# Equality Information and Objectives Policy

## Regents Park Community Primary School 2026 - 2029

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| **Approved by:** | Chair of Governors | **Date:** | 13.03.26 |
| **Last reviewed on:** | March 2026 | | |
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## 1. 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

Our school aims to promote respect for difference and diversity in accordance with our values, such as Regents Park Community Primary School.

## 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 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
- 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 equalities lead is Inder Paddem

The equality link governor is Junaid Zaman. They will:


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- Meet with the designated member of staff for equality every term, and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

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

The designated member of staff for equality will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Meet with the equality link governor termly 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.

## Protected Characteristics

It is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their:

- sex
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy or maternity

The Act makes it unlawful to discriminate against a pupil because of one of the above even if they have been mistakenly thought to have one of the characteristics

It is also unlawful to discriminate against a pupil if a family member holds one of the protected characteristics.

The act makes it unlawful for a school to discriminate against, harass or victimise a pupil or potential pupil in relation to admission, in the way it provides education, n the way it provides access to facilities and services, by excluding a pupil or other form of discipline

Unlawful behaviour can fall into 4 categories.:

Direct discrimination – when one person treats another less favourably because of a protected characteristic

Indirect discrimination – when something is applied generally but has the effect of putting people with a particular characteristic at a disadvantage

Harassment – has a specific legal definition "unwanted conduct, related to a relevant protected characteristic, which has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person".

Victimisation – when a person is treated less favourably because of something they have done in connection with the Act, for example, making an allegation of discrimination against another staff member


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## 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 as part of the Annual Safeguarding training.

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.

## 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
- 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
- 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
- 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


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## 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:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

The school keeps a written record to show we have actively considered our equality duties and asked ourselves relevant questions. 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

### Objective 1

To ensure equal opportunities for recruitment.

At Regents Park Community Primary School, we ensure equal opportunities for all and we adhere to the principles of equal opportunity in all aspects of the recruitment process. We welcome applications for vacant posts from appropriately qualified persons regardless of age, disability, race, religion or belief, gender, sexual orientation, gender reassignment, marital status, pregnancy and maternity

### Objective 2

Make reasonable adjustments for all pupils staff with disabilities to meet their needs better and make sure that any disadvantages they experience are addressed.

Pupils

School staff promote an ethos where pupils are encouraged to raise concerns and to expect that these are listened to and acted upon. Pupils have a range of avenues through which to raise issues. These include; a School Council which meets regularly, access to a learning mentor, a ‘worry box’, pupil questionnaires and circle time sessions.

Parents

Parents are encouraged to take an active role in their child’s learning and are able to raise any concerns with class teachers or senior members of staff in either informal meetings or by formal appointment. There are also termly parents’ evenings, monthly ‘meet the head teacher’ coffee mornings and a range of social events. Staff members are available to translate into most community languages.

Disability

The accessibility audit and resulting plan aims to address the needs of any actual or potential pupils, parents or members of the community who may find access to the school and its curriculum difficult, due to a disability. The school works closely with support services such as physiotherapy, occupational therapy and sensory support to make reasonable adjustments to enhance provision for disabled pupils

### Objective 3

Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination.

All school personnel have equal access to training, career development and promotion. They receive training so that they are kept up to date with new information and enhance their skills base.

## 9. Monitoring arrangements


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This document will be reviewed by the governing board at least every 4 years.

This document will be approved by the governing board.

## 10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- SEND Policy
- Behaviour Policy


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