback to staff as necessary.	Ongoing	MM NM RH LC Class teacher Subject leaders
Celebrate cultural events, special months/days and religious festivals throughout the year.	Assemblies, lessons, visits and visitors provide opportunities for children to learn about a range of religions and cultures. Monitored throughout the year. Black History drama and poetry workshops for each class to learn about significant people and celebrate their humanitarian achievements.	See event calendar / assembly rota	RH NM MM LH Subject Leaders
Ensure that lessons address a range of learning styles so that all pupils can achieve to their fullest potential.	Lesson observations, book scrutinies and planning monitoring. Ensure that learning is delivered across the phases in a variety of ways. Ensure that learning environments are well organised and clear from clutter.	See quality assurance calendar	NM LH EC ST CE
Respond to racist, homophobic sexual and bullying incidents. Track patterns using CPOMs information. Take immediate action where necessary following school behavior policy.	Analysis of CPOMs information. Track any repeated incidents involving same pupils to ensure patterns in behaviour are not repeated. Behaviour policy followed consistently to eliminate incidents. Ensure parents are contacted and are satisfied with the school's actions. Report incidents in the Head's report to Governors. Members of SLT to complete Equality and diversity awareness course on The National College training annually.	Ongoing	NM LH RH ST CE