

Equality Information and Objectives

2026-27



Wistaston Academy
Primary and Nursery School
Together We Learn • Together We Achieve

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Responsible Governor's Committee	Quality of Education
Date Reviewed	September 2026
Frequency of Review	Review in the light of changes to legislation or operating experience

CHANGE CONTROL		
Date	Details of Change	Staff Member
September 2026	Updated objectives	D Griffiths

Contents

1. Aims	4
2. Legislation and guidance.....	4
3. Roles and responsibilities	4
4. Eliminating discrimination	4
5. Advancing equality of opportunity	5
6. Fostering good relations	5
7. Equality considerations in decision-making.....	5
8. Equality objectives	6
9. Monitoring arrangements.....	7
10. Links with other policies	7

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

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.

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
- 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 Principal

The Principal will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors

The designated member of staff for equality will:

- Support the Principal in promoting knowledge and understanding of the equality objectives among staff and pupils
- Support the Principal 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.

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:

- 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
- 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

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

Objective 1

Enhance Professional Development Opportunities

Provide equitable access to professional development and career advancement opportunities for all staff members.

Actions:

- Offer targeted professional development programs addressing the needs of underrepresented groups.
- Encourage and support participation in teacher development programs (teaching assistant routes to qualified teacher status).
- Monitor and review participation in training sessions to ensure equitable access.

Objective 2

Promote an inclusive and respectful school community

To develop pupils understanding of equality, diversity and protected characteristics and promote respect for difference.

Actions:

- Ensure equality, diversity and respect are embedded within the curriculum, including through PSHE, RHE, English, history, art and assemblies.
- Use a diverse range of books, texts, role models and resources that reflect different backgrounds, identities, families and experiences.
- Provide opportunities for pupils to discuss difference, challenge stereotypes and develop empathy. Address incidents of prejudice, discrimination, bullying or derogatory language promptly and use them as opportunities for learning.
- Celebrate diversity through curriculum and wider school activities without tokenism or stereotyping.

Objective 3

Monitor and address differences in outcomes and participation

To use school data to identify and address any significant differences in attainment, progress, attendance, behaviour or participation between groups of pupils.

Actions:

- Analyse key school data by relevant groups, including SEND, disadvantaged pupils, gender, ethnicity and other protected characteristics where appropriate and numbers allow meaningful analysis.
- Review attendance, behaviour, exclusions, attainment, progress and participation in enrichment activities at appropriate points during the year.
- Identify any emerging gaps or patterns and incorporate appropriate actions into school improvement planning.
- Monitor the impact of interventions and support provided to groups experiencing barriers or disadvantage.
- Report relevant equality information and progress towards objectives to trustees annually.

9. Monitoring arrangements

The Business, Finance and HR Committee will update the equality information we publish at least every year.

This document will be reviewed by Business, Finance and HR Committee at least every 4 years.

This document will be approved by Business, Finance and HR Committee.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment