Matthew Arnold Primary School

Equality Information and Objectives Policy

Policy Date – October 2026

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. The protected characteristics are:
    - Age
    - Disability
    - Gender reassignment
    - Marriage or civil partnership
    - Pregnancy and maternity
    - Race
    - Religion or belief
    - Sex
    - Sexual orientation

Matthew Arnold aims to promote respect for difference and diversity in accordance with our values. Central to our vision is that all children experience a strong sense of belonging, are happy and valued, and develop friendships, empathy, tolerance and understanding.

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.

Roles and responsibilities

The governing body 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
- 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
- Meet with the Headteacher, and other relevant staff members, to discuss any issues and how these are being addressed

- Ensure they are familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training

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
- 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 at the end of the policy.

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.

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 (HT). They make senior leaders and governors aware of these as appropriate.

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:

- 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)

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

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

Equality Objectives (March 2024 to be reviewed every 4 years)

	Objective	Why we have chosen this objective:	To achieve this objective we plan to:
1	To monitor and analyse pupil achievement by gender and disadvantage, and act on any trends or patterns that in the data that require additional support for pupils.	To ensure that all children have equal access to the curriculum and are able to achieve the best possible outcomes. Data shows a gender / disadvantage gap in some cohorts	• Track progress of groups termly. • Implement intervention when needed to ensure all groups make at least good progress. • Review curriculum delivery to ensure meets needs of specific groups.
2	To protect the well- being of all pupils by challenging any non- inclusive views held by anyone within the school or wider community	To ensure our pupils are aware of non inclusive views and feel they can challenge these. To develop our inclusive ethos.	• Develop an assembly spine which promotes equality, diversity and inclusion. • Continue to develop our PSHE programme and tailor this to the needs of our children and community.
3	To ensure the school actively promotes and prioritises raising awareness, appreciation and celebration of diversity including gender, sexuality, race and religion	We want our pupils and community to embrace diversity and to have the opportunity to explore a range of issues pertinent to the protected characteristics as part of their education provision.	• Reading spines and literature to reflect different groups Curriculum weeks will be designed to include prominent figures from these groups • Review PSHE curriculum to ensure is designed to promote equality and challenge views that are not inclusive. • Identify where curriculum teaches the protected characteristics • Use a range of visitors to work with classes / take assemblies – focus on these representing protected groups.

Monitoring arrangements

The Headteacher of Matthew Arnold Primary will update the equality information we publish at least every year. This document will be reviewed by annually, to ensure continued compliance with the PSED.

School-specific equality objectives will be reviewed by the Headteacher / governing body at least every 4 years.

This document will be approved by the Governing Body

Links with other policies

This document links to the following policies:

- Accessibility plan
- Anti-Bullying Policy
- Behaviour policy
- SEND Policy