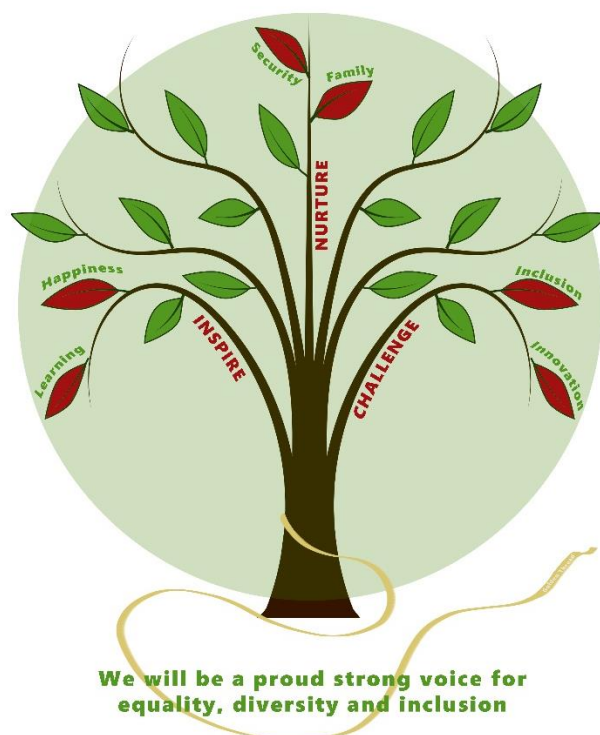


Dormansland Primary School



Equality, Diversity and Inclusion Specific Duties and Objectives

Date adopted	Summer 2026	Next review due	Summer 2029
Review period	Three Years	Status	Statutory
Written by	Mr M Cook Mrs F Davies		

Aims

Our school aims to meet its obligations under the public sector equality duty 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

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 characteristics that are protected by the Equality Act 2010 are:

- *age*
- *disability*
- *gender reassignment*
- *marriage or civil partnership (in employment only)*
- *pregnancy and maternity*
- *race*
- *religion or belief*
- *sex*
- *sexual orientation.*

Roles and responsibilities

The 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, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

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.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training annually.

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 which are connected to a particular characteristic they have (e.g. pupils with disabilities)
- Taking steps to meet the particular needs of people who have a particular characteristic or religious practice (e.g. enabling Muslim pupils to pray at prescribed times). This will be arranged as needed, in conversation with families.
- 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)
- The School Behaviour policy ensures that all children feel safe at school and addresses prejudicial bullying
- Reporting, responding to and monitoring all racist incidents
- Regularly monitoring of the curriculum to ensure that the curriculum meets the needs of our pupils and that it promotes respect for diversity and challenges negative stereotyping
- Listening to and monitoring views and experiences of pupils and adults to evaluate the effectiveness of our policies and procedures.
- Promote positive attitudes of all communities (e.g LGBTQIA+)

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 including RE, PSHE and in addition, 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 ambassadors 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

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 all

Equality objectives

Objective One: To improve knowledge, skills and attitudes to enable pupils to appreciate and value further the importance of difference and diversity through philosophical questioning and thinking.

Objective Two: To promote and celebrate differences and diversity of the children and their families in addition to the work we do in the curriculum and assemblies, through whole school cultural days and within the school environment.

Objective Three:

To ensure that the curriculum supports the progress and attainment of neurodiverse children to ensure equity and fairness in access and engagement (in line with the **Partnership for Inclusion of Neurodiversity in Schools** (PINS) which the school successfully piloted last year).

Monitoring arrangements

The Headteacher will update the equality information and documentation we publish at least every year.

This document will be approved by the full governing body.

Links with other policies

This document links to the following policies:

- Accessibility plan
- Behaviour and Anti-Bullying Policy