Equality and Diversity Policy

Senior Leader responsible	Mr N O'Brien
Date approved by LGB	2nd July 2026
Next review date	Summer 2027

1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Remove discrimination and other conduct that is prohibited by the Equality Act 2010
- Increase education and understanding in school around Equalities issues and protected characteristics with both staff and pupils
- Advance equity and equality of opportunity between people who share a protected characteristic and who do not share it
- Listen to the lived experience of pupils with a protected characteristic and share their views.

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 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.

3. Roles and responsibilities

The school's Local Governing Board (LGB) 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 2 years and incorporated into the school improvement plan where applicable
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Equalities Lead

The link governor for equalities will:

- Meet with the designated member of staff for equality regularly, and other relevant staff members, to discuss any issues and how these are being addressed
- Complete an annual monitoring visit to see Diversity, Equity and Inclusion ('DEI') work in action
- Complete and maintain appropriate equality and diversity training and share learning

- Review school policies with DEI in mind
- Be aware of key equalities issues in school at any given time
- Report to the Board on how our school:

  Provides a happy, safe and secure learning and working environment in which everyone feels a sense of belonging and being looked after.

  Equips all pupils with high levels of confidence and self-esteem.

  Ensures full access to a full, diverse and stimulating curriculum.

  Values the involvement of the whole school community, encouraging and enabling all people to contribute fully.

The Headteacher will:

- Ensure knowledge and understanding of the equality objectives and relevant legislation among staff and pupils
- Monitor success in achieving the objectives and report back to governors
- Amplify the work of the Equalities Lead and ensure pupils with protected characteristics are in mind when making both strategic and operational decisions

The designated member of staff for equality (the Equalities Lead) will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Meet with the equality link governor at least once every year to raise and discuss any issues
- Support the headteacher in identifying any staff training needs, and deliver training as necessary
- Listen to pupils with a protected characteristic and give voice to their experience in school
- Be an advocate for pupils with protected characteristics when both strategic and operational decisions are made

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8. All staff are expected to support the use of reasonable adjustments in school and play an active part in Equalities training which happens termly.

4. Eliminating discrimination

Discrimination may be direct or indirect. It may occur intentionally or unintentionally. Our school must not unlawfully discriminate against, harass or victimise a pupil or prospective pupil and ensure that:

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions. The school makes reasonable adjustments for all pupils with a protected characteristic where appropriate. Where relevant, our policies include reference to the importance of avoiding discrimination and promoting inclusion.

Staff and governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings and training sessions. 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 via the Code of Conduct, and all staff receive some refresher training every year.

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.

Prejudice related incidents are reviewed half termly in Senior Leadership Team meetings.

Wherever possible, the school strives to go beyond reasonable adjustment and strives for best practice around inclusion.

5. 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 disadvantages suffered by people that are connected to a particular characteristic they have
- 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
- Encouraging pupils with a protected characteristic to talk of their experiences and amplify them
- Having a positive “can-do” attitude to working with pupils with protected characteristics and removing barriers

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
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils – for instance reporting on prejudice related incidents which will take place termly

- Fulfil our responsibilities in regard of reporting prejudice related incidents to Norfolk County Council

6. Encouraging allyship

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, allyship 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. Pupils will be encouraged to take a lead in such assemblies and we will also invite appropriate 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
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach
- All pupils are expected to follow this policy and treat others with respect and dignity.

7. 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 is accessible from the very start.

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 whenever making significant decisions. This is recorded at the same time as 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 with the completed risk assessment.

8. Equality objectives 2026-2027

Objective 1

Continue to use the internal data we have on prejudice related incidents ('PRIs') to uncover trends early and take decisive action.

Look at data every six weeks, find trends and make adaptations to the delivery of our personal development programme. Demonstrate how we have delivered sharp educative responses to PRIs.

Objective 2

To ensure we are listening to pupils with a protected characteristic and consider their views.

Equalities Lead to set up a termly equalities forum made up of pupils with a protected characteristic and listen to their views about school. Equalities Lead to report to the Senior Leadership Team termly.

9. Monitoring arrangements

The Equalities Lead and headteacher will update the equality information we publish, at least every year.

This document will be reviewed by the governing body annually.

This document will be approved by the leadership team and governing body.

10. Links with other policies/key documents

This document links to the following policies and documents:

- Accessibility plan
- SEND policy
- Behaviour Policy
- Attendance Policy
- Curriculum maps