



Thythorn Field
Primary School

Equality Information and Objectives Policy

Adopted By School: March 2025

Review Date: March 2029

Governor Signature:

A handwritten signature in black ink, appearing to read 'T. J. Ryan', is written next to the 'Governor Signature:' label.

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1. Aims

Our school aims to meet its obligations under the public sector equality duty 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 Headteacher will:

Promote knowledge and understanding of the equality objectives amongst 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 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.

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 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 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 data each academic year showing how pupils with different characteristics are performing

Analyse the above 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)

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

We are proud to be a 'No Outsiders Everyone's Welcome' school. Every class has half termly lessons based on protected characteristics and our 'Everyone's Welcome' ethos threads through all we do.

Holding assemblies weekly 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 close the gap, by 10%, towards national PP standards in Reading for our PP children by the end of Key Stage Two

WHY WE HAVE CHOSEN THIS OBJECTIVE:

- The gap between our PP children and national levels needs to close
- Reading is a key skill to access all other areas of the curriculum

TO ACHIEVE THIS OBJECTIVE, WE PLAN TO:

- Provide intervention and scaffold/ fluency support
- Closely monitor those children not on track to reach expected standards termly
- Pupil voice used to inform decisions

Objective 2

The attendance of children with SEND, pupil premium children and children with medical needs will improve year on year, to be closer to the whole school target of 96%.

WHY WE HAVE CHOSEN THIS OBJECTIVE:

- Poor attendance impacts negatively on progress and outcomes

TO ACHIEVE THIS OBJECTIVE, WE PLAN TO:

- Regular communication between home and school so school and parents work together to improve attendance
- Structured conversations to identify barriers to good attendance or punctuality

Objective 3

Develop children's cultural awareness of their community and Leicestershire's inspiring diversity.

WHY WE HAVE CHOSEN THIS OBJECTIVE:

- Many children and families are unaware of, or rarely exploit, the rich cultural heritage on their doorstep and wider afield in Leicestershire.

TO ACHIEVE THIS OBJECTIVE, WE PLAN TO:

- Continue to champion our 'No Outsiders Everyone's Welcome' work and curriculum
- Give children opportunities to visit and engage with their heritage through a cross curricular curriculum and planned enrichment opportunities during the school day and beyond. The opportunities help them to make links with their learning and the world around them, inspiring them to engage with their community

9. Monitoring arrangements

The Headteacher will update the equality information we publish, [described in sections 4-7 above], 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

Equal Opportunities Policy