



Equality Information  
and Objectives

Regent Farm First School

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### 1. Aims

Regent Farm First School is committed to promoting equality, diversity, and inclusion for all pupils, staff, and stakeholders. We aim to create an environment where everyone feels valued, respected and are able to achieve their full potential.

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

Our school aims to promote respect for difference and diversity in accordance with our core values; respect, teamwork, curiosity and determination.

## 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](#), 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](#).

## 3. 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

The SLT will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Meet with the governors to raise and discuss any issues
- Support the headteacher in identifying 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 in section 8.

#### 4. 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.

#### 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 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)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

#### 6. 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
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

## 7. 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 is accessible to pupils with disabilities. This is recorded at the same time at the risk assessment when planning a school trip.

## 8. Equality objectives

In line with the PSED, we have identified the following objectives:

1. Ensure every child, including those with SEND, has full access to the school curriculum.
2. Monitor achievements (academic and personal) of pupils with protected characteristics (e.g., SEND, EAL, disadvantaged pupils).
3. Promote diversity and inclusion through the curriculum, assemblies, and school events.
4. Increase support for children with SEMH needs.
5. Ensure all children have access to extracurricular activities, enrichment experiences and school visits.

TARGET	ACTIONS	INTENDED OUTCOME
<p>Ensure every child, including those with SEND, has full access to the school curriculum</p>	<p>Conduct regular curriculum audits to identify barriers for SEND pupils.</p> <p>Adapt lesson plans and resources to include differentiated activities.</p> <p>Provide staff training on adaptive teaching strategies and reasonable adjustments.</p> <p>Review Individual Education Plans (IEPs) termly.</p> <p>Ensure assistive technology and specialist equipment are available where needed.</p>	<p>All pupils access curriculum</p> <p>Positive progress in SEND provision reviews</p>
<p>Monitor achievements (academic and personal) of pupils with protected characteristics</p>	<p>Maintain a robust tracking system for academic progress (through Sonar) and personal development opportunities (through class spreadsheets)</p> <p>Analysis of data by protected characteristics (SEND, EAL, disadvantaged) each term.</p> <p>Share findings with staff and governors to inform interventions.</p> <p>Hold pupil progress meetings focusing on targeted groups.</p> <p>Use data to plan targeted support and enrichment opportunities.</p>	<p>Data shows narrowing gaps and increased uptake</p> <p>Interventions documented</p>

TARGET	ACTIONS	INTENDED OUTCOME
<p>Promote diversity and inclusion through the curriculum, assemblies, and school events</p>	<p>Embed diverse perspectives and role models in curriculum content.</p> <p>Organize themed assemblies celebrating different cultures, abilities, and identities.</p> <p>Host annual refugee week linked to School of Sanctuary work.</p> <p>Review class books/ library resources to ensure representation of diverse authors and topics.</p> <p>Encourage pupil voice through school council opportunities.</p>	<p>Positive feedback from pupils</p> <p>Increased representation in resources</p>
<p>Increase support for children with SEMH needs</p>	<p>Train staff in trauma-informed and restorative practices.</p> <p>Expand access to counselling and mental health support services through SEMH team and Northern Guild.</p> <p>Create safe spaces (e.g., nurture rooms) for emotional regulation.</p> <p>Build on the success of Rainbow Regulation week.</p> <p>Develop partnerships with external agencies for specialist SEMH support.</p>	<p>Improved SEMH outcomes</p> <p>Reduction in emotional incidents</p> <p>Reduction in EBSNA</p>
<p>Ensure all children have access to extracurricular activities, enrichment experiences, and school visits</p>	<p>Audit participation rates and identify barriers for disadvantaged or SEND pupils.</p> <p>Provide financial assistance or subsidies for trips and clubs.</p> <p>Adapt activities to be inclusive (e.g., wheelchair access, sensory-friendly options).</p> <p>Communicate opportunities clearly to parents in accessible formats.</p> <p>Monitor and report on participation using class spreadsheets.</p>	<p>Increased participation rate</p> <p>No child excluded due to barriers</p>

## 9. Monitoring arrangements

The governing body will update the equality information we publish, at least every year.

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

This document will be reviewed by the Headteacher and governors annually, to ensure continued compliance with the PSED.

This document will be approved by the full governing board.

## 10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- SEN information report
- SEND policy
- Safeguarding Policy
- Behaviour and Anti-Bullying Policy

## Appendix 1: Our Commitment

We will:

- Ensure all pupils have equal access to high-quality education.
- Promote positive attitudes towards diversity and inclusion.
- Challenge stereotypes and prejudice.
- Provide reasonable adjustments for pupils and staff with disabilities.
- Monitor and review our practices to ensure compliance with the Equality Act 2010.

Regent Farm First School prides itself on being an inclusive school that cares for every individual child. We fully comply with the Public Sector Equality Duty (PSED) by ensuring equality, diversity, and inclusion are at the heart of our ethos and daily practice.

We have a zero-tolerance approach to discrimination. Through our core value character Respectful Ray, our pupils are taught the importance of respect for everyone, including individuals who share protected characteristics.

We actively promote tolerance, friendship, and understanding of diverse backgrounds, beliefs, similarities, differences, and cultures through our curriculum. This includes dedicated teaching in Religious Education (RE) and Personal, Social, Health and Economic (PSHE) education, as well as embedding these principles across all subjects. We are very proud to be a School of Sanctuary and all children understand how they can make other feel welcome and included in school life.

We teach children about protected characteristics in a sensitive, consistent, and age-appropriate way through weekly themes explored in assemblies, classroom learning, themed weeks, and celebrations. These opportunities allow pupils to discuss and reflect on the values underpinning the Public Sector Equality Duty.

We work closely with families to promote awareness and understanding of different cultures and traditions, fostering a strong sense of community and inclusion.

We encourage and support all pupils to participate fully in school activities, ensuring that no child is excluded or disadvantaged.

We are committed to raising standards for all pupils, with a particular focus on the most vulnerable. We believe that improving outcomes for these groups benefits the entire school community.

We uphold good equality practices for our staff by ensuring that all policies and procedures promote fairness and inclusion in every aspect of employment, including recruitment, promotion, and professional development.