

Equality information and objectives policy

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Leadership Group: Designated Governor, Designated Lead Member of Staff, Headteacher

Key working relationships: Designated Lead, Headteacher and Phase Leaders

Contents

1. Aims	1
2. Legislation and guidance	2
3. Roles and responsibilities	2
4. Equality Objectives Rationale	3
5. Equality Objectives.....	3

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 school's core values, as chosen by the children and the wider school community: in a community of kindness where all belong, be positive, be resilient, be creative.

Our vision is to provide all children with opportunities to flourish academically, personally, and socially and believe in their ability to succeed. We aim to provide experiences that will empower all children to participate in and contribute to their immediate and wider communities with confidence. To achieve our vision, it is

important that we teach our children the importance of integrity and to cooperate consistently well with others by promoting care for self and one another, respecting difference, and creating a sense of belonging. Creating equality of opportunity so that all pupils can thrive together is essential.

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 community, 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 appoint a senior member of staff to lead policy develop the implementation of the objectives
- The designated lead member of staff is Carrie Hinder (Deputy Headteacher)

The equality link governor is Lucy Noble. She will:

- Discuss the implementation of the policy, objectives and any issues with the designated lead member of staff for equality prior to reporting updates to the Finance and Resources meeting of the Full Governing Body
- Ensure she is familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity governor training when available from the Local Authority
- Report back to the full governing board regarding policy implementation, impact and any issues

The headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Ensure that progress towards the objectives is monitored and reported back to governors
- Provide the designated lead with professional support, time and resources to implement the policy and objectives

The designated member of staff for equality is Carrie Hinder. She will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Be available to meet the link governor prior to Finance and Resources Full Governing Body meetings to discuss progress and exemplify issues
- Ensure that Phase Leaders feedback relevant information and advise them on the implementation of the policy and objectives within their phase of the school
- 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 to achieve the objectives as set out in section 8.

4. Equality Objectives rationale:

Our children are part of an ethnically and culturally diverse society locally and in wider British society. All schools have a duty to actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Bitham Brook Primary School is proud to do this and be a kind community.

The importance of all children belonging is central to the school's values and is a high priority for parents. As a Governing Body and staff team, we want all children in our community: to feel that they are a highly valued member of our school community, to have strong sense of self-worth, and to understand equality and show mutual respect to one another.

Unfortunately, children are often exposed, particularly online, to views that do not reflect the school's values or fundamental British values. Sometimes this is unintentional but sadly, intentional bias also exists in our society.

There are two important areas of equality where we have seen increasing negative influences affecting children. These are negative gender biases and racial discrimination. Although, the number of incidents is relatively small, the impact can have very significant consequences for children in terms of their self-identity and self-worth. And for those who fall into the trap of prejudicial beliefs, it has the potential to prevent them from flourishing in life in British society.

Many parents have also raised their concerns regarding the exposure of children to negative views in these areas and the challenge being posed online.

Therefore, we have identified the following objectives as key areas to promote a sense of individual value and self-worth, and to deepen our understanding of equality and mutual respect.

5. Equality Objectives

- 1) We are equipped with the knowledge needed to identify, manage and address racism or racist behaviour when we encounter it.

Success indicators - we:
• Understand a simple definition of racism to support children's awareness of equality
• Understand that racism can be subtle, unintentional but this still has a negative effect on individuals – incidents are used as an opportunity for learning and improving the school
• Know and use mechanisms for reporting concerns or racist incidents when they occur
• Know the injured party feels supported and included and feels they have a robust package of support to address, and hopefully prevent, any future reoccurrence

- 2) We are equipped with the knowledge needed to promote equality between girls and boys in school and challenge cultural stereotypes that may exist, providing equal opportunity to all children.

Success indicators - we:
• Understand a simple definition of inequality between girls and boys to support the children's awareness of stereotypical expectations
• Recognise when opportunities are curtailed or expectations lowered and children put forward solutions through Pupil Voice
• Provide extra-curricular activities that reflect the opportunities sought through Pupil Voice
• Will see outcomes in core subjects show equality of expectation

- 2) Pupils recognise healthy promotion of equality on the Internet and know how to manage incidents of inequality that directly affect them.

Success indicators - we:
• Know what equality looks like online, particularly in terms of racial equality and gender equality
• Can give examples of positive representation and treatment of people online
• Know and use mechanisms for reporting concerns online when they occur (particularly misogyny and racist incidents)
• Know how to use supportive mechanisms in school if we encounter racism or misogyny online (particularly parents and children)