

Rakegate Primary School



Equality Information and Objectives

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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

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 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

- 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 Mrs D New. They will:

- Meet with the designated member of staff to discuss equality each 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 governing board regarding any issues

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

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
- 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 September.

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 that are connected to a particular characteristic they have
- 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

In fulfilling this aspect of the duty, the school will:

- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information.

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 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.

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

To ensure the curriculum promotes the cultural capital of the Rakegate community
To provide a broad and balanced curriculum to meet the needs of all pupils.

By July 2026, ensure that all subject leaders have audited their curriculum for representation of diversity and cultural capital, and update schemes of work to reflect this.

Impact:

- The curriculum meets the needs of all pupils.
- Standards in books improve.
- Children feel represented and valued around school.
- Progress is accelerated to diminish the gaps between groups.
- Subject leaders will be secure in leading their subject across the whole school and coaching staff when required.

Objective 2

To provide a range of out of hours activities and wider school experiences. (A large variety of children, including SEN and disadvantaged, attending an out of hour activity)

By July 2026, increase the participation rate of disadvantaged pupils and those with SEND in extracurricular activities to 50% of both groups.

Impact:

- Raises the overall self-esteem of the children and improves the physical and mental health of the participating children.
- Disadvantaged children get access to activities that they may not normally have access to.

- Helps improve overall behaviour as children are encouraged to participate in team based activities and positive play/interactions.

Objective 3

To review and increase the levels of parental engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement. (Target workshop to support parents with homelife. Opportunities for parents to work with their children within school. Workshops and support offered to disadvantaged families.)

By July 2026, increase parent/carers attendance at school events and workshops by 20% compared with 2024/25 levels.

Impact:

- A stronger community link and an increased relationship and trust built with parents.
- Increased pupil attendance through stronger parental engagement and communication links.
- Reduction of absence within disadvantaged children

Objective 4

To ensure that no one is unfairly disadvantaged as a consequence of their protective characteristics.

To continue to recognise and celebrate the diversity within and outside of our community regularly.

To continue to celebrate positive achievements of all pupils.

To continue to develop our PSHE offering.

By July 2026, ensure that at least 80% of pupils report in annual surveys that they feel safe, respected and listened to at school.

Impact:

- Raise the overall self-esteem and mental health of all children.
- Help to build a more tolerant and positive school community.
- To allow our children to leave us and join society as positive, tolerant and inclusive citizens.

9. Monitoring arrangements

The headteacher/SLT will update the equality information we publish, at least every year.

This document will be reviewed and approved by the governing board every year.

10. Links with other policies

This document links to the following policies:

- Accessibility plan

➤ Risk assessment

➤ Equality Policy

➤ SEND Policy

Date: 18.09.2025

Responsible member of staff: Mrs S L Horton/Mrs L Rogers

Signature: (Chair of governors)

Signature: (Headteacher)