





**Heather Garth
Primary Academy**
Stars Aiming High

Equality and Diversity Policy and Equality Objectives

Policy Review Details This review date is a guideline only and if circumstances or recommendations change then the policy will be reviewed and amended as appropriate.	
This policy will be reviewed by the Board of Governors on an annual basis	
Date of Issue: Spring 2026	
	
Chair of Governors Signature	Headteacher Signature
Date of next review: Spring 2027	

Equality and Diversity Policy and Equality 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

Our school aims to promote respect for difference and diversity in accordance with our values.

- Be welcoming to all and celebrate difference
- Proactively identify and remove barriers preventing pupils from engaging in school life
- Provide pupils with everything they need to be confident and thrive
- Consider equality in all decision-making

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

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- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governor is Mrs K Conlon . They will:

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

The designated member of staff for equality, Mrs L Dunwell, will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Meet with the equality link governor regularly to raise and discuss any issues
- Support the headteacher 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.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every academic year

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 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 school life (e.g. encouraging all pupils to be involved in the full range of school activities e.g. extended school clubs, representing their class on school councils etc.)

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

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- 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

To improve staff awareness of the widening SEND needs arising in school

Why we have chosen this objective:

More children are struggling with their mental health and children attending school with increased significant needs. Staff need the knowledge and skills to help support the children.

To achieve this objective, we plan to:

- Provide regular training throughout the academic year to increase staff knowledge and skills to support pupils
- Provide specific focused lessons around mental health for pupils
- Monitor provision within school and provide appropriate resources to ensure all children can access the curriculum

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- Seek help from outside agencies
- Offer EHAs to support families

Progress we are making towards this objective:

This objective is ongoing but the progress will be measured and reported Autumn 2026

Objective 2

Strive to eliminate all forms of unfair indirect and direct discrimination, bullying, harassment, victimisation or other oppressive behaviour and promote good relations amongst all people within the academy and the wider community

Why we have chosen this objective:

The diversity in the community is increasing and the school is within the locality of the riots at Manvers (Summer 2024).

To achieve this objective, we plan to:

- Celebrate all individualities and diversities (protected characteristics) within our school and acknowledge that it is ok to be different
- Continue to raise awareness of diversity within school and get pupils talking about this at home
- Ask people, including our families, from other cultures to come into school to talk about their culture
- Ask people who have a disability to come into school to talk about their disability and how they overcome this in everyday life
- Look at diverse role models in lessons and assemblies.
- Continue to teach about and celebrate festivals from other cultures

Progress we are making towards this objective:

This objective is ongoing but the progress will be measured and reported Autumn 2026

All pupils are reminded of Protected Characteristics, this is done through Citizenship lessons, Assemblies, general discussion as things arise and by displaying and referring to posters throughout school.

Objective 3

To ensure that the curriculum and school offer is accessible and inclusive to all pupils

Why we have chosen this objective:

There is an increase in pupils attending school with significant needs and from wider cultural backgrounds

To achieve this objective, we plan to:

- Make reasonable adjustments
- Subject leaders will plan their curriculum expectations - taking into account different needs and cultures to ensure that all pupils are given the opportunity to succeed
- Teachers will ensure that barriers to learning are reduced and opportunities for all to succeed are planned for and support in class and around school
- Monitor provision within school and provide appropriate resources to ensure all children can access the curriculum
- The EAL ambassador will support staff through school to ensure that EAL pupils needs are met

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- Pupils with high needs have access to trained SEND teaching assistants
- Use Pupil Premium money effectively (see Pupil Premium report)

Progress we are making towards this objective:

This objective is ongoing but the progress will be measured and reported Autumn 2026

Appendix 1

What are Protected Characteristics

It is against the law to discriminate against anyone because of:

- age
- gender reassignment
- being married or in a civil partnership
- being pregnant or on maternity leave
- disability
- race including colour, nationality, ethnic or national origin
- religion or belief
- sex
- sexual orientation

These are called 'protected characteristics'.