

# Equality information and objectives policy for Nunthorpe Primary Academy



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| <b>Approved by:</b>        | J Conner (Chair of Local Academy Committee) | <b>Date:</b> November 2026 |
| <b>Last reviewed on:</b>   | September 2026                              |                            |
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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: aspiration, resilience, creativity, teamwork, independence, confidence.

## 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 LAC 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 executive headteacher / head of school.

## 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 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 societies)

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

- Publish appropriate information annually to demonstrate how the academy is meeting the Public Sector Equality Duty, having regard to data protection and the need to avoid identifying individual pupils.
- 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)
- Share data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils with the LAC

## 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 within the Visit planning notes (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 tool.

## 8. Equality objectives

**8.1** To foster an inclusive learning environment where all students, regardless of their gender, race, socioeconomic background, or abilities, feel valued, respected, and empowered to achieve their full potential.

**Why we have chosen this objective:** it prioritises equality, fosters a sense of belonging, and equips all pupils with the tools they need to succeed academically, socially, and personally

**How we will measure success:** We will monitor pupil voice, participation and relevant school data to identify differences in the experiences and outcomes of pupils with protected characteristics. Identified inequalities will inform appropriate actions, which will be reviewed annually.

**8.2** To implement a curriculum that reflects diverse perspectives, cultures, and experiences, ensuring all students have equal opportunities to engage, learn, and succeed, while fostering respect, empathy, and understanding for differences.

**Why we have chosen this objective:** it ensures that all pupils have the opportunity to engage in a learning environment that is fair, inclusive, and reflective of the world around them. It promotes respect, empathy, and understanding, while providing pupils with the knowledge and skills to thrive in a diverse and interconnected world.

**How we will measure success:** Through the annual curriculum review process, subject leaders will evaluate how effectively curriculum planning, resources and learning experiences reflect diversity and promote equality. Identified areas for development will be recorded and reviewed as part of school improvement activity.

## 9. Monitoring arrangements

The executive headteacher/ head of school will update the equality information we publish, at least every year.

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

This document will be approved by the LAC

The LAC will report to the Trustees on the operation of this policy.

## 10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment