



Equalities Information and Objectives

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Persons responsible	SLT
Governor committee	S&C

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1. Aims

Stocks Green 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

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](#).

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 headteacher

The equality link governor is Di Ayling. They will:

- › Meet with the designated member of staff for equality every 6 months, 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 will:

- › Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- › Meet with the equality link governor every 6 months 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.

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 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.

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 ensure that all pupils can take part in all school related activities regardless of race, religion, gender, ethnicity or disability.

Why we have chosen this objective: The school has a number of pupils with specific needs which could limit their engagement with the full spectrum of school life. We wish to ensure that all activities are chosen so that there is equality of experience for all pupils in the school.

To achieve this objective we plan to: Consult with parents regarding specific pupils' needs prior to trips, visits or special events. Risk assess sites and events thoroughly to ensure that no pupil misses out as a result of a disability or other protected characteristic. Consult with parents on decisions made to ensure pupil participation.

Progress we are making towards this objective: All pupils have been able to take part in school related projects and experiences. School journey was adapted to meet the physical needs of two specific pupils. They were able to fully engage with the experience as a result. The school continues to proactively work alongside parents to identify potential issues and ensure that no child misses out on school related activities. Due to this proactive engagement with parents, pupils with specific needs have been able to engage with clubs that are hosted on the school site successfully.

Objective 2

To have trained all staff on the impact of the menopause in the working environment.

Why we have chosen this objective: The school acknowledges that the menopause can have a significant impact on staff members lives. This includes an impact on their working life.

To achieve this objective we plan to: Train all staff on the impact the menopause can have on peoples' lives. To have a Menopause Policy which considers the needs of women who are going through the menopause during their working lives.

Progress we are making towards this objective: The school has created a menopause policy and has provided staff training to all staff on the impact of the menopause and how this can affect people at home and at work. The school is now working to embed the training in daily practice and ensure that all staff feel supported and confident to speak about any support they may need during this period of their lives.

Objective 3

To develop the school's provision to ensure that all pupils experience the cultural capital required to be successful citizens regardless of social background, ethnicity, gender or religion.

Why we have chosen this objective: The school recognises that pupils' life experiences can vary greatly and this can impact on their future chances of success in life. Therefore, the school will look to ensure that all pupils have equal opportunities for success beyond the classroom by providing a rich and diverse set of learning experiences that provides the pupils with the cultural capital required for future success.

To achieve this objective we plan to: Map out all cultural capital experiences that the school wishes to provide pupils in order for them to be successful in the future. These experiences will be mapped out by year group to ensure that pupils have access to a cohesively planned set of experiences that build up in order to give them the cultural capital required for future success. Where experiences are not able to be allocated by year group or curriculum studied, opportunities for whole school experiences will be arranged to ensure that all pupils have equal access to opportunities and experiences.

Progress we are making towards this objective: Where the curriculum is being refined and developed, opportunities for cultural capital experiences for pupils are being built in. This has involved opportunities for local study in history as well as wider opportunities for historical knowledge development. Opportunities to engage with robotics have been threaded into every year group's computing curriculum. Furthermore, opportunities to perform in theatres, in front of an audience and in sporting competitions have been built into our curriculum and wider experiences programme. The school has developed a 'Passport of Possibilities' which maps out all the cultural capital experiences that pupils can take part in across their time at Stocks Green Primary School. This is mid-way through implementation this year and will be reviewed at the end of the academic year.

Objective 4

By July 2026, to have increased pupil premium attendance so that it is in line with non-pupil premium.

Why we have chosen this objective: The school recognises that there is currently an attainment gap between Pupil Premium Pupils and non-Pupil Premium Pupils. It is also recognised that attendance can impact upon performance in school and currently the average attendance Pupil Premium pupils is below non-Pupil Premium Pupils. Therefore, to increase the attainment of this group will look to support increasing their attendance in school.

To achieve this objective we plan to: Develop an individualised approach to tracking Pupil Premium pupils' attendance and progress. Hold termly meetings with teachers to identify barriers to their attendance and learning as well as to identify individual strategies to support each pupil.

Progress we are making towards this objective: Termly meetings are held with all teachers to discuss the needs of Pupil Premium pupils. Early intervention with these pupils take place when attendance dips. However, a significant gap still remains between the attendance of Pupil Premium pupils and their peers. Proactive strategies, such as attendance prizes and reward systems, have been initiated in the last year. However, attendance continues to be a barrier for these pupils. The school is focusing on regulation activities over the next two years and has pushed back the date to achieve this target to allow this work to be seen to have an impact.

9. Monitoring arrangements

The Standards and Curriculum Committee will update the equality information we publish, described in sections 4 to 7 above, at least every year.

This document will be reviewed by Standards and Curriculum Committee at least every 4 years.
This document will be approved by Standards and Curriculum Committee.

10. Links with other policies

This document links to the following policies:

- Accessibility Policy and Plan
- Risk assessments
- Disability Equality Policy
- Equality Policy and Statement