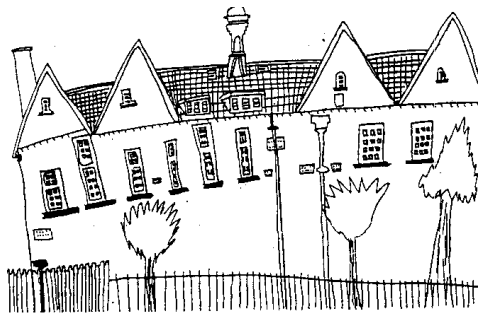


Letchmore Infants' And Nursery School

Equality Information and Objectives Policy



November 2025 - November 2029
Review Date - November 2027

Approved by:	Governing Board	Date: November 2025
Last reviewed on:	November 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, 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 values. Please see further details regarding our vision and values on our website - [Letchmore Infants' and Nursery School - Visions and Values](#)

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 Co-Headteachers 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

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.

New staff receive training on the Equality Act as part of their induction.

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:

- › Compile 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, this will be shared with governors through whole school data and Subject Leader Reports

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
- › Working with our local community. This may include 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:

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

8. Equality objectives

As a school, we are required to publish equality information every year:

- We must report on at least 1 equality objective once every 4 years - we've chosen November 2029 to be our deadline for this although we will review our policy and objectives annually.

Objective 1 - Promote Positive Attitudes Toward Diversity

Objective:

To promote positive attitudes and mutual respect among children from different backgrounds, cultures, and family structures.

Actions:

- Use books, songs, and stories that reflect a range of cultures, languages, and family types.
- Celebrate a variety of cultural festivals and traditions throughout the year.

Progress we are making towards this objective:

Objective 2 - Reduce the Gender Gap in Learning and Play

Objective:

To ensure that children are not limited by gender stereotypes in their learning, play, or role modelling.

Actions:

- Ensure boys and girls are equally encouraged to engage in all types of play (e.g., construction, dressing up, role-play).
- Monitor and address any gender-based differences in participation or achievement.

Objective 3 - Engage Parents and Carers from All Backgrounds

Objective:

To build strong relationships with all families, particularly those from underrepresented or disadvantaged groups.

Actions:

- Provide translated materials or interpreters where needed.
- Actively involve families in school life through inclusive events and accessible communication.

Objective 4 - Foster Emotional Literacy and Respect for Differences

Objective:

To help children recognise and express their emotions and develop respectful relationships with others.

Actions:

- Use circle time or story time to talk about feelings, empathy, and fairness.
- Embed a simple age-appropriate understanding of equality and respect in the curriculum.

Progress towards objectives -

	November 2026	November 2027	November 2028	November 2029
Objective 1	Classroom diversity checklist created to be shared in the spring term. This will also lead to resource list to refresh books and resources throughout the school			
Objective 2	<p>Data scrutiny takes place termly at pupil progress meeting and any gender issues identified and addressed.</p> <p>Careful in year planning to avoid gender stereotypes</p> <p>Super Kind award received following whole school activities linked to promoting gender equality - lead by school council</p>			
Objective 3	Questionnaire shared with all parents to increase understanding of cultural backgrounds and celebrations enjoyed by our families. Findings shared with			

	<p>teachers to encourage incorporating these cultures into the classroom</p> <p>Close relationships built with a number of families who are willing to support other families in our community with language barriers. This has assisted with meetings and information sharing</p>			
Objective 4	<p>We have an ELSA training (Emotional Literacy Support Assistant) trained in school who delivers interventions to identified children. Detailed PSHRE curriculum in place across the school to deliver bespoke lessons in addition to weaving themes throughout all times of the school day</p>			

9. Monitoring arrangements

School-specific equality objectives will be reviewed by the governing board at least every 4 years.

This document will be reviewed by the Co-Headteachers annually.

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
- SEN information report
- SEND policy