



WATTON WESTFIELD  
INFANT & NURSERY  

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WATTON JUNIOR

*'A Community of Ambition, Creativity and Kindness'*

# Equality Information and Objectives policy

This policy will be reviewed in full by the Governing Body every four years, or sooner where there is a change to local or national guidance.

Reviewed By	Local Governing Body
Meeting at which policy was reviewed and approved	January 2026
Next Review Date	January 2030

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## 1.0 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, and the promotion of equality and diversity is an explicit part of the schools' value of 'Kindness'.

## 2.0 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](#).

This document also complies with our funding agreement and articles of association.

## 3.0 Roles and responsibilities

### 3.1 Governors

The local 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/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 executive headteacher

The headteacher will:

### 3.2 Executive headteacher

The executive 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
- Have “due regard” when making a decision or taking an action to whether it may have particular implications for people with particular protected characteristics

## 4.0 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.

Explicitly, the schools are committed to eliminating discrimination within:

- Recruitment of staff and volunteers
- Recruitment and/or selection of pupils for specific student leadership roles
- School admissions procedures
- The invitation of visitors to the school for events and educational activities.

## 5.0 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 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

Furthermore, the schools will take a proactive approach to equality of opportunity in the following areas of school life:

#### **Pupil Learning and Achievement:**

- Ensuring all pupils are given the same or equivalent opportunities, adapted where necessary to meet individual educational needs and aspirations.
- Providing all pupils the opportunity to achieve their best regardless of disability, race, or gender.
- Analysing data to monitor the performance of identified groups of pupils to ensure they are supported effectively.
- Delivering a curriculum that ensures all children are included.

#### **Participation and Inclusion:**

- Taking necessary steps to ensure every young person can develop socially, learn, and enjoy community life.
- Encouraging participation by all persons in public life.
- Promoting positive attitudes towards all persons to create a more inclusive environment.
- Ensuring school visits and educational trips take into account the specific needs of all pupils so they can participate.

#### **Support for Staff and Stakeholders:**

- Planning for full accessibility to school events and activities.
- Making parental consultations accessible to meet the needs of disabled parents and carers.

## **6.0 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 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.

## 7.0 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 electronically with the completed risk assessment.

## 8.0 Equality objectives

As schools within the Clarion Corvus Trust, our Equality Objectives are taken from the trust's Equality Information and Objectives Policy, available here: <https://www.clarioncorvus.org.uk/about-our-trust/policies/>

Trust Objective and focus	Schools' actions
<b>Objective 1: Enhancing Inclusive Curriculum and Resources</b>  <b>Focus:</b> To ensure that the curriculum across all schools within the Trust reflects the diversity of the UK and the local Norfolk community, promoting understanding and respect for all protected characteristics. This includes reviewing and diversifying learning materials, resources,	<ul style="list-style-type: none"><li>• Regularly review curriculum content and materials to ensure diverse representation</li><li>• Invest in a range of inclusive resources, including books, visual aids, and digital materials, that reflect different ethnicities, genders, disabilities, religions, sexual orientations, and family structures.</li><li>• Provide staff training on inclusive teaching practices and how to address issues of equality and diversity across the curriculum</li></ul>
<b>Objective 2: Narrowing Attainment Gaps for Disadvantaged Groups</b>  <b>Focus:</b> To identify and address any disparities in attainment and progress between different groups of pupils, particularly those with protected characteristics and those facing socio-economic disadvantage (which can intersect with protected characteristics). This	<ul style="list-style-type: none"><li>• Analyse pupil performance data across all schools, broken down by relevant protected characteristics (where appropriate and data allows) and socio-economic background, to identify any significant attainment gaps.</li><li>• Implement targeted support programmes and interventions for</li></ul>

<p>will involve targeted interventions and monitoring of outcomes across both primary and secondary levels.</p>	<p>identified groups, ensuring these are tailored to the specific needs of primary and secondary pupils.</p> <ul style="list-style-type: none"> <li>• Monitor the impact of these interventions on pupil progress and attainment, and adjust strategies as needed.</li> </ul>
<p><b>Objective 3: Promoting Positive Behaviour and Tackling Prejudice-Related Incidents</b></p> <p><b>Focus:</b> To cultivate a positive and inclusive environment in all schools where prejudice-related incidents (including bullying, harassment, and discriminatory language) are effectively addressed, and good relations are fostered between all members of the school community. This requires clear reporting mechanisms, consistent responses, and proactive educational work.</p>	<ul style="list-style-type: none"> <li>• Ensure our schools have clear and consistent policies for reporting, recording, and addressing prejudice-related incidents, aligned with Trust-wide expectations.</li> <li>• Provide training for on how to identify, challenge, and prevent prejudice-related behaviour.</li> <li>• Implement a RHSE curriculum that promotes understanding, empathy, and respect for difference, including age-appropriate discussions on protected characteristics.</li> <li>• Regularly review and update the schools' behaviour and anti-bullying policies to ensure they effectively address all forms of discrimination and promote positive relationships.</li> </ul>
<p><b>Objective 4: Enhancing Accessibility and Inclusion for Pupils and Staff with Disabilities</b></p> <p><b>Focus:</b> To improve the physical and learning environment across all Trust schools to ensure they are accessible and inclusive for pupils, staff, and visitors with disabilities. This includes making reasonable adjustments to policies, practices, and the physical environment.</p>	<ul style="list-style-type: none"> <li>• Conduct accessibility audits of our school sites to identify areas for improvement in physical access.</li> <li>• Review and update school policies and procedures to ensure they do not disadvantage disabled individuals and that reasonable adjustments are routinely considered and implemented.</li> <li>• Provide training for all staff on disability awareness and their responsibilities regarding reasonable adjustments in the classroom and workplace.</li> <li>• Work with relevant stakeholders (e.g., local authorities, specialist services) to ensure appropriate support and resources are in place for pupils and staff with disabilities.</li> </ul>

## 9.0 Monitoring arrangements

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

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

This document will be reviewed by the local governing body annually, to ensure continued compliance with the PSED.

## 10. Links with other policies

This document links to the following policies:

- CCT Equality Information and Objectives Policy
- Accessibility plan
- Behaviour Policy
- Anti-bullying policy
- SEN information report
- SEND policy