EQUALITY INFORMATION AND OBJECTIVES POLICY

HATFIELD PEVEREL INFANT AND NURSERY SCHOOL

Inspiring a Love of Learning

APPROVED BY GOVERNORS: 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, harassment, victimisation 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 a relevant protected characteristic
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it. The protected characteristics are:
  - Age
  - Disability
  - Gender reassignment
  - Marriage or civil partnership
  - Pregnancy and maternity
  - Race
  - Religion or belief
  - Sex
  - Sexual orientation

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, the technical guidance for schools from the Equality and Human Rights Commission and guidance from the Government Equalities Office on meeting the specific duties that support the Public Sector Equality Duty.

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/carers
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 2 years

- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governor is Terry Lingley. They will:

- Meet with the designated member of staff for equality every term and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

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
- Have "due regard" when making a decision or taking an action to whether it may have particular implications for people with particular protected characteristics

The designated member of staff (Headteacher) for equality will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Meet with the equality link governor every term to raise and discuss any issues
- Identify 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. 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.

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

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

- 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:

- Analyse data each academic year showing how pupils with different characteristics are performing to determine strengths and areas for improvement, implement actions in response to the analysis.
- Make evidence available identifying improvements for specific groups.

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
- Making pupils aware of our behaviour and anti-bullying policies
- 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. We consider equality implications before and at the time that we develop policy and make decisions and continue to review these on a continuing basis.

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

We actively consider our equality duties and ask ourselves relevant questions when planning excursions or school visits. This is recorded at the same time as the school trips risk assessments. The record is completed by the member of staff organising the activity and is stored electronically as part of the completed risk assessment.

8. EQUALITY OBJECTIVES

Objective 1

Curriculum and Community – To ensure our curriculum reflects and celebrates diversity, and promotes respect and inclusion across all protected characteristics whilst strengthening positive relationships with families from diverse backgrounds.

Why we have chosen this objective: To incorporate more opportunities to celebrate diversity within our school setting and to strengthen positive relationships with families from diverse backgrounds, increasing respectful parental engagement and reducing incidents of disrespectful parental behaviour towards staff or families because of cultural or other differences.

To achieve this objective, we plan to: Embed the No Outsiders programme and diversity-rich texts across Nursery and Reception–Year 2 so that children learn to respect difference and understand protected characteristics, reducing incidents of prejudiced language or exclusion by pupils and improving children's ability to talk respectfully about differences. Integrate at least one No Outsiders story or diversity-focused book into each termly text/topic planning for all year groups. Plan short, weekly story-time sessions and role-play activities that reinforce messages about kindness, respect and difference.
Monitor classroom practice and pupil responses through termly learning walks, book looks and pupil voice activities (age-appropriate).

Progress we are making towards this objective: We have purchased the 'No Outsiders' recommended book list for EYFS and Key Stage One.

Objective 2

Monitoring and analysing data - To monitor and analyse pupil achievement by race, gender, disability and socio-economic factors and act on any trends or patterns in data to ensure inequalities are challenged and addressed, in particular the achievement of our disadvantaged/traveller community pupils.

Why we have chosen this objective: To ensure any pupils falling behind will be quickly identified and supported with targeted provision. We have a number of traveller families currently within our school.

To achieve this objective, we plan to: Monitor and analyse pupil achievement through termly assessments.

Objective 3

Staff Development – Provide training and guidance for staff on equality, diversity and inclusion so that all adults are confident in modelling and promoting good practice.

Why we have chosen this objective: To increase staff confidence around conversations with children and parents related to equality, diversity and inclusion and to ensure that current practices and terminology are used.

To achieve this objective, we plan to: Research and disseminate training covering Equality Act basics, protected characteristics, eliminating discrimination, unconscious bias, reasonable adjustments, inclusive language and modelling. Provide practical coaching/peer-observation follow-ups and short reflective CPD sessions each term. Create induction pack for new starters and update staff handbook. Gather baseline and post training staff confidence data via anonymous surveys.

9. MONITORING ARRANGEMENTS

The governing board and headteacher will update the equality information we publish at least every year.

School-specific equality objectives will be reviewed by the governing board / head teacher at least every 4 years.

This document will be reviewed by the governing board / headteacher] annually, to ensure continued compliance with the PSED.

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
- SEN information report
- SEND policy
- Relationship and behaviour policy
- Anti-bullying policy