



Equality Information and Objectives Policy

Calcot Infants and Junior Schools

1. Document Control

Adopted / Adopted and Adapted / Schools own: **Adopted and Adapted**

Review period: **Biennial**

Responsible committee: **Curriculum**

Statutory: **Yes**

Required on website: **Yes**

Ratified by committee: **29 January 2026**

Review due: **Jan 2028**

Chair of Governors' signature: **Mrs Julia Kidd**

2. Change History

		Amendment or No Change
1	2012 December	Created
2	2016 November	No changes
3	2018 November	GDPR amendments
4	2021 June	Amendments
5	2023 July	No changes
6	2026 Jan	Changes

3. Website History

Version	Date on website
6	Feb 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, including the 3 R's – Ready, Responsible and Respectful.

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 body 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 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

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 and governors receive training on the Equality Act as part of their induction, and all staff receive refresher training every September. This includes revisiting the Vision and Values of the school prioritizing the promotion of our 3 Rs – Ready, Responsible and Respectful.

The headteacher is responsible for monitoring equality issues, and reporting to the governing board any relevant issues in the Headteacher's report.

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 pupils from different cultures and religions who are being subjected to racist bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray in school. This is being consulted on with children through the Change team and school council (October 2025), supporting children to fast during Ramadan (Muslim teacher holds a lunch club for children who are fasting during the school day)
- 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 – girls football, boys netball opportunities.)

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 within PPG plan and SDP.
- Analyse further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils and following the processes within our Behaviour Management Policy to record, support and follow through from any incidences of bullying

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 and parents of multiple religions to speak in assemblies and as part of lessons, 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. For example, our local Imam has been into school to consult and support the delivery of RSE curriculum to our Muslim children.

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 (known as an Equality Impact Assessment) 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

Improve attainment data and progress trends for children with SEND and identify additional support in terms of access and adjustments to ensure these children thrive and flourish in our school.

Why we have chosen this objective: Analysis of data has shown a growing widening of attainment for SEND children across key assessment points.

To achieve this objective we plan to:

- Improve staff knowledge and understanding through high quality training.
- Research and make adaptations to curriculum areas to actively engage children, promoting curiosity and motivation to learn.
- Research assistive technology to improve and modify learning access;
- Establish inclusive classrooms across both schools;
- Identify and implement appropriate interventions;

Objective 2

Analyse the attendance of SEND children and look at interventions and support to improve attendance of SEND children.

Why we have chosen this objective: These children have the highest rate of persistent absence and trends of absence are declining.

To achieve this objective we plan to:

- Identify and monitor children whose attendance is between 90-95% and put in interventions and support for these children to prevent them becoming persistently absent;
- Identify barriers for attendance with individual attendance assessments and address these through reasonable adjustments; (sensory, anxiety, fatigue, timetables, classroom adjustments)
- Hold SEND attendance review meetings and invite professionals to work with parents to improve collaboration;
- Improve pupil voice to identify barriers;

Objective 3

To raise pupils' awareness and understanding of the protected characteristics ensuring they develop respect, empathy and positive attitudes towards diversity.

Why we have chosen this objective: Analysis of incidents within school have shown that despite our diverse community, and our extensive work in school through RE and PSHE curriculum and through assemblies, there are still a small number of incidents of racism.

To achieve this objective, we plan to:

- Implement No Outsiders as an approach in school
- Assembly themes will extend beyond school values and have more regular focus on protected characteristics.
- Key days and events will be noted in school and external speakers invited to extend children's understanding.
- Work with external support including YOT team, police, and religious leaders to support children individually and in groups
- Review access to prayer in school, driven by children who want to increase access.

9. Monitoring arrangements

The governing board and headteacher will update the equality information published, [as described in sections 4 to 7 above], at least every year.

This document will be reviewed and approved by the Governing Body on a biennial basis.

10. Links with other policies

This document links to the following policies:

- Accessibility Plan
- Risk Assessment
- Behaviour Policy
- School Development Plan