



POLICY DOCUMENT

Equality Information and Objectives

Princess May Primary School's approach to equality — 2026–2027

Governing Body Representative (GBR)	Kristofer McGhee (Chair of Governors)
Signed by (GBR)	
Date approved	4 September 2026
Next review due by	September 2027
Related policies	Accessibility Plan; Behaviour Policy; SEND Policy and SEND Information Report
Aligned to	The Equality Act 2010; the Equality Act 2010 (Specific Duties) Regulations 2011; the DfE's guidance, The Equality Act 2010 and Schools; and the Equality and Human Rights Commission's technical guidance for schools, currently under consultation until 30 September 2026 following the Supreme Court's judgment on the meaning of sex and gender under the Equality Act 2010

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; and
- 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 our requirements under the Equality Act 2010, which introduced the public sector equality duty and protects people from discrimination, and the Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information showing how they are complying with the public sector equality duty, and to publish equality objectives.

This document is also based on the DfE's guidance, The Equality Act 2010 and Schools. The Equality and Human Rights Commission (EHRC) is currently consulting, until 30 September 2026, on updated technical guidance for schools, following the Supreme Court's judgment on the meaning of sex and gender under the Equality Act 2010; we will review this document again once that guidance is finalised.

3. Roles and responsibilities

The governing board

The governing board will:

- ensure that the equality information and objectives set out in this document are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every 4 years; and
- delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher.

The Headteacher

The Headteacher will:

- promote knowledge and understanding of the equality objectives amongst staff and pupils; and
- monitor success in achieving the objectives, and report back to governors.

The designated member of staff for equality

The designated member of staff for equality will:

- support the Headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils;
- meet with the equality link governor every term, to raise and discuss any issues; and
- 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 towards achieving the objectives set out in Section 8.

4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010, and complies with its 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 in a meeting, it is recorded in the minutes. New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They liaise regularly on any issues, and make senior leaders and governors aware of these as appropriate.

5. Advancing equality of opportunity

As set out in the DfE's guidance on the Equality Act, the school aims to advance equality of opportunity by:

- removing or minimising disadvantages suffered by people connected to a particular characteristic they have, for example pupils with disabilities, or gay pupils experiencing homophobic bullying;
- taking steps to meet the particular needs of people who have a particular characteristic, for example enabling Muslim pupils to pray at prescribed times; and
- encouraging people who have a particular characteristic to participate fully in any activities, for example encouraging all pupils to take part in the full range of school clubs and 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 this data to identify strengths and areas for improvement, implement actions in response, and publish this information;
- make evidence available identifying improvements for specific groups, for example a decline in incidents of homophobic or transphobic bullying; and
- publish further data about any issues associated with particular protected characteristics, identifying any that 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 by:

- promoting tolerance, friendship and understanding of a range of religions and cultures through different areas of our curriculum, including RE, citizenship and PSHE, as well as other subjects — for example, introducing pupils to literature from a range of cultures as part of English and reading;
- holding assemblies on relevant issues, encouraging pupils to take a lead in these, and inviting external speakers to contribute;
- working with our local community, including 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 address tensions between different groups of pupils — for example, our School Council has representatives from a range of year groups and backgrounds, all pupils are encouraged to take part in activities such as sports clubs, and we work with parents to promote knowledge and understanding of different cultures; and
- developing links with people and groups who have specialist knowledge about particular characteristics, to help inform and develop our approach.

7. Equality considerations in decision-making

The school has due regard to equality considerations whenever significant decisions are made, and always considers the impact of a decision on particular groups. For example, when a school trip or activity is being planned, the school considers whether it:

- cuts across any religious holidays;
- is accessible to pupils with disabilities; and
- has equivalent facilities for boys and girls.

The school keeps a written record, known as an Equality Impact Assessment, to show that we have actively considered our equality duties and asked ourselves the relevant questions. This is recorded at the same time as the risk assessment when planning a school trip or activity, completed by the member of staff organising it, and stored electronically alongside the completed risk assessment.

Behaviour, exclusions and attendance

Our Behaviour Policy takes full account of our duties under the Equality Act. We make reasonable, appropriate and flexible adjustments for pupils with a disability, and closely monitor exclusion and absence data for evidence of the over-representation of particular groups, taking prompt action to address any concerns.

Addressing prejudice and prejudice-based bullying

The school challenges all forms of prejudice and prejudice-based bullying, which stand in the way of our commitment to inclusion and equality, including prejudice around:

- disability and special educational needs;
- race, religion or belief — for example, antisemitism and Islamophobia, and prejudice against Travellers, migrants, refugees and people seeking asylum; and
- gender and sexual orientation, including homophobic and transphobic attitudes.

We treat all bullying incidents seriously. We keep a record of prejudice-related incidents, and report to governors on the number, type and seriousness of these and how we dealt with them; we review this data termly, and take action to reduce incidents.

What we are doing to advance equality of opportunity between different groups

- we have procedures, working in partnership with parents and carers, to identify children who have a disability, through our pupil admissions meetings;
- we collect data and monitor the progress and outcomes of different groups of pupils, using this to support school improvement and to close gaps, for example for pupils making slow progress in acquiring age-appropriate literacy and number skills;
- we collect, analyse and publish data on the school population by gender and ethnicity; on the proportion of pupils identified as having a special educational need and/or disability, and their principal need or disability; by year group, in terms of ethnicity, gender and proficiency in English; and on inequalities of outcome and participation related to ethnicity, gender, disability and proficiency in English;
- we publish an analysis of standards reached by different groups at the end of each key stage and year group, including White British, Black African, Black Caribbean, and Turkish/Kurdish Community (TKC) pupils; pupils eligible and not eligible for Pupil Premium; pupils with English as an additional language; all pupils with SEN, and those at SEN Support or with an Education, Health and Care Plan; and looked-after children;
- we also collect, analyse and use data on the attendance and exclusion of different groups;
- we use a range of teaching strategies to meet the needs of all pupils, and provide support to pupils at risk of underachieving;
- we are alert and proactive about the potentially damaging impact of negative language relating to race, gender, disability and sexuality;
- we ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary; and
- we have an Accessibility Plan, designed to increase the extent to which pupils with a disability can participate in the curriculum, improve the physical environment, and improve the availability of accessible information to disabled pupils.

Positive action

We will take positive and proportionate action to address the disadvantage faced by particular groups of pupils with particular protected characteristics, such as targeted support; these actions are designed to meet the school's equality objectives, set out in Section 8.

What we are doing to foster good relations

- we prepare our pupils for life in a diverse society, and ensure activities across the curriculum promote pupils' spiritual, moral, social and cultural development;
- we teach about difference and diversity, and the impact of stereotyping, prejudice and discrimination, through PSHE, citizenship and across the curriculum;
- we use materials and resources that reflect the diversity of the school, our population and the local community, in terms of race, gender, sexual identity and disability, avoiding stereotyping;
- we promote a whole-school ethos and values that challenge prejudice-based discriminatory language, attitudes and behaviour;
- we provide opportunities for pupils to appreciate their own culture and celebrate the diversity of others, including the contribution of different cultures to world history, and to listen to a range of opinions and empathise with different experiences;
- we promote positive messages about equality and diversity through displays, assemblies, visitors and whole-school events, such as Black History Month and Anti-Bullying Week; and
- we include equalities matters in our newsletters to parents and carers.

8. Equality objectives

Objective 1: Recruitment monitoring

Undertake an analysis of recruitment data and trends with regard to race, gender and disability by July each year, and report on this to the staffing and pay sub-committee of the governing board.

Objective 2: Reasonable adjustments for staff

Have in place a reasonable adjustment agreement for all staff with disabilities, to better meet their needs and ensure that any disadvantages they experience are addressed.

Objective 3: Workforce diversity

Maintain and build on the representation of teachers from local Black and minority ethnic communities in our teaching workforce. This objective was originally set for the period September 2020 to August 2024, with a target of increasing representation from 37.5% to 45%; as that period has now passed, current representation data should be reviewed to confirm whether the target was met and to agree a new figure and timeframe for the period to August 2028.

Objective 4: Recruitment and selection training

Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination by the beginning of each academic year; training evaluation data should show that all those attending have a good understanding of the legal requirements.

Objective 5: Disability Confident employer status

Include the Disability Confident employer symbol on all job adverts, application forms and information, to help address the under-representation of disabled people in the school workforce; this updates the previous objective, which referred to the 'Two Ticks' symbol, discontinued some years ago and replaced by the Government's Disability Confident scheme, most recently updated in January 2026.

9. Monitoring arrangements

The Headteacher will update the equality information published in Sections 4 to 7 above at least every year. This document will be reviewed, and approved, by the governing board at least once every 4 years.

10. Links to other policies

- Accessibility Plan;
- Behaviour Policy; and
- SEND Policy and SEND Information Report.