EQUALITY INFORMATION AND OBJECTIVES POLICY

'Love your neighbour as yourself'
Parable of the Good Samaritan Luke 10:25-37

Be Ready
Be Respectful
Be Safe

POLICY CONTROL	
Responsible Person:	Mrs. S. Henney
Approved by Governors:	Autumn 2025
Review Date:	Autumn 2029

Our Federation policies are written with the objective of realising our vision:

As we journey together. we learn to live as good neighbours, demonstrating love, Compassion dignity and respect to all in our communities.
Through this we aspire to become global citizens, courageous advocates, and people of wisdom and integrity.
We look towards the parable of the Good Samaritan as our guide.

A Federation where all **children** are **valued**, where they **feel safe**, are **happy** and **learn well**.

We want our Federation to have a warm friendly atmosphere, which supports families, builds relationships and sets children up for a life of learning. We want our Christian values to guide our pupils along the right path and help them to achieve fulfilling and happy lives.

OUR FEDERATION VALUES

Adderley and Moreton Say Church of England Primary Federations values:
Respect □ Thankfulness □ Justice □ Compassion □ Truthfulness □ Courage

The AddMore Federation are aiming to achieve the Educating for Equality quality mark and we have begun our journey in applying for the Allegiance Award. Federations that achieve the 'Educating for Equality Awards' © are nationally recognised for their ongoing commitment to eliminating injustices and creating an equitable society. The criteria and application process provides Federations with a robust framework, informed by research principles, to guide their journey towards becoming an anti-racist and gender equal Federation.

Contents

1. Aims

2. Legislation and Guidance

3. Roles and Responsibilities

4. Eliminating discrimination

5. Advancing equality of opportunity

6. Fostering good relations

7. Equality considerations in decision making

8. Equality objectives

9. Monitoring Arrangements

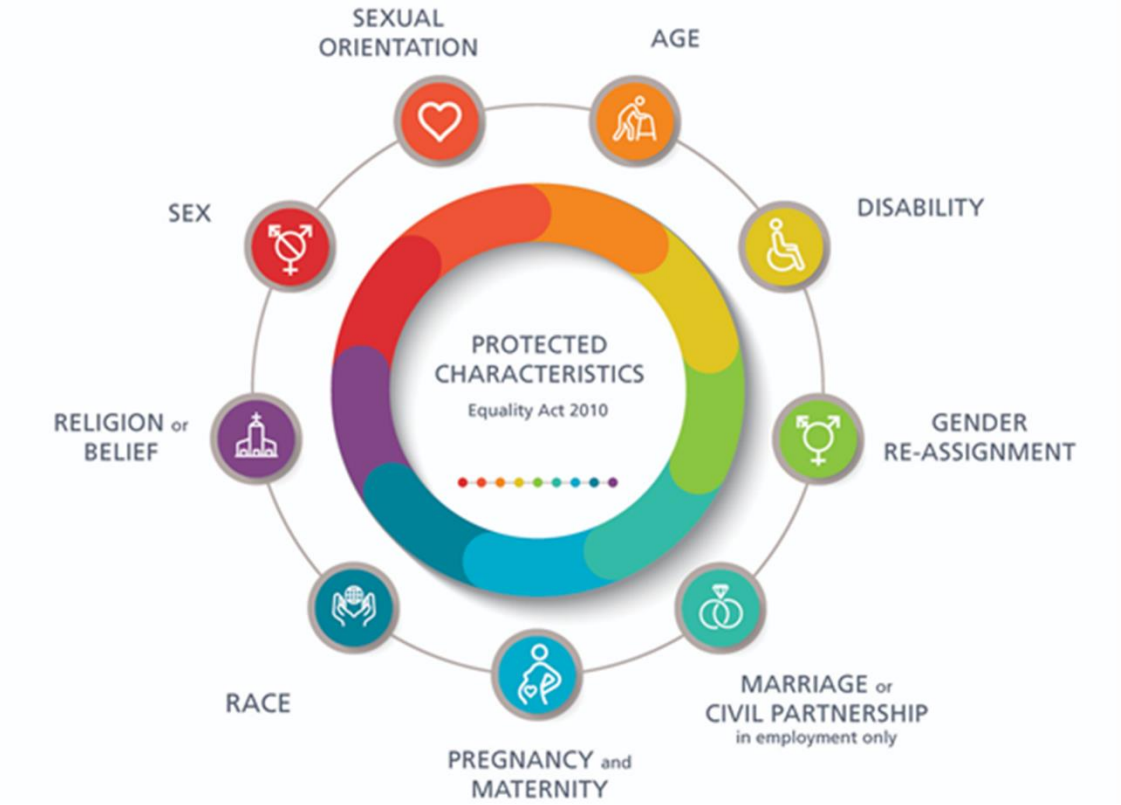
Appendix 1
Appendix 2

1. Aims

Our Federation 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:



Our Federation aims to promote respect for difference and diversity in accordance with our values, such as:

Respect □ Thankfulness □ Justice □ Compassion □ Truthfulness □ Courage

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 Federations 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 Federations, the technical guidance for Federations 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 Federation, 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 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The Executive 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

All Federation 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 Federation 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.

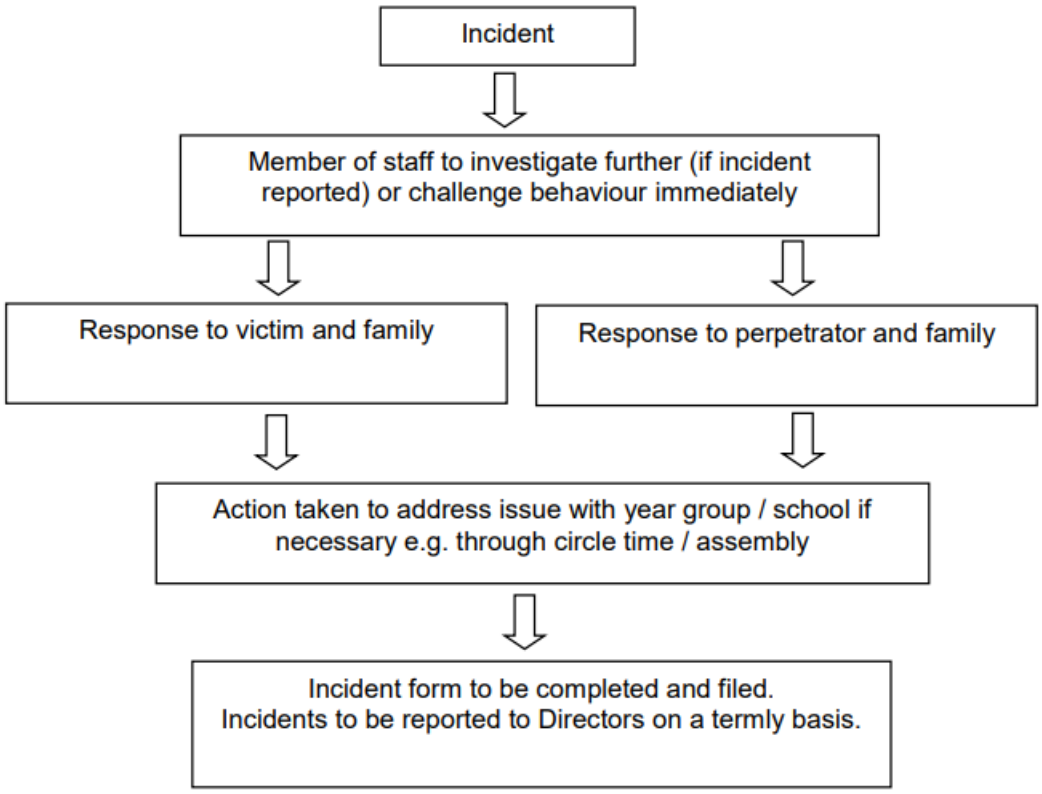
Staff and governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings. Where this has been discussed during a meeting, it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September as part of the new academic year Compliance Training PD Day.

Reporting and Recording Incidents

The Federation will ensure that pupils and staff are aware of how they report incidents. All staff, teaching and non-teaching, will view dealing with incidents as vital to the well-being of the whole Federation.

Our procedure for reporting and responding is outlined below:



5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the Federation 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 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 Federation societies)

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

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- 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)
- Publish further data about any issues associated with protected characteristics, identifying any issues which could affect our own pupils

In addition to the information about pupils, we will consider how our activities as an employer affect staff with protected characteristics. As a Federation we utilise information to show:

- The make-up of our workforce, with breakdowns of staff at different grades, levels and rates of pay (including any patterns of occupational segregation and part-time work)
- Gender pay-gap reporting and other pay equality issues if eligibility met

- The profile of staff at different stages of employment including recruitment, training, promotion and leavers.
- Applications for flexible working and their outcomes for staff with different protected characteristics
- Applications for learning and development opportunities and their outcomes for staff with different protected characteristics
- Grievances and disciplinary issues and complaints of discrimination and other prohibited conduct
- Policies and programmes in place to address equality concerns from staff
- Information from staff surveys and/or trade unions
- Records weighing the equality outcomes of important decisions including evidence used to make decisions

We will make sure that with any data we publish to show how we meet our equality duties, individual staff or pupils will not be identifiable. This means we may not publish some data if it relates to a very small number of staff or pupils to preserve their confidentiality.

6. Fostering good relations

The Federation 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 Federation trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the Federation. For example, our Federation 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 Federation'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 characteristics, which helps inform and develop our approach

7. Equality considerations and decision making

The Federation 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 Federation always considers the impact of significant decisions on groups. For example, when a Federation trip or activity is being planned, the Federation considers whether the trip:

- Cuts across any religious holidays

- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

The Federation actively considers our equality duties and is carefully considered when planning Federation trips and activities by the member of staff organising the activity and any adjustments recorded on the completed risk assessment.

8. Equality Objectives

In line with our duties, we set equality objectives every four years and review at least one every four years; our next review date will be Autumn 2026. Our current objectives are:

1. **Curriculum and Culture** – Ensure our curriculum reflects and celebrates diversity and promotes respect and inclusion across all protected characteristics.
2. **Pupil Outcomes** – Monitor and analyse pupil progress and attainment by key groups to identify and address any emerging gaps.
3. **Accessibility and Inclusion** – Continue to improve physical and digital accessibility so that all pupils and families can fully engage with school life.
4. **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.
5. **Community Engagement** – Strengthen links with families and the wider community to foster good relations, build understanding, and celebrate our diversity.

Objective 1: To Ensure our curriculum reflects and celebrates diversity and promotes respect and inclusion across all protected characteristics.

Why we have chosen this objective:

We recognise our duty under the Public Sector Equality Duty to eliminate discrimination, advance equality of opportunity, and foster good relations between people who share a protected characteristic and those who do not. Our curriculum plays a central role in shaping attitudes, promoting mutual respect, and ensuring that all learners feel represented, valued, and able to succeed. By embedding equality, diversity, and inclusion throughout our curriculum and wider culture, we aim to create an environment where difference is respected, and all members of our community can thrive.

To achieve this objective, we plan to:

- Review and develop our curriculum content and offer to ensure it reflects diverse cultures, identities, histories, and experiences across all protected characteristics.
- Promote inclusive teaching practices that challenge stereotypes, bias, and discrimination.
- Provide staff training and guidance to support the confident delivery of inclusive and equality-focused learning.
- Celebrate diversity through curriculum themes, events, worship and enrichment activities.
- Ensure learning resources and materials are inclusive, accessible, and representative of our community and wider society.
- Monitor and evaluate the impact of the curriculum on equality outcomes, using feedback from learners, staff, and stakeholders to inform continuous improvement.

Objective 2: Monitor and analyse pupil progress and attainment by key groups to identify and address any emerging gaps

Why we have chosen this objective:

Under the Public Sector Equality Duty, we are required to advance equality of opportunity by removing or minimising disadvantages experienced by pupils who share a protected characteristic. Regular, robust analysis of progress and attainment enables us to identify patterns of underachievement, take timely action, and ensure that all pupils, particularly those from disadvantaged or underrepresented groups, are supported to achieve their full potential. This aligns with Ofsted's focus on high expectations, inclusive practice, and the impact of leaders' actions on outcomes for all pupils.

To achieve this objective, we plan to:

- Systematically track and analyse progress and attainment data for key pupil groups, including those defined by protected characteristics.
- Use data insights to identify trends, gaps, and potential barriers to learning at an early stage.
- Implement targeted interventions and support strategies where gaps are identified and evaluate their impact regularly.
- Ensure staff are trained to use assessment information effectively to inform inclusive teaching and responsive planning.
- Hold leaders and teachers to account for the progress of all pupil groups through regular review meetings and reporting.
- Use pupil, parent, and staff feedback to complement quantitative data and inform improvement actions.

Objective 3: Continue to improve physical and digital accessibility so that all pupils and families can fully engage with school life.

Why we have chosen this objective:

In line with the Public Sector Equality Duty, we are committed to removing barriers that may disadvantage pupils, parents, and carers who share a protected characteristic, particularly those related to disability. Ensuring that our physical environment, communication systems, and digital platforms are accessible supports equality of opportunity and enables full participation in education and school life. This aligns with Ofsted's expectations that leaders create an inclusive environment where reasonable adjustments are made, and all members of the school community are able to engage effectively.

To achieve this objective, we plan to:

- Review the accessibility of school buildings, facilities, and outdoor spaces, and prioritise reasonable adjustments where needed.
- Improve the accessibility of digital platforms, online learning tools, and school communications to meet a range of needs.
- Ensure information for parents and carers is available in accessible formats and, where appropriate, alternative languages.
- Work with external agencies and specialists to support pupils with specific access needs.
- Provide staff training to raise awareness of accessibility requirements and inclusive practice.
- Monitor feedback from pupils, parents, and carers to evaluate the effectiveness of accessibility measures and inform ongoing improvement.

Objective 4: 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:
The Public Sector Equality Duty requires us to eliminate discrimination, advance equality of opportunity, and foster good relations. Staff play a critical role in shaping an inclusive school culture and in ensuring that policies and practices are applied consistently and fairly. By equipping all staff with the knowledge, understanding, and confidence to model inclusive behaviour and challenge discrimination, we strengthen our capacity to meet the needs of all pupils. This aligns with Ofsted's expectations that leaders ensure staff are well trained, act as positive role models, and promote a culture of respect and high expectations for all.

To achieve this objective, we plan to:

- Provide regular, high-quality training on equality, diversity and inclusion for all staff, including updates linked to statutory guidance.
- Support staff to understand protected characteristics and their responsibilities under the Equality Act and Public Sector Equality Duty.
- Embed equality and inclusion into induction programmes, performance management, and professional development.
- Provide clear guidance and resources to support staff in addressing prejudice-based language, behaviour, and incidents effectively.
- Encourage reflective practice and professional dialogue to continually improve inclusive approaches across the school.
- Monitor the impact of training through staff feedback, practice reviews, and pupil outcomes to inform future development.

Objective 5: Strengthen links with families and the wider community to foster good relations, build understanding, and celebrate our diversity.

Why we have chosen this objective:

The Public Sector Equality Duty requires us to foster good relations between people who share a protected characteristic and those who do not. Strong partnerships with families and the wider community help us to build mutual respect, challenge prejudice, and ensure that our school reflects and values the diverse backgrounds of those it serves. This aligns with Ofsted's focus on positive relationships, inclusive leadership, and effective engagement with parents and carers to support pupils' personal development and well-being.

To achieve this objective, we plan to:

- Develop inclusive opportunities for families to engage with school life, ensuring activities and events are accessible to all.
- Communicate effectively with parents and carers from diverse backgrounds, using a range of formats and approaches.
- Celebrate cultural, religious, and community events in ways that promote understanding and respect.
- Work in partnership with community organisations and external agencies to enrich pupils' experiences and promote equality.
- Seek and respond to feedback from families and the community to inform inclusive practice and continuous improvement.
- Promote a welcoming school environment where diversity is recognised, valued, and celebrated.

9. Monitoring Arrangements

The Executive Headteacher will update the equality information we publish, described in sections 4 to 7 above, at least every year.

Federation-specific equality objectives will be reviewed by the governing board at least every 4 years.

This document will be reviewed by the governing board 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 assessments
- SEN information report
- SEND policy
- Behaviour Policy
- Visitor Code of Conduct

Appendix:1

Check list for School Staff and Governors

✓ Is information collected on race, disability and gender with regards to both pupils and staff e.g. pupil achievement, attendance, exclusions, staff training? Is this information used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides?

✓ Is pupil achievement analysed by race, disability and gender? Are there trends or patterns in the data that may require additional action, and has action been taken to address these? ✓ Does the curriculum include opportunities to understand the issues related to race, disability and gender?

✓ Are all pupils encouraged to participate in school life? Are pupils who make a positive contribution reflective of the school's diversity e.g. through class assemblies / school council?

✓ Is bullying and harassment of pupils and staff monitored by race, disability and gender, and is this information used to make a difference to the experience of other pupils? Are racist incidents reported to the Directors on a termly basis?

✓ Are visual displays reflective of the diversity of your school community? How are minority ethnic, disabled and both male and female role models promoted positively in lessons, displays and discussions such as circle time and class assemblies?

✓ Does the school take part in annual events such as Black History Month, Deaf Awareness Week and One World Week to raise awareness of issues around race, disability and gender?

✓ Is the school environment as accessible as possible to pupils, staff and visitors to the school? Are open evenings and other events which parents, carers and the community attend held in an accessible part of the school, and are issues such as language barriers considered?

✓ Are the accessibility needs of parents, pupils and staff considered in the publishing and sending out of information, in terms of race, disability and gender?

✓ Are procedures for the election of parent Governors open to candidates and voters who are disabled?

Appendix 2:

Equality and the Law

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Race Equality

This section of the plan reflects the general and specific duties of schools as detailed in The Race Relations Act 1976 and as amended by The Race Relations (Amendment) Act 2000.

The General Race Equality Duty requires us to have due regard to the need to:

• Eliminate racial discrimination

• Promote equality of opportunity

• Promote good relations between people of different racial groups.

Under our specific duty we will:

• Prepare an Equality Plan which includes our written policy for race equality

• Assess the impact of our policies, including this Plan, on pupils, staff and parents by ethnicity including, in particular, the achievement levels of these pupils

• Monitor the impact our plans and policies have on such pupils, staff and parents towards raising the achievement of minority ethnic groups.

Disability

This section should be read in conjunction with the school's Special Educational Needs Policy and Accessibility Strategy.

Definition of disability

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

The DDA 2005 has also extended the definition of disability as follows:

• People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities.

• Section 18 has been amended so that individuals with a mental illness no longer must demonstrate that it is "clinically well-recognised", although the person must still demonstrate a long-term and substantial adverse impact on his/her ability to carry out normal day-to-day activities.

Legal duties

The Disability Discrimination Act (DDA) 2005 placed a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services:

• Promoting equality of opportunity between disabled people and other people.

• Eliminating discrimination and harassment of disabled people that is related to their disability.

• Promoting positive attitudes towards disabled people.

• Encouraging participation in public life by disabled people.

• Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

Reasonable Adjustments and Accessibility Plans (Schedule 10)

Schools are required to:

• Take reasonable steps to avoid disadvantage caused by a provision, criteria or practice or a physical feature that puts a disabled person at a substantial disadvantage compared to a non-disabled person. This involves removing or avoiding a physical feature, for example steps and lifts.

• Take reasonable steps to provide auxiliary aids/services.

• Provide information in an accessible format.

• Develop and implement (by allocating appropriate resources) Accessibility Plans which will:

1. Increase disabled pupils' access to the school curriculum

2. Improve the physical environment

3. Improve provision of information.

The duty is an anticipatory and continuing one that schools owe to disabled pupils generally, regardless of whether the school knows that a particular pupil is disabled or whether the school currently has disabled pupils. The federation will need to plan ahead for the reasonable adjustments that it may need to make, working with the relevant admissions authority as appropriate.

Gender Equality

The Gender Equality Duty 2006 places a general and specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male pupils and between women and men and transgender people.

Under our general duty we will actively seek to:

• Eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment.

• Promote equality between men and women.

Under our specific duty we will:

• Prepare and publish an Equality Plan which covers the requirements for a Gender Equality Scheme identifying our gender equality goals and actions to meet them.

• Review and revise this Scheme every three years.

Sexual Orientation

The Equality Act 2006 made provision for regulations to be introduced to extend protection against discrimination on grounds of religion or belief to sexual orientation.

The Equality Act (Sexual Orientation) Regulations 2007 came into force on 30 April 2007, and they make discrimination unlawful in the area of goods, facilities and services on grounds of sexual orientation. For schools this means admissions, benefits and services for pupils and treatment of pupils.

Community cohesion

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty on the governing bodies of state schools to promote community cohesion. Community cohesion encompasses promoting good relations between pupils from different races, faiths / beliefs and socioeconomic backgrounds. The duty came into force on 1 September 2007.

Mainstreaming equality into policy and practice Objectives

The AddMore Federation operates equality of opportunity in its day-to-day practice in the following ways:

Teaching and learning

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

• Use contextual data to improve the ways in which we provide support to individuals and groups of pupils; • Monitor achievement data by ethnicity, gender and disability and action any gaps.

• Take account of the achievement of all pupils when planning for future learning and setting challenging targets.

• Ensure equality of access for all pupils and prepare them for life in a diverse society; • Use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping.

• Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice; • Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.

• Seek to involve all parents in supporting their child's education.

• Encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning.

Including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

Admissions and exclusions

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors. Exclusions will always be based on the school's Behaviour Policy.

We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

Equal Opportunities for Staff

This section deals with aspects of equal opportunities relating to staff at Heathland Whitefriars Federation.

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions are made based on merit and ability and in compliance with the law. However, we are concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

Employer duties

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

• Monitoring recruitment and retention including bullying and harassment of staff.

- Continued professional development opportunities for all staff.
- Senior Leadership Team support to ensure equality of opportunity for all