

# Equality Information and Objectives

Frequency of Review	Every 4 years
Author	Headteacher
Approved by	Governors
Reviewed	March 2026
Date of Next Review	March 2030 (unless there is a material change)

## **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.

Fitzwaryn School is committed to creating a culture where the whole community is valued, involved, supported and feels safe from discrimination.

## **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 (May 2014): The Equality Act 2010 and schools.

This document also complies with our funding agreement and articles of association.

## **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 and the public who wish to see it.
- 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 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

All school staff are expected to have regard to this document and to work to achieve the objectives.

## **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. Staff will receive an overview of the Equality Act in their Induction folders and will sign a declaration that they have read and understood the implementation of this Equality Information and Objectives document within a month of commencing employment. At the start of each academic year, staff will complete a refresher session that will focus on specific areas of the Equality Act and in response to identified needs.

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.

## **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 (e.g. enabling Muslim pupils to pray at prescribed times or to be appropriately supported if fasting during Ramadan)
- 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 and after-school activities)

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

- Share termly attainment data showing how pupils with different characteristics are performing.
- Analyse the above data 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 particular protected characteristics, identifying any issues which could affect our own pupils

## **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
- Holding assemblies dealing with relevant issues, including inviting outside groups and speakers to present as appropriate.
- Working with our local community. This includes organising school trips and activities based around the local community and welcoming visitors into our school, for example at coffee mornings.
- 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 choir. 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.

### **Equality considerations in decision-making**

The school ensures it has due regard to equality considerations whenever significant decisions are made.

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 all pupils with differing disabilities
- Has equivalent facilities for all groups.

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded as part of the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically.

### **Equality objectives**

#### **Objective 1**

**To ensure that pupil voice from all groups is represented, heard and acted upon in shaping school culture, policies and decision-making.**

Why we have chosen this objective:

To empower all pupils, particularly those from underrepresented or disadvantaged groups, to contribute to school improvement and feel valued, safe and included.

To achieve this objective we plan to:

- Strengthen the School Council by ensuring representation from a diverse range of pupils and needs.

- Introduce regular pupil voice surveys focused on inclusion, belonging and safety.
- Ensure pupil feedback is reviewed termly and used to inform policy updates, curriculum development and whole-school practice.

## **Objective 2**

**To improve the accessibility of the school environment, ensuring that pupils, staff and families with disabilities or additional needs can fully participate in school life.**

Why we have chosen this objective:

To remove barriers to learning and engagement, supporting equal access for all members of the school community and complying with the Equality Act 2010.

To achieve this objective we plan to:

- Audit the physical environment, signage, digital platforms and communication systems for accessibility.
- Implement identified improvements such as visual timetables, simplified communication formats, and adjusted classroom layouts.
- Provide staff training on inclusive communication, reasonable adjustments and supporting sensory needs.

## **Objective 3**

**To promote a curriculum that actively challenges stereotypes and celebrates diverse identities, families and life experiences.**

Why we have chosen this objective:

To ensure that all pupils see themselves represented, understand the diversity of modern Britain, and develop respect and empathy for others

To achieve this objective we plan to:

- Review curriculum planning across subjects to identify where representation can be broadened or strengthened.
- Provide staff with resources and exemplar materials that reflect a wide range of cultures, identities, abilities and family structures.
- Incorporate regular whole-school events that celebrate diversity and promote positive role models.

## **Monitoring arrangements**

The Headteacher will update the equality information we publish at least every year.

This document will be reviewed by Headteacher 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: [Accessibility Plan](#)

- Staff Code of Conduct: [Staff Code of Conduct](#)
- SEND Policy: [SEND Policy](#)
- Safer Recruitment: [Safer Recruitment Policy](#)
- School Complaints Policy: [School Complaints Procedure](#)
- Behaviour Policy: [Behaviour Policy](#)
- Safeguarding Policy: [Safeguarding-Policy-2025-2026](#)