



Pendle Education Trust



Policy/Procedure/Guideline Review

Policy/Procedure/Guideline:	Equality information and objectives policy
Senior Manager Responsible:	Principal
Approval:	July 2025
Review date:	Equality information – Annually Equality Objectives – 4 years – July 2029



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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.

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 local academy council 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

Casterton Primary Academy 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.

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 activities)

In fulfilling this aspect of the duty, the school will:

- Analyse data 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)
- Analyse 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

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 within the risk assessment when planning school trips and activities.

8. Equality objectives

Objective 1

To promote access and engagement to all aspects of school life for staff and pupils who have any identified need.

Why we have chosen this objective: We have chosen this objective to ensure that nobody is unable to access activities and ensure an inclusive approach to school life.

To achieve this objective we plan to: Adapt arrangements E.g. transport/resources etc or adapt the activity to enable all people to access the activity.

Progress we are making towards this objective: July 25- Each activity is already assessed for any additional support. This needs to continue and be tightened up by providing improved training to staff. (see objective 2)

Objective 2

To ensure a written record of what training is being provided to staff on the Equality Act including induction.

Why we have chosen this objective: Although the Equality Act is understood and referred to, this is an area that can be improved so that all staff have appropriate updates within the training at least annually.

To achieve this objective we plan to: Have identified training content that is regularly updated and reviewed to ensure compliance with the Equality Act. Records of training will be recorded alongside the safeguarding training.

Progress we are making towards this objective: July 25 -This has been done informally in the past without record keeping of attendance.



Objective 3

To ensure staff and parents have a regular opportunity to discuss changes their own and child's circumstances that may be included covered under the Equality Act.

Why we have chosen this objective: We have chosen this objective to ensure that all stakeholders have the opportunities that they need and any reasonable adjustments can be made in a timely manner.

To achieve this objective we plan to: Design a template to record the annual development meeting for individual staff that allows the opportunity to discuss personal circumstances.

During parents' evenings ensure that staff are reminded to check for any changes in circumstances.

Progress we are making towards this objective: July 25 - Not started, this has always been discussed as analysis has identified.

9. Monitoring arrangements

The headteacher will update the equality information we publish, [described in sections 4 to 7 above], at least every year.

This document will be reviewed by local academy council at least every 4 years.

This document will be approved by the local academy council.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment

