



Newton Leys
Primary School & Nursery

Equality information and objectives Policy

Newton Leys Primary School and Nursery

Approved by: Governing body

Last reviewed on: October 2025

Next review due by: October 2028

Date: March 2026

Contents

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

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, such as Nurture, achieve and excel and through the use of our SMART 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](#).

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 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

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 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 year.

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

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, 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

8. Equality objectives

Objective 1

To promote spiritual, moral, social and cultural (SMSC) development through all appropriate curricular and extra-curricular opportunities. We aim to meet this objective with particular reference to issues of equality and diversity and to promote cultural development and understanding through a rich range of experience, both in and beyond school

Why we have chosen this objective:

- We aim to minimize the gaps in children accessing their education to realise their full potential by striving for equality.

To achieve this objective we plan to:

- Ensure that SMSC is developed for each child through a range of experiences and lessons across the whole curriculum. This will include planning extra-curricular experiences, trips and visitors into school that ensures fair access for all children to strive for equality within our school and community.

Progress we are making towards this objective:

- The SMSC tracking document shows how SMSC is developed throughout the curriculum and where trips have been able to happen, this has enabled equality for all children to attend.

October 2025 review

Where trips have been viable, all children within the year groups have been offered the opportunity to attend. The children entitled to Pupil Premium Funding have had trips subsidised or fully funded and adaptations and risk assessments have been completed to ensure all children have had the opportunity to attend trips for example, specially trained staff attending residential to support children with medical needs. Where trips and educational visits haven't been viable, we have provided alternative enrichments in school for example, Ancient Greek days and farm visits.

Objective 2

To reduce prejudice and increase understanding of equality through direct teaching across the curriculum.

Why we have chosen this objective:

- To ensure that all children in our school have an understanding of difference and how that can be positive, developing tolerance and respect for people with different characteristics from their own.

To achieve this objective we plan to:

- Ensure that across the curriculum, we are studying significant individuals from a wide range of backgrounds and ethnicities.

Progress we are making towards this objective:

- Some subjects are further developed than others in ensuring a wide range of significant individuals and their contributions to society are valued.

October 2025 review

This has been completed for some subjects and is under development in others.

Objective 3

To educate children and staff about prejudice-based bullying in relation to the protected characteristics listed in the Equality Act.

Why we have chosen this objective:

- To minimize the risk of prejudice-based bullying.

To achieve this objective we plan to:

- Ensure that children have a greater understanding of examples of some of the listed characteristics and minimize the risk of this occurring.

Progress we are making towards this objective:

- Behaviour reviews demonstrate there are very few prejudiced based bullying incidents at school.

October 2025 review

There has been no prejudice based bullying incidents in the previous year. There are limited numbers of prejudice-based incidents in the school and these are dealt with in line with the behavior policy and re-education. Inclusion, tolerance and respect is taught through assemblies and P.S.H.E.

Objective 4

To narrow the attainment gap between those children in receipt of Pupil Premium and those who are not.

Why we have chosen this objective:

- If children are from low-income households or in 'looked after care,' this should not mean they perform academically, socially, or emotionally lower than their peers.

To achieve this objective, we plan to:

- Carefully track all Pupil Premium and LAC children's attainment
- Regularly review and adapt the provision for PP and LAC children across the school
- Ensure that the nominated members of staff for both PP and LAC children are leading and driving the overseeing of appropriate monitoring and provision for these children
- Ensure that all PP and LAC have access to the same enrichment opportunities beyond the curriculum

October 2025 review

The gap has widened this year however, there has been a high level of mobility within this group including children with multiple vulnerabilities and multi-agency involvement. Children entitled to PP funding and that are LAC or PLAC have been able to access the same enrichment offered to their peers through funding and support.

9. Monitoring arrangements

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

This document will be reviewed by the Governing Board at least every 4 years.

This document will be approved by the Governing Board.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- SEN policy
- Behaviour Policy
- Child Protection Policy