

Equality Information and Objectives Policy 2026–2030

Policy status: Statutory / school policy

Applies to: Pupils, prospective pupils, staff, governors, volunteers, parents/carers and visitors

Approved by: Governing Board

Date approved: October 2026

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Equality Objectives period: 2026–2030

Policy owner: Headteacher / Governing Board

1. Statement of Intent

Nun Monkton Foundation Primary School is committed to promoting equality, diversity and inclusion and to providing an environment in which every member of the school community is treated with dignity, fairness and respect.

The school recognises that people may experience disadvantage or discrimination because of characteristics protected by law and that equality does not always mean treating everyone identically. The school will therefore take proportionate and appropriate action to remove or minimise disadvantage, meet different needs and encourage participation where this is necessary to achieve equality of opportunity.

The school will have due regard to the Public Sector Equality Duty (PSED) under section 149 of the Equality Act 2010. The three aims of the PSED are to:

- eliminate discrimination, harassment, victimisation and other conduct 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 between people who share a protected characteristic and people who do not share it.

The school will actively consider equality implications when making decisions, developing policies, delivering education and providing access to facilities, services and activities.

The school recognises that promoting equality is an ongoing responsibility and will use appropriate equality information, consultation, monitoring and review to identify and address barriers to equality.

2. Legal and Statutory Framework

This policy has regard to the relevant legal and statutory framework, including:

- Equality Act 2010;
- section 149 of the Equality Act 2010 – Public Sector Equality Duty;
- section 85 of the Equality Act 2010 – pupils: admission and treatment;
- Equality Act 2010 (Specific Duties) Regulations 2011;
- Human Rights Act 1998;
- Children and Families Act 2014;
- Special Educational Needs and Disability Regulations 2014;
- Data Protection Act 2018;
- UK General Data Protection Regulation (UK GDPR);
- Education and Inspections Act 2006, where relevant;
- relevant Department for Education guidance and statutory guidance; and
- other relevant education, safeguarding, accessibility and employment legislation.

The Equality Act 2010 prohibits schools from discriminating against pupils or prospective pupils in relation to admission, education, access to benefits, facilities and services, exclusion and other forms of detriment. Schools must also not harass pupils or prospective pupils or victimise pupils. A duty to make reasonable adjustments applies in relation to disabled pupils.

This policy should be read alongside the school's other relevant policies and procedures.

3. Public Sector Equality Duty

The school recognises its responsibilities under the Public Sector Equality Duty.

In carrying out its functions, the school will have due regard to the need to:

1. eliminate discrimination, harassment, victimisation and other conduct prohibited by the Equality Act 2010;
2. advance equality of opportunity between people who share a protected characteristic and those who do not; and
3. foster good relations between people who share a protected characteristic and those who do not.

Advancing equality of opportunity includes, where relevant:

- removing or minimising disadvantages connected to a protected characteristic;
- taking steps to meet different needs;
- encouraging participation where participation is disproportionately low;
- taking account of the specific needs of disabled people; and
- identifying and addressing barriers to participation, achievement and access.

Fostering good relations includes tackling prejudice and promoting understanding between people who share protected characteristics and those who do not.

The school understands that the PSED is an ongoing duty and will consider equality implications when making decisions and reviewing the actual impact of its policies and practices. Government guidance specifically identifies monitoring how different groups of pupils perform and taking action where pupils with protected characteristics need additional support as part of effective equality practice.

4. Protected Characteristics

The Equality Act 2010 identifies the following protected characteristics:

- age;
- disability;
- gender reassignment;
- pregnancy and maternity;
- race;
- religion or belief;
- sex; and
- sexual orientation.

The application of particular protected characteristics differs depending on the legal context. For example, age and marriage and civil partnership are not protected characteristics for the school pupil provisions in Part 6 of the Equality Act 2010, although they remain relevant in other contexts, including employment.

The school will nevertheless promote respect, dignity and fairness for all members of its community, regardless of whether a particular characteristic has specific statutory protection in the circumstances concerned.

5. Equality Principles

The school will:

- provide equality of opportunity and access;
- challenge discrimination, prejudice and stereotyping;
- promote respect for difference and diversity;
- ensure that decisions are made fairly and transparently;
- consider the needs of different groups when developing policies and practices;
- make reasonable adjustments for disabled pupils and staff where required;
- promote an inclusive curriculum and school environment;
- provide appropriate support where barriers to participation or achievement are identified;
- monitor relevant information to identify potential inequalities;
- respond appropriately to prejudice-related incidents;
- promote good relations within the school and wider community; and
- ensure that equality is considered as part of school improvement and decision-making.

The school will recognise that treating everyone fairly may require different or additional support for particular individuals or groups.

6. Roles and Responsibilities

6.1 Governing Board

The Governing Board will:

- ensure that the school complies with equality legislation and its statutory duties;
- approve and review this policy;
- approve the school's Equality Objectives;
- ensure that equality considerations are embedded within strategic decision-making;
- receive appropriate information about equality, discrimination, bullying and prejudice-related incidents;
- monitor progress against the Equality Objectives;
- ensure that equality information and objectives are published as required;
- ensure that appropriate action is taken where equality issues are identified; and
- ensure that reasonable adjustments and accessibility are appropriately considered.

6.2 Headteacher

The Headteacher will:

- implement this policy;
- promote equality throughout the school;
- ensure staff understand their responsibilities;
- ensure appropriate action is taken in response to discrimination, harassment, bullying and prejudice-related incidents;
- monitor equality information and identify emerging issues;
- report relevant matters to the Governing Board;
- ensure that equality considerations inform school improvement planning; and
- ensure that relevant information is published appropriately.

6.3 Staff

All staff are expected to:

- treat pupils and colleagues fairly and respectfully;
- challenge inappropriate language, behaviour, stereotyping and prejudice;
- report and respond appropriately to equality-related concerns;
- support pupils who experience discrimination, bullying or harassment;
- contribute to an inclusive learning environment; and
- implement reasonable adjustments and agreed support strategies.

6.4 Pupils

Pupils are expected to:

- treat others with respect;
- avoid discriminatory, prejudicial or harassing behaviour;

- report concerns about bullying or discriminatory behaviour;
- respect difference and diversity; and
- contribute positively to the school community.

7. Admissions and Provision

The school will not discriminate against a person in relation to:

- arrangements for deciding who is offered admission;
- the terms on which admission is offered;
- whether a person is admitted;
- the provision of education;
- access to benefits, facilities or services;
- exclusion; or
- any other detriment prohibited by law.

The school will also not harass or victimise pupils or prospective pupils.

Admissions will be managed in accordance with the school's published admissions arrangements and applicable statutory requirements.

8. Disability and Reasonable Adjustments

The school recognises its legal duties towards disabled pupils.

The school will:

- identify and remove barriers to participation where reasonably practicable;
- make reasonable adjustments where required;
- consider the provision of auxiliary aids and services where appropriate;
- make reasonable adjustments to policies, practices and physical arrangements where required;
- consult with pupils and parents/carers where appropriate;
- review adjustments to ensure they remain effective; and
- link this policy to the school's Accessibility Plan.

The school will consider disability equality in relation to:

- curriculum access;
- classroom activities;
- assessment;
- trips and educational visits;
- clubs and enrichment;
- assemblies and events;
- physical access;
- communication;
- information; and
- participation in the wider life of the school.

9. Curriculum and Teaching

The curriculum will support the school's commitment to equality and inclusion.

Teaching will:

- promote respect and understanding;
- challenge prejudice and stereotypes;
- recognise and value diversity;
- provide appropriate opportunities for pupils to learn about equality and difference;
- reflect the diversity of society where appropriate;
- avoid unnecessary stereotyping;
- support pupils to understand respectful relationships; and
- provide opportunities to develop empathy and understanding.

Curriculum planning will take account of pupils' different needs and circumstances.

10. Behaviour, Bullying and Prejudice-Related Incidents

The school will not tolerate bullying, harassment, discrimination, victimisation or other prejudice-related behaviour.

Incidents will be dealt with under the school's Behaviour Policy, Anti-Bullying arrangements and other relevant procedures.

The school recognises that bullying or harassment may be related to a protected characteristic, including disability, race, religion or belief, sex, sexual orientation or gender reassignment.

Where an incident appears to be connected to a protected characteristic, it will be considered as a potential prejudice-related incident and recorded and monitored appropriately.

Compliance with the Public Sector Equality Duty

The school ensures compliance with the Public Sector Equality Duty by taking proactive steps to eliminate discrimination, harassment and victimisation and to protect pupils who share a protected characteristic from bullying, harassment and discriminatory behaviour.

The school will actively monitor, prevent and respond to prejudice-related bullying and harassment affecting pupils who share a protected characteristic.

All reported incidents will be taken seriously, recorded appropriately, investigated and followed up in accordance with the school's policies and procedures.

The school will use equality information, pupil voice, behaviour records and prejudice-related incident records to identify patterns, barriers or inequalities and will take proportionate action where concerns are identified.

The school will also promote understanding, respect and good relations between pupils who share protected characteristics and those who do not, in accordance with the three aims of the Public Sector Equality Duty.

This approach reflects the school's statutory responsibility to have due regard to eliminating discrimination and harassment, advancing equality of opportunity and fostering good relations. The Equality Act 2010 also expressly prohibits a school's responsible body from harassing pupils.

The school will distinguish between general bullying behaviour and incidents that may constitute unlawful harassment or discrimination. All concerns will nevertheless be treated seriously and responded to under the school's relevant policies.

11. Equality Impact and Decision-Making

When developing or reviewing policies, procedures, significant decisions or initiatives, the school will consider whether there may be implications for people who share protected characteristics.

Where appropriate, the school will consider:

- who may be affected;
- whether any group may experience disadvantage;
- whether different needs need to be addressed;
- whether reasonable adjustments are required;
- whether participation or access could be affected;
- whether the decision could contribute to prejudice or inequality;
- what mitigating actions may be required; and
- how the actual impact will be monitored.

Equality considerations should be proportionate to the nature and significance of the decision.

12. Equality Information

The school will publish information demonstrating how it is complying with the Public Sector Equality Duty.

Information may include, where relevant:

- pupil demographic information;
- information relating to protected characteristics;
- attainment and progress;
- attendance;
- exclusions and suspensions;
- behaviour and bullying;
- prejudice-related incidents;
- participation in trips, clubs and enrichment;
- access to education and facilities;
- reasonable adjustments;
- staff equality information;
- consultation and pupil voice;
- actions taken to address identified inequalities; and

- progress against Equality Objectives.

The school will not publish personal or confidential information where doing so would breach data protection requirements or could identify an individual inappropriately.

The school will use information proportionately and will avoid drawing unreliable conclusions from very small groups.

The purpose of collecting equality information is to understand whether individuals or groups experience barriers or disadvantage and to inform appropriate action.

13. Data Protection and Confidentiality

Equality information will be collected, stored and used in accordance with:

- the Data Protection Act 2018;
- UK GDPR;
- the school's Data Protection Policy; and
- relevant confidentiality and information governance requirements.

The school will take particular care where information relates to sensitive personal data or could identify individual pupils or staff.

Where numbers are very small, information may be aggregated, suppressed or otherwise presented in a way that protects confidentiality.

14. Equality Objectives 2026–2030

The school has established the following Equality Objectives for the period 2026–2030.

The objectives are intended to support the three aims of the Public Sector Equality Duty and will be reviewed annually.

Equality Objective 1: Prevent and respond effectively to prejudice-related incidents

Objective:

To strengthen the prevention, identification, recording and response to bullying, harassment and prejudice-related incidents involving protected characteristics.

Actions:

- ensure staff understand how to recognise and respond to prejudice-related incidents;
- ensure relevant incidents are recorded consistently;
- monitor incidents termly;
- identify any recurring patterns or groups affected;
- provide appropriate support to pupils involved;

- use curriculum and pastoral opportunities to challenge prejudice and promote respect; and
- report relevant findings to governors.

Success measures:

- all identified prejudice-related incidents are recorded and responded to appropriately;
- termly monitoring is completed;
- emerging patterns are identified and acted upon;
- pupils report that they feel safe and respected; and
- actions are reviewed annually.

Equality Objective 2: Improve equality of access and participation for disabled pupils

Objective:

To identify and reduce barriers to participation for disabled pupils across education, enrichment and the wider life of the school.

Actions:

- review reasonable adjustments annually;
- consider accessibility when planning trips and educational visits;
- monitor participation in clubs, enrichment and school activities;
- consult pupils and parents/carers where appropriate;
- review physical and communication accessibility; and
- update the Accessibility Plan where appropriate.

Success measures:

- reasonable adjustments are identified and reviewed;
- barriers are recorded and addressed;
- disabled pupils have equitable opportunities to participate;
- participation in wider school activities is monitored; and
- pupil/parent feedback informs improvement.

Equality Objective 3: Promote equality and diversity through the curriculum

Objective:

To ensure that the curriculum promotes respect, equality, diversity and understanding and challenges prejudice and stereotyping in an age-appropriate way.

Actions:

- review curriculum content for opportunities to promote equality and diversity;
- ensure teaching resources are appropriately inclusive;
- provide age-appropriate learning about difference, respect and discrimination;
- use pupil voice to evaluate pupils' understanding;

- identify and address inappropriate stereotypes; and
- provide relevant staff development.

Success measures:

- curriculum planning demonstrates opportunities to promote equality;
- staff identify and address inappropriate stereotypes;
- pupils demonstrate understanding of respect and diversity;
- pupil voice informs curriculum development; and
- curriculum review identifies actions for further improvement.

Equality Objective 4: Use equality information to identify and address barriers

Objective:

To use appropriate equality information to identify and address any significant differences in achievement, attendance, behaviour, participation or access experienced by pupils who share protected characteristics.

Actions:

- review relevant pupil data annually;
- consider attainment and progress;
- consider attendance and behaviour;
- consider participation and access;
- consider prejudice-related incidents;
- identify any significant or persistent differences;
- investigate potential barriers where evidence indicates a concern; and
- implement proportionate actions and monitor their impact.

Success measures:

- annual equality review completed;
- relevant differences are identified and considered;
- actions are implemented where evidence identifies a barrier;
- impact of actions is monitored; and
- findings inform school improvement planning where appropriate.

The school will not assume that a difference in outcomes is caused by a protected characteristic. Where differences are identified, the school will consider the available evidence, relevant contextual factors and whether action is appropriate.

15. Annual Review of Equality Objectives

The Governing Board will review progress against the Equality Objectives at least annually.

The annual review will consider:

- progress against each objective;

- actions completed;
- evidence of impact;
- relevant equality information;
- prejudice-related incidents;
- pupil and parent/carers feedback where appropriate;
- barriers identified;
- actions still required; and
- whether objectives remain appropriate.

An annual equality statement may be published alongside the school's Equality Objectives to demonstrate progress.

The Equality Objectives will be formally reviewed and republished at least every four years, or sooner where appropriate.

The school will avoid presenting equality objectives as completed merely because actions have been undertaken. The focus will be on whether actions have contributed to meaningful improvement.

16. Consultation

Where appropriate, the school will seek the views of:

- pupils;
- parents and carers;
- staff;
- governors;
- relevant professionals; and
- other members of the school community.

Consultation may include:

- surveys;
- pupil voice;
- meetings;
- focus groups;
- feedback from parents/carers;
- staff discussions; and
- feedback arising from specific equality issues.

The school will use consultation proportionately and in ways appropriate to the age and needs of pupils.

17. Staff Equality and Professional Development

The school will promote equality among staff and ensure that staff understand their responsibilities.

Staff development may include:

- equality and diversity;

- recognising and responding to prejudice;
- bullying and harassment;
- safeguarding;
- disability and reasonable adjustments;
- inclusive teaching;
- unconscious bias and stereotyping where appropriate; and
- relevant legal or policy updates.

Staff equality information may be collected and monitored for employment purposes where lawful and proportionate.

18. Information, Communication and Accessibility

The school will seek to ensure that information is accessible to pupils, parents/carers and other members of the school community.

Where appropriate, the school will consider:

- accessible formats;
- communication needs;
- disability-related adjustments;
- language needs;
- digital accessibility;
- physical access; and
- reasonable adjustments.

The school will publish its equality information and Equality Objectives on its website or otherwise make them publicly available in accordance with applicable requirements.

19. Links with Other Policies

This policy should be read alongside relevant school policies and documents, including:

- Accessibility Plan;
- Behaviour Policy;
- Anti-Bullying Policy;
- Safeguarding and Child Protection Policy;
- SEND Policy;
- Admissions Policy;
- Complaints Policy;
- Curriculum policies;
- Staff Code of Conduct;
- Data Protection Policy;
- Online Safety Policy;
- Attendance Policy;
- School Improvement Plan; and
- relevant health and safety policies.

Where appropriate, equality considerations will be embedded within these policies.

20. Publication

The school will publish its Equality Objectives and equality information in an accessible manner.

The published information will be sufficient to demonstrate how the school is complying with the Public Sector Equality Duty and how it is working towards its Equality Objectives.

The school will ensure that:

- Equality Objectives are published at least every four years;
- relevant equality information is published as required;
- progress against objectives is reviewed annually;
- published information is accessible;
- personal or confidential information is not unnecessarily disclosed; and
- information is updated when appropriate.

The Public Sector Equality Duty Specific Duties Regulations require relevant public authorities to publish equality objectives at least every four years and information demonstrating compliance with the PSED.

21. Monitoring and Evaluation

Responsibility for monitoring this policy rests with the Governing Board and Headteacher.

Monitoring will consider:

- equality objectives;
- equality information;
- pupil outcomes;
- attendance;
- behaviour;
- bullying and prejudice-related incidents;
- access and participation;
- reasonable adjustments;
- curriculum provision;
- staff equality information where appropriate;
- complaints and concerns; and
- feedback from pupils, parents/carers and staff.

Monitoring will be proportionate and evidence-based.

Where monitoring identifies a potential inequality or barrier, the school will consider what further action is appropriate.

22. Confidentiality and Small-Number Data

The school recognises that publishing information about very small groups may risk identifying individual pupils or staff.

The school will therefore apply appropriate safeguards when publishing equality information.

This may include:

- aggregating information;
- suppressing small numbers;
- avoiding unnecessary breakdowns;
- using qualitative rather than quantitative information where appropriate; and
- considering whether publication could identify an individual.

The school will comply with applicable data protection requirements at all times.

23. Complaints

Concerns about discrimination, harassment, victimisation, bullying or other equality-related matters should normally be raised with the school in accordance with the school's Complaints Policy and other relevant procedures.

Where a concern involves a safeguarding matter, it will be dealt with under the school's safeguarding procedures.

Where a concern relates to a specific prejudice-related incident, the school will respond in accordance with its Behaviour and Anti-Bullying arrangements.

The school will ensure that individuals raising concerns are treated fairly and will not be victimised for making a legitimate complaint or raising a concern.

24. Review of this Policy

This policy will be reviewed regularly and at least within the school's normal policy review cycle.

It will also be reviewed sooner where:

- legislation changes;
- statutory guidance changes;
- significant equality issues arise;
- monitoring identifies a need for amendment;
- the Equality Objectives are revised; or
- school circumstances change significantly.

The Governing Board will approve significant amendments.

25. Publication Checklist

Before publication of this policy and associated equality information, the school should ensure that:

- Equality Objectives for 2026–2030 have been approved by governors.
- Equality Objectives are published on the school website.
- Current equality information is available.
- Previous equality objectives have been reviewed where applicable.
- Progress against objectives is recorded annually.
- Prejudice-related incidents are monitored.
- Reasonable adjustments are considered and reviewed.
- The Accessibility Plan is current and linked to this policy.
- Relevant pupil data has been considered where appropriate.
- Small-number and confidentiality issues have been considered.
- Personal data is not unnecessarily published.
- The policy is accessible to parents/carers and other stakeholders.
- Governors have approved the policy.
- The next review date is clearly stated.

26. School Aims

Nun Monkton Foundation Primary School aims to:

- provide a safe, welcoming and inclusive environment;
- ensure that every child is valued as an individual;
- promote equality of opportunity;
- challenge discrimination and prejudice;
- promote respect for difference and diversity;
- support pupils to develop positive relationships;
- enable every pupil to participate fully in school life;
- remove or minimise barriers to learning and participation;
- support pupils to achieve their potential; and
- work in partnership with parents, carers and the wider community.

The school recognises that equality is an ongoing process rather than a one-off action. Through this policy, its Equality Objectives, equality information, monitoring and annual review, the school will seek to ensure that equality considerations are embedded in the everyday life and decision-making of the school.