

Applecroft School



Equality Information and Objectives Policy

Person Responsible:	Headteacher
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This document is based on the 'The Key's' model policy of the same name that has been approved by Forbes Solicitors and developed with the NAHT union.

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Equality Information & Objectives Policy

1) Introduction:

School Vision:

'To be a positive and inspiring community that nurtures each individual and empowers leaders for life'.

School Mission Statement:

'Nurturing Potential, Inspiring Minds, Changing Lives'

School Values:

- Ambition and Leadership
- Kindness and Supportiveness
- Respect and Honesty
- Determination and Resilience.

2) 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 school's shared values (see section 1 above).

3) 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.

4) Roles and responsibilities:

The Board of Trustees 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 Assistant Headteacher

At Applecroft School, the equality link trustees are Katriona Elbourne and associate trustee Charlene Theophile.

They will:

- Meet with the designated member of staff for equality (Assistant Headteacher) 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 board of trustees regarding any issues.

The Headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Meet with the equality link trustees every term to raise and discuss any issues

The Assistant Headteacher will:

- Monitor success in achieving the objectives and report back to trustees
- Meet with the equality link trustees every term to raise and discuss any issues
- Support the Headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils.

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 9.

5) 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 trustees 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 year.

The school has a designated member of staff for monitoring equality issues and identified equality link trustees (see section 4). They regularly liaise regarding any issues and make senior leaders and trustees aware of these as appropriate.

6) 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 (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 school clubs and 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.

7) 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 pupil led teams (Lighthouse Team, Sports Team & Wellbeing Team) have 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.

8) 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 different genders.

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.

9) Equality objectives:

Objective 1:

- To close differences in attainment and achievement between children in underperforming groups including children eligible for the Pupil Premium Grant (PPG), those eligible for Free School Meals (FSM), white British boys and those with Special Educational Needs and Disabilities (SEND)

Why we have chosen this objective:

Data analysis shows that pupils in the identified groups above are not attaining as highly as that of their non-disadvantaged peers both in school and compared to those nationally.

To achieve this objective, we plan to:

- ✓ Continue to provide a high-quality curriculum alongside high quality first teaching.
- ✓ Monitor and track the progress and attainment of these groups to ensure all children are keeping up.
- ✓ Review and adapt the school's formative assessment model to ensure that every pupil is supported to secure foundational knowledge as they progress through the school.

Objective 2:

- To ensure high quality provision for children with SEND, enabling them to access a fully inclusive curriculum and reach their potential

Why we have chosen this objective:

We want all pupils at Applecroft to be self-confident, have high aspirations and achieve their full potential despite any barriers they may face.

To achieve this objective, we plan to:

- ✓ Continue to refine our ambitious curriculum ensuring that every pupil is supported to be successful with a particular focus on scaffolding, differentiation and assistive technologies.

Objective 3:

- To provide appropriate and early pastoral interventions for children to promote positive behaviour and inclusion, especially for those groups over-represented in behaviour data (i.e., white British boys, those eligible for FSM, those with SEND)

Why we have chosen this objective:

Data analysis of behavioral incidents (particularly involving visits to the 'Reflection Room') indicate that a disproportion number of boys, those eligible for FSM and those with SEND are

involved. We want to ensure we are supporting all groups of children with the tools they need to self-regulate and manage their behaviour.

To achieve this objective, we plan to:

- ✓ Employ a pastoral lead who will ensure effective support is proactively put in place for identified children that leads to a reduction in behavioral incidents.
- ✓ Review and amend the school's pastoral support to ensure staff have the necessary skills and knowledge to support all children in self-regulation and managing their behaviour.
- ✓ Complete a strategic review of the pastoral offer at Applecroft to ensure it meets the current needs of pupils on roll.
- ✓ Evaluate and improve provision and support for children at lunchtime that leads to a reduction in behavioural incidents.

Objective 4:

- To ensure the positive representation of all protected characteristics across our curriculum so that children see, and can be seen, within our curriculum and resources

Why we have chosen this objective:

We are proud that Applecroft is an inclusive school; we want every child to see and be seen and valued in our curriculum.

To achieve this objective, we plan to:

- ✓ Continue to review and further improve our curriculum to ensure it is inclusive and representative of all protective characteristics and our community.

Objective 5:

- To monitor and promote the involvement of all groups of students in the extra-curricular life of the school, including leadership opportunities

Why we have chosen this objective:

Personal development is high profile at Applecroft and is fundamental to the school's vision and ethos. We want every child to leave Applecroft confident, successful and with knowledge of their strengths, wellbeing and leadership qualities.

To achieve this objective, we plan to:

- ✓ Continue to provide a wide range of leadership and sporting activities, continually reviewing and adding to our offer
- ✓ Continue to track children's extra-curricular activity and target where necessary to ensure all pupils are given opportunities to participate, represent their school and develop their leadership skills.

Objective 6:

- To further develop children's understanding and experience of a range of religions through the RE curriculum and a planned programme of visits, workshops, assemblies and speakers

Why we have chosen this objective:

At Applecroft we recognise and value everyone's individuality and nurture all members of our Applecroft Family so they are equipped with the knowledge, understanding, empathy and tolerance that will enable them to live a fulfilling life and make a positive contribution to society.

To achieve this objective, we plan to:

- ✓ Continue to deliver and refine the RE Curriculum to ensure it equips all pupils with the knowledge, understanding, tolerance and celebration of different worldviews, beliefs and practices.

Objective 7:

- To challenge career gender specific stereotypes through planned activities and workshops including the Primary Futures programme

Why we have chosen this objective:

We want all pupils to have both high aspiration and knowledge of future career paths understanding that gender is not a barrier.

To achieve this objective, we plan to:

- ✓ Organise and run events each year which specifically target gender stereotypes including Primary Future events, themed weeks and parent and community led talks.

Objective 8:

- To undertake an analysis of staff data and trends in regard to protected characteristics by December 2026 and report on this to the Equality trustees and Board of Trustees.

Why we have chosen this objective:

To gain a better understanding of our staff body to ensure we are supporting staff with any protected characteristics in the workplace and to review if our staff body reflects that of the school community in order to inform future recruitment.

To achieve this objective, we plan to:

- ✓ Create a staff survey and ask staff to complete it on a voluntary basis. Share anonymised findings with the board of trustees and use the data to inform school improvement.

10) Monitoring arrangements:

The Headteacher will update the equality information we publish at least annually.

This document will be reviewed by the Equalities trustees at least annually.

This document will be approved by the Board of Trustees.

11) Links with other policies:

This document links to the following policies:

- Accessibility plan
- Behaviour & Discipline policy
- Curriculum, Teaching & Learning policy
- Special Education Needs and Disabilities (SEND) policy.