



Equality Information and Objectives Policy

Approved by: Full Governing Body

Date: June 2026

Review: June 2027

Signed:

Chair: Mr. C Harris

1. Introduction

The Equality Act 2010 removed the requirement for schools to produce a standalone equality policy. However, it is considered best practice for schools to publish a clear statement outlining their commitment to equality, the principles guiding their work, and the processes used to monitor and promote inclusion.

At Reddal Hill Primary School, we are committed to ensuring equality of opportunity for all pupils, staff, parents, and members of the wider community. We recognise that some individuals and groups have historically experienced disadvantage and discrimination.

We aim to foster a culture of inclusion, respect and high expectations, where diversity is valued and all members of the school community can thrive.

2. Legal Framework

This policy is guided by our duties under the Equality Act 2010 and the Public Sector Equality Duty (PSED), which require us to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between people who share a protected characteristic and those who do not
- Foster good relations between different groups

The protected characteristics under the Act are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race (including colour, nationality, and ethnic or national origins)
- Religion or belief (including no belief)
- Sex
- Sexual orientation

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

In addition, we acknowledge our responsibilities under:

- The Human Rights Act 1998
- The UN Convention on the Rights of the Child

- The UN Convention on the Rights of Persons with Disabilities

3. Our Commitment

Reddal Hill Primary School recognises that discrimination can occur in many forms and is committed to:

- Challenging prejudice and discriminatory behaviour
- Promoting understanding and respect
- Providing an inclusive environment free from harassment
- Ensuring fair access to opportunities and resources

We also recognise children in care and previously in care as a key vulnerable group in line with Sandwell Local Authority priorities (although this is not a protected characteristic under the Equality Act 2010).

4. Use of Data

We collect and analyse data relating to protected characteristics to inform our equality objectives and school improvement work.

This includes monitoring outcomes across key areas:

- Admissions
- Attendance
- Attainment and progress
- Suspensions and exclusions
- Prejudice-related incidents

Where inequalities are identified, targeted actions are implemented.

5. Guiding Principles

Principle 1: All individuals are of equal value

We treat all individuals with equal respect and dignity, regardless of:

- Age
- Disability
- Race (including colour, nationality, and ethnic or national origin)
- Gender reassignment
- Religion or belief
- Marriage and civil partnership
- Pregnancy and maternity

- Sex
- Sexual orientation
- Being a child in care or previously in care (local priority)

Principle 2: We recognise and respect difference

Equality does not mean treating everyone the same. We recognise that individuals have different needs and experiences, and we will take these into account by:

- Making reasonable adjustments for disabled individuals
- Recognising the impact of race, culture and experiences of discrimination
- Supporting individuals who are proposing to undergo, are undergoing or have undergone gender reassignment
- Respecting religious and cultural practices
- Supporting individuals of all sexual orientations
- Providing additional support for children in care and care leavers

Principle 3: We foster positive relationships and belonging

We actively promote:

- Positive attitudes towards disability
- Good relations between people from different racial, cultural and religious backgrounds
- Mutual respect regardless of sex, sexual orientation or gender reassignment
- An environment free from sexual, homophobic, biphobic and transphobic harassment
- An inclusive school culture that values every individual's identity and experiences

Principle 4: Equality in employment

We ensure fair and equitable treatment in recruitment, retention and professional development for all staff, irrespective of:

- Disability
- Race
- Religion or belief
- Sex
- Sexual orientation
- Gender reassignment
- Pregnancy and maternity

Principle 5: Removing barriers

We actively identify and reduce inequalities that may exist between:

- Disabled and non-disabled individuals
- Different racial and cultural groups
- Individuals of different sexes
- Individuals of all gender identities, including those undergoing gender reassignment

Principle 6: Contributing to wider society

We aim to prepare pupils to positively contribute to society by promoting:

- Inclusion and social cohesion
- Respect for diversity
- Equal participation for all groups

Principle 7: Equality objectives

We will:

- Set measurable equality objectives at least every four years
- Monitor and report annually on progress
- Base objectives on evidence and data

6. Curriculum and Ethos

We ensure that equality is embedded across:

- Teaching and learning
- Curriculum content
- Behaviour and relationships
- School culture and values

Our ethos promotes respect, empathy and understanding.

7. Addressing Prejudice and Bullying

We actively challenge all forms of prejudice, including:

- Disability discrimination
- Racism and xenophobia (including antisemitism and Islamophobia)
- Sexism

- Homophobia, biphobia and transphobia
- Discrimination relating to gender reassignment
- Discrimination linked to background or care experience

All incidents are recorded (via CPOMS), monitored and addressed in line with school procedures and local authority guidance.

8. Roles and Responsibilities

Governing Body

- Ensure compliance with equality legislation
- Monitor implementation of this policy
- Approve and review equality objectives
- Ensure fair recruitment and governance practices

Headteacher

- Lead implementation of the policy
- Ensure staff training and awareness
- Respond to incidents of discrimination
- Report annually on progress

Staff

- Promote inclusion and equality
- Challenge discrimination and bias
- Deliver an inclusive curriculum
- Support all learners effectively

Pupils

- Treat others with respect
- Report bullying or discrimination
- Promote inclusion and diversity

9. Information and Accessibility

We ensure accessible communication through:

- Clear and inclusive information sharing

- Accessible formats where required
- Transparency via our school website

10. Religious Observance

We respect and accommodate religious beliefs and practices, where reasonably possible.

11. Staff Development

All staff receive appropriate equality and diversity training to support inclusive practice.

12. Breaches of Policy

Any breaches will be addressed in line with school behaviour, disciplinary and safeguarding procedures.

13. Equality Objectives (2026–2030)

Our current objectives are to:

- Promote spiritual, moral, social and cultural development across the curriculum
- Reduce prejudice through education
- Ensure a safe and inclusive environment for all pupils
- Improve understanding of disability and inclusion
- Promote cultural awareness and respect
- Ensure full compliance with the Public Sector Equality Duty

14. Monitoring and Review

This policy will be reviewed annually.

Monitoring will include:

- Attainment and progress data
- Behaviour and incident records
- Equality impact assessments
- Recruitment data
- Ofsted feedback

15. Linked Policies

This policy should be read alongside:

- Safeguarding Policy
- Behaviour Policy
- SEND Policy
- Accessibility Plan