



Making a difference, as we grow together

Equality information and objectives

Alderman Pounder Infant and Nursery School



Approved by:	Governing body	Date: PENDING
Last reviewed on:	March 2026	
Next review due by:	January 2028	

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, harassment, victimisation 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 a relevant protected characteristic
- 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

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](#).

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/carers
- 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

- Have “due regard” when making a decision or taking an action to whether it may have particular implications for people with particular protected characteristics

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.

The Head Teacher and Chair of Governors 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
- 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:

- Analyse the attainment 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)
- Analyse 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, personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in art, pupils will be introduced to artistic styles from a range of cultures
- Making pupils aware of our behaviour and anti-bullying policies
- Holding assemblies dealing with relevant issues
- 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

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 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

Objective 1

Protected characteristic: race

Undertake an analysis of recruitment data and trends in regard to protected characteristics and make attempts to address any underrepresented groups.

Why we have chosen this objective:

- 36% of pupils identify as belonging to an ethnic minority group. It is important that children can recognise themselves in positive role models so we would like our staff makeup to more closely represent our community.

To achieve this objective, we plan to:

- Review the wording of adverts to ensure they do not contain wording which may inadvertently dissuade applications from any group
- Include a statement to encourage applications from underrepresented groups

Progress we are making towards this objective:

- We endeavour for all adverts to be neutrally worded, and believe we have accomplished this.
- A statement is included within adverts that highlights how all groups are encouraged to apply.

Objective 2

Protected characteristic: race

Promote community cohesion and understanding across our school community.

Why we have chosen this objective:

- We serve an increasingly diverse community. 36% of pupils identify as from an ethnic minority group (across a total of 26 different ethnicities). 31 languages are spoken.

To achieve this objective, we plan to:

- Share positive messages celebrating cultural diversity through our assemblies, PSHE curriculum and RE scheme of work
- Ensure that teaching resources are representative of a range of cultures, languages and references
- Ensure that experts from a range of cultural backgrounds are used to support the curriculum
- Challenge parents and visitors who demonstrate a lack of respect for cultural diversity
- Select texts which capitalise on rich cultural heritage
- Provide a rich curriculum which delivers opportunities to study Fundamental British Values (FBVs)
- Take a zero tolerance stance on bullying of any kind (including that which identifies protected characteristics)
- Embed the Partnership culture of the Unique, Exceptional and Sustainable school

Progress we are making towards this objective:

- An SMSC calendar has been produced including multi-faith assemblies spread over the academic year
- A variety of faith leaders have delivered assemblies to children to talk about their faith and special events
- Staff members have delivered assemblies about their faith

Objective 3

Protected characteristic: disability

Promote high standards across all groups of children identified as having a special educational need.

Why we have chosen this objective:

- There is an increasing number of children identified as having a special educational need. Many of these children are identified as being on the autistic spectrum and require support to access the curriculum. Some of the children in our school face SEMH barriers which require bespoke intervention to engender a sense of belonging.

To achieve this objective, we plan to:

- Ensure that the school has robust systems in place for delivering on the Code of Practice, including seeking the views of pupils and parents
- Ensure that staff have participated in ASD training and that the classroom environment supports this
- Enhance the school's provision for nurture and SEMH, taking into the account the need to adequately train and support staff
- Monitor pupil progress closely, working with external agencies to ensure the pupil's entitlement to high quality advice
- Track and monitor using B Squared as a device for assessing granular steps in learning

Progress we are making towards this objective:

- The new SENCO has received an induction, including attending PLCs with content around accurate identification of SEMH and C&I
- All staff have received training in how C&I may present as 'behaviour' leading to possible misidentification as SEMH
- Assessment methods and tracking are in place and indicate children are making good progress

- Class-based staff are receiving ongoing cycles of CPL to support curriculum adaptations and environments supporting children with SEND. Monitoring has shown this is being implemented.

Monitoring arrangements

School-specific equality objectives will be reviewed by the headteacher at least every 4 years.