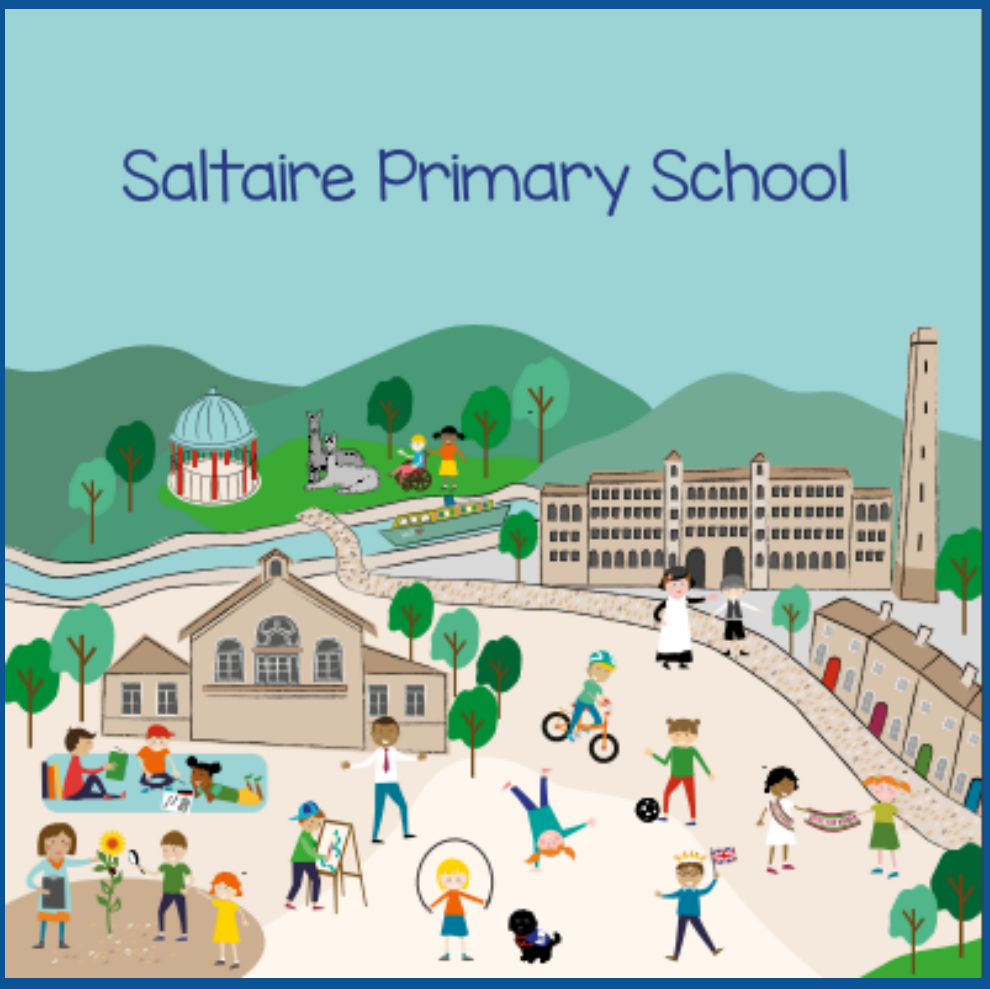


Equality Information and Objectives Statement

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Saltaire Primary School
- OUR LEARNING JOURNEY -

Equality Information and Objectives Statement
November 2026

1. Aims

Our 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. 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 values, such as Respect, Responsibility and Reflection as well as our core values of Enjoy, Achieve and Thrive.

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 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, and that they are reviewed and updated at least once every four years
- 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 equality link governor is Marie Blakesley. They will:

- Meet with the Equality Working Group every term. The group consists of:

  C Evans - Headteacher

  R Abbott Deputy Headteacher

  H Kent - PSHE Lead

  B Sharpe - PDWB Lead

  J Mulholland - ESafety and Pupil Equality Group Lead

- 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 amongst 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 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 every term to raise and discuss any issues (delete if not applicable)

- 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 January.

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 which 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 (e.g. enabling Muslim pupils to pray at prescribed times)
- 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 extra-curricular activities and clubs)

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
- The information and data will also be reflected in the published Pupil Premium Strategy, Inclusion Strategy and Enrichment Benchmarks Self Assessment Audit.

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 Pupil Parliament 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:

- 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 with the completed risk assessment.

8. Equality objectives

Objective 1: Undertake an analysis of recruitment data and trends about protected characteristics by November 2027, and report on this to the Finance, Premises and Staffing Committee of the governing body

We have chosen this objective to ensure we are attracting applications for new job roles from people with protected characteristics to our school.

To achieve this objective, we plan to collect and analyse recruitment data to monitor against our equality statement and report this to governors.

We will report on the progress we are making towards this objective in January 2028

Objective 2: Ensure the governing body is representative of the school community it serves

We have chosen this objective to ensure that we are actively promoting opportunities to become involved in the governing body to those with protected characteristics. We will always take an inclusive approach in attracting people to vacant positions, including actively encouraging people with protected characteristics to apply.

We will report on the progress we are making towards this objective in July 2028

Objective 3: Ensure that children develop a good understanding of how people can be discriminated against due to their protective characteristic

We have chosen this objective because:

- We have a duty to teach children about different types of relationships and want them to understand that all types of relationships are valid.
- We want children to develop an understanding of how discrimination can come in different forms and that they have a role in combating discrimination.
- We want children to feel empowered to challenge prejudice and respect all people regardless of protected characteristics.

To achieve this objective, we will ensure our curriculum and associated resources (for example our reading resources) positively represent the global community in which we live, according to:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

Our programme of inclusive worship will provide opportunities to explore this in detail and welcome people who positively represent the protected characteristics listed above.

We will report on the progress of this objective in January 2028

Objective 4: Develop staff awareness of protected characteristics and develop a whole-school approach in responding to issues which may arise.

We have chosen this objective because staff may require further guidance to be able to fully support children and their families if representative of a protected characteristic. Consideration should be given to issues related to unconscious bias. We will actively seek guidance and training to ensure we can provide effective support as required.

Objective 5: Ensure the building is as accessible as reasonably practicable for people with disabilities

We have chosen this objective because although we recognise that our building has limitations with regard to accessibility, we will develop a plan to improve this which meets the needs of people with disabilities where reasonably possible, balancing this with the resources available to the school and the school's safeguarding policy.

Objective 6: Audit and analyse the school's curriculum to ensure that those representative of and issues related to protected characteristics (for example, gender, race, LGBTQ+) are equally and positively represented and that the diversity of Britain, historically and today, are accurately represented.

We have chosen this objective because we recognise that many published materials and the experiences of staff in school may not always represent the diverse communities of Britain. Through audit and evaluation, we will provide more carefully selected resources and lesson content which more broadly represents the communities we serve.

9. Monitoring arrangements

The Headteacher will update the equality information we publish annually.

This document will be reviewed and approved by the governing body annually.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessments
- Teaching and Learning Policy
- SEN Information Report and Policy