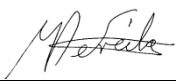
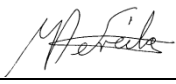




Equality Information and Objectives Policy

	Name	Date	Signature
Written By	Head Teacher	December 2022	
Reviewed	Head Teacher	November 2024	
Reviewed	Head Teacher	November 2025	
Review by	Headteacher	July 2027	

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Version Control	
Date	Change
25/10/23	New Targets Set and Previous Targets Reviewed and RAG rated. Monitor Arrangements now includes ADI Leader and EAL Leader
31/10/24	RAG Rated the objectives 2023-2025 (Objectives to be reviewed and reset next October.)
12.08.25	See new Objectives for period of time July 2025 – July 2027

Equality Information and Objectives.

Raglan Primary School aims to meet its obligations under the Public Sector Equality Duty 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.

Legislation and Guidance

This document meets the requirements under the following legislation:

- The Equalities Act 2010 which introduced the public sector equality duty and protects people from discrimination.
- The Equality Act 2010 (specific duties) Regulations 2011, which requires 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 complies with our funding agreement and articles of association.

Roles and Responsibilities

The Governing Body will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, and that they are reviewed and updated at least once every four years.
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Head Teacher.

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The Head Teacher will:

- Promote knowledge and understanding of the equalities objectives amongst staff and pupils.
- Monitor success in achieving the objectives and report back to Governors.

The designated member of staff for equality will:

- Support the Head Teacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils.
- Support the Head Teacher 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 this policy.

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.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September.

The schools have a designated member of staff for monitoring equality issues.

Advancing equality of opportunity.

As set out in the DFE guidance on the Equality Act, the school aims to advance the equality of opportunity by:

- Removing or minimising disadvantages suffered by people which 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:

- Analyse performance data to determine strengths and areas for improvement and implement actions
- Make evidence available identifying improvements for specific groups

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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, pupils will be introduced to literature from a range of cultures.
- Holding assemblies dealing with relevant issues.
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organizing 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 representations from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the schools' activities, such as sport clubs.

Equality considerations in decision-making.

The school ensures that they have due regard to equality considerations whenever significant decisions are made.

The schools always consider the impact of significant decisions on particular groups.

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Equality objectives 2022 / 2023

Equality Objective 1	Review December 2023
To continue to develop staff expertise in supporting pupils with Special Educational Needs and Disabilities.	Disseminate Training on Dyslexia and ensure classrooms are 'dyslexia friendly'. Work with SEND network champions to achieve. Further training around Understanding EHCPs.
Equality Objective 2	Review December 2023
To promote cultural understanding through a wide range of experiences both in and beyond school.	Ensure our programme of CPD builds in race equality and anti-racism. Continue development of the curriculum. All staff to improve their own knowledge through research and discussion. To engage wider school community.
Equality Objective 3	Review December 2023
To develop an understanding of 'unconscious bias' and how it may influence our behaviours.	Create a forum for Pupil Voice in school. Further develop staff awareness and open forums in which to share experiences and views.
Equality Objective 4	Review December 2023
To review levels of parental engagement in all aspects of school life to ensure equity and fairness in access and engagement.	More formal reviews for parents of children at SEND Support. Parent questionnaires about wider opportunities in school. Review of Parent Forums or alternative way of engaging parents in decision-making.

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Equality objectives 2023 - 2025

Equality Objective 1	Review December 2024/25
To continue to develop staff expertise in supporting pupils with Special Educational Needs and Disabilities.	Ensure that there are SEND Champions for each area. Manage the reduction of TA support to minimize impact on SEND Pupils Implementation of new SEND Referral Process for teachers.
Equality Objective 2	Review December 2024/25
To promote anti-racism across the school community	Gather views from all stake-holders about their experiences of racism in the school community. Develop working party for anti-racism Review and rewrite anti-racism policy – The school has adopted the Trust Anti-Racism Policy Develop process for educating all children but especially EYFS/KS1 children for equality. Find and deliver new curriculum resource for Anti-Racism for KS1 / KS2.
Equality Objective 3	Review December 2024/25
To extend the Agents for Change Program	Recruit more children as Agents for Change Agents Lead Assemblies on All of the Protected Characteristics KS2 Agents implement KS1 Buddy (role-modelling Program.)
Equality Objective 4	Review December 2024/25
To continue to engage parents in all aspects of school life to ensure equity and fairness in access and engagement.	More formal reviews for parents of children at SEND Support. Parent questionnaires about wider opportunities in school. Review of Parent Forums or alternative way of engaging parents in decision-making.
Equality Objective 5	Review December 2024/25
To implement a robust Induction Package for new and existing EAL children and families.	Staff CPD for inducting EAL children Appoint EAL Leader Make links with EAL Lead Schools Develop Protocol for EAL induction and assessment of needs Develop teacher toolkit for EAL Learners Support EAL families with language accessibility program.

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Equality objectives 2025 – 2027

Equality Objective 1	Review December 2025/27 Desired Outcomes
To continue to develop staff expertise in supporting pupils with Special Educational Needs and Disabilities (Specifically regarding Attachment Disorder and SEMH.)	Ensure that there are SEND Champions for SEMH / Attachment Disorder Manage the reduction of TA support to minimize impact on SEMH Pupils Implementation of mental health provision for children with SEMH. Establish Zones of Regulation System across school. Embed this.
Equality Objective 2	Review December 2025/27 Desired Outcomes
To train staff on how to respond effectively to prejudice-related bullying	By July 2027, 95% of our staff will feel confident in responding effectively to prejudice-related bullying, as shown in an annual staff survey.
Equality Objective 3	Review December 2025/27 Desired Outcomes
To increase the percentage of disadvantaged pupils in Key Stage (KS) 2 achieving at least the expected standard in reading and maths	By the end of the 2027 academic year, the percentage of disadvantaged pupils in KS2 achieving at least the expected standard in maths will increase 6% from July 2025 each year.
Equality Objective 4	Review December 2025/27 Desired Outcomes
To support staff members who are experiencing peri-menopause and menopause symptoms.	To work with individual staff members to discuss and create a plan to ensure they are comfortable in the workspace. To nominate a member of staff who is responsible to meet, plan and monitor menopause plans.
Equality Objective 5	Review December 2025/27 Desired Outcomes
To continue to sustain the robust Induction Package for new and existing EAL children and families.	Staff CPD for inducing EAL children Appoint EAL Leader Make links with EAL Lead Schools Develop Protocol for EAL induction and assessment of needs

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	Develop teacher toolkit for EAL Learners Support EAL families with language accessibility program.
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Monitoring Arrangements

The EDI Leader, Inclusion Manager, EAL Leader, and Head Teacher will update the equality information we publish at least every year.