Equality Information and Objectives

Eversley Primary School | 2026–2030

Policy owner	**Headteacher**
Approval date	22nd September 2026
Next annual equality information review	Autumn 2027
Equality objectives review	No later than four years after publication; earlier if required

1. Purpose and commitment

Eversley Primary School is committed to a welcoming, inclusive and safe learning and working environment. We respect the equal dignity and rights of pupils, staff, families, governors and visitors. We challenge discrimination and prejudice, remove barriers to participation and achievement, and promote positive relationships across our school community.

This document explains our approach to the Public Sector Equality Duty, how we publish equality information, and the objectives against which we will review progress.

2. Legal framework

Under section 149 of the Equality Act 2010, the school must have due regard, when exercising its functions, to the need to:

- eliminate unlawful discrimination, harassment, victimisation and other conduct prohibited by the Act;
- advance equality of opportunity between people who share a relevant protected characteristic and people who do not;
- foster good relations between people who share a relevant protected characteristic and people who do not.

The protected characteristics under the Act are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The legal application of individual characteristics and duties differs by context, including in relation to pupils. We also consider socio-economic disadvantage as an important factor affecting opportunity, while recognising it is not one of the nine protected characteristics.

We will publish information demonstrating compliance with the duty at least annually and prepare and publish one or more specific, measurable equality objectives at least every four years, in accordance with the Equality Act 2010 (Specific Duties) Regulations 2011 applicable in England.

3. How we put equality into practice

- Provide an inclusive curriculum and school environment that reflects diversity and challenges stereotypes.
- Make reasonable adjustments for disabled pupils, staff and other people where required, and implement our Accessibility Action Plan.
- Review access, participation, attendance, behaviour, attainment and progress, with particular attention to barriers faced by different groups.
- Respond promptly and proportionately to bullying, discriminatory language, harassment and prejudice-related incidents, recording and analysing patterns.
- Consider equality implications when developing policies, allocating resources, planning activities and making significant decisions.
- Engage pupils, parents and carers, staff and governors, including disabled members of our community, in shaping and reviewing our approach.

4. Roles and responsibilities

Governing body

The governing body has strategic oversight of compliance, approves and monitors the objectives, considers annual equality information and challenges leaders on impact. A named governor may coordinate scrutiny, but responsibility remains with the governing body.

Headteacher and senior leaders

The headteacher leads implementation, ensures staff understand their responsibilities, oversees reasonable adjustments and responses to discrimination, maintains appropriate evidence, and reports progress and emerging risks to governors.

All staff

Staff promote inclusion, make appropriate adjustments within their roles, challenge bias and stereotyping, report and address prejudice-related incidents under school procedures, and participate in relevant training.

Visitors and contractors

Visitors and contractors are expected to respect the school's equality and safeguarding expectations and comply with applicable policies.

5. Equality information and monitoring

At least annually, leaders will review and publish proportionate information showing how the school meets the Public Sector Equality Duty. This may include relevant pupil outcomes, attendance, participation in wider school life, behaviour and prejudice-related incidents, accessibility improvements, curriculum reviews, staff training and stakeholder feedback. Findings will inform school improvement planning and governor scrutiny.

Data will be analysed by relevant groups where appropriate and lawful. Small numbers will be suppressed or combined where necessary to protect confidentiality. We will not publish identifiable pupil or staff information.

The school will consider equality impact as part of ordinary decision-making rather than relying solely on a standalone assessment form. For significant changes, leaders will record the relevant evidence, potential differential effects, consultation, mitigations and follow-up review.

6. Equality objectives 2026–2030

The following are objectives based on the priorities in the previous scheme.

Objective	Measures and review
1. Reduce identified attainment and progress gaps affecting disadvantaged pupils and any other group where evidence shows inequality.	Monitor termly through assessment and provision reviews; report annually.
2. Improve the representation of diversity and inclusion across curriculum content and the learning environment.	Curriculum/display audit and pupil voice findings. Review annually.
3. Strengthen equitable access to school activities and the response to prejudice-related incidents.	Monitor termly and report patterns annually without identifying individuals.

Responsible leads: Headteacher and designated senior leaders; oversight: governing body. Actions and resources will be incorporated into the school development plan and reviewed at least annually.

7. Review of previous objectives

The 2024–2025 scheme identified curriculum and policy equality statements, cultural and spiritual provision, representative displays, and gaps in disadvantaged

pupil outcomes. Its review described activities such as assemblies, themed events, Forest School, displays and targeted interventions. The next annual review will establish impact using evidence collected.

Previous priority	Evidence to add at next review
Inclusive policies and curriculum	Policy/curriculum review findings and resulting changes
Cultural, moral and spiritual provision	Pupil voice, participation and curriculum evidence
Representative displays	Learning-environment audit and actions
Disadvantaged pupil outcomes	Current attainment/progress comparisons and evaluation of support

8. Publication, accountability and review

This document and the school's annual equality information will be made available on the school website and on request in accessible formats where reasonably required. The governing body will review progress at least annually. Equality objectives will be formally reviewed and republished at least every four years, or sooner where school needs or evidence change. The Accessibility Plan will be reviewed according to its own statutory cycle.

9. Approval and annual review record

Governing body approval	22nd September 2026
Named governor lead	Hollie Whitehair and Jill Skea
Next annual review	Autumn 2027

Statutory references: Equality Act 2010, section 149; Equality Act 2010 (Specific Duties) Regulations 2011 (England); Equality Act 2010 reasonable adjustment and education provisions.