



Equality Information and Objectives Statement

Policy Owner:	Principal
Formally Endorsed By:	Board of Trustees
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Human connection in all we do

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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.

Legislation and guidance

This document meets the requirements under the following legislation:

[Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination

The Equality Act 2010 (Specific Duties) Regulations 2011, [Equality Act 2010: specific duties to support the equality duty](#) 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: [Equality Act 2010: advice for schools - GOV.UK](#)

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 amongst 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.

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 September.

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 which 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 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:

- Analyze attainment data each academic year showing how pupils with different characteristics are performing to determine strengths and areas for improvement
- 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

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 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
- Working with our local community. This includes inviting leaders of local faith groups to speak to Classes and organising school trips and activities based around the local community.
- Encouraging and implementing initiatives to deal with potential tensions between different groups of pupils within the school. For example, our school council is representative of the whole school. 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

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

These considerations are recorded at the same time as the risk assessment when planning school trips and activities.

Equality objectives

Objective 1:

- To continue to monitor and analyze pupil achievement and act upon any trends or patterns in this data that require additional support for pupils.
- Why have we chosen this objective: It is essential that all pupils experience success in their learning, regardless of background, ability, or need. Monitoring helps us identify and address any barriers to success.
- To achieve this objective, we plan to: Carry out regular analysis of progress

data for all pupil groups, including those with protected characteristics, and implement targeted support strategies where underachievement is identified.

- Progress we are making towards this objective: Regular pupil progress meetings are held with teachers; inclusive teaching practices are embedded across the school; targeted interventions and support are used effectively to address any identified gaps in achievement.

Objective 2:

- To continue to monitor and support the attendance of all groups of children in school.
- Why we have chosen this objective: There is a direct correlation between school attendance and pupil outcomes. Poor attendance can disproportionately affect disadvantaged pupils or those with additional needs.
- To achieve this objective, we plan to: Monitor attendance data for different pupil groups on a termly basis; work closely with families where attendance is a concern; and ensure early intervention from the pastoral team where patterns emerge.
- Progress we are making towards this objective: Attendance remains consistently good across all pupil groups; support plans and positive engagement with families have improved attendance for vulnerable pupils; persistent absence rates are monitored and addressed swiftly.

Objective 3:

- To develop pupil knowledge of equality and diversity by weaving it through our school ethos and practices.
- Why we have chosen this objective: Promoting understanding of equality and diversity helps to foster a respectful and inclusive community and reduce incidents of bullying, discrimination, and harassment.
- To achieve this objective, we plan to: Embed equality and diversity themes across the curriculum; deliver regular PSHE lessons focused on identity, respect, and inclusion; train staff to identify and challenge bias; and involve pupils in inclusive leadership opportunities.
- Progress we are making towards this objective: The school participates in equality and diversity programs overseen by Waldorf UK; PSHE and pastoral curriculums include regular discussion of equality issues; staff training is ongoing; and policies are regularly reviewed and shared with all.
- Progress towards the objectives will be evaluated through pupil outcomes, attendance data, pupil and parent voice, and staff feedback. Revisions to the objectives may be made based on the outcomes of this review.