

Equality Information and Objectives



Published: May 2026

Next Review: Summer 2029

Responsible Person: Headteacher

Approved by Governors:

Contents

Our Commitment to Equality

Legislative Framework

The Public Sector Equality Duty

Protected Characteristics

Roles and Responsibilities

Mainstreaming Equality into Policy and Practice

Tackling Discrimination

Consultation and Involvement

Monitoring and Review

Publishing Information

Equality Objectives 2026-2029

Appendices:

Appendix A: Ensuring Equality of Opportunity and Participation

Appendix B: Promoting Positive Attitudes and Meeting Needs

Appendix C: Eliminating Discrimination and Harassment

Appendix D: Checklist for Staff and Governors

1. Our Commitment to Equality

Mission Statement

At Takeley Primary School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, irrespective of the protected characteristics defined in the Equality Act 2010.

We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life. We recognise that treating people equally does not necessarily mean treating them all the same; we understand that our policies, procedures and activities must not discriminate but must take account of diversity and the needs of individuals.

The achievement of all pupils will be monitored, and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes, and creating an environment which champions respect for all.

At Takeley Primary School, we believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit here.

2. Legislative Framework

This equality information and objectives document has been developed to meet our duties under the Equality Act 2010.

The Equality Act 2010 brought together and replaced previous equality legislation including:

Race Relations Act 1976 (as amended)

Disability Discrimination Act 1995 (as amended)

Sex Discrimination Act 1975 (as amended)

Employment Equality (Religion or Belief) Regulations 2003

Employment Equality (Sexual Orientation) Regulations 2003

Employment Equality (Age) Regulations 2006

Equality Act 2006, Part 2

Equality Act (Sexual Orientation) Regulations 2007

The Equality Act 2010 provides a single, consolidated source of discrimination law, covering all protected characteristics. It simplifies the law by removing anomalies and inconsistencies that existed in previous legislation, and extends protection from discrimination in certain areas.

3. The Public Sector Equality Duty

Under the Equality Act 2010, we have a duty to have due regard to the need to:

Eliminate unlawful discrimination, harassment and victimisation

We will:

- Remove or minimise disadvantages suffered by people due to their protected characteristics
- Ensure our policies and practices do not discriminate
- Take swift action to address discrimination when it occurs
- Create an environment where discriminatory behaviour is not tolerated
- Advance equality of opportunity between different groups

We will:

- Take steps to meet the needs of people from protected groups where these are different from the needs of other people
- Encourage people from protected groups to participate in public life or in activities where their participation is disproportionately low
- Monitor data to identify and address inequalities
- Set measurable equality objectives
- Foster good relations between different groups

We will:

- Promote tolerance, friendship and understanding of equality through our curriculum and assemblies
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures
- Tackle prejudice and promote understanding between people from different groups
- Encourage positive interactions between pupils from different backgrounds

Meeting the Duty

To meet the Public Sector Equality Duty, we will:

- Publish information to demonstrate our compliance with the duty (this document)
- Prepare and publish equality objectives every four years (see Section 11)
- Consider equality implications before and at the time we develop policy and make decisions
- Assess the impact of our policies on pupils, staff and parents with protected characteristics
- Review our equality information and objectives annually

4. Protected Characteristics

The Equality Act 2010 protects people from discrimination based on nine protected characteristics:

Protected Characteristic	Applies to Pupils	Applies to Staff	Notes
Age	X	✓	Does not apply to pupils in schools
Disability	✓	✓	Physical or mental impairment with substantial and long-term adverse effect on ability to carry out normal day-to-day activities
Gender reassignment	✓	✓	Person proposing to undergo, undergoing or has undergone gender reassignment
Marriage and civil partnership	X	✓	Only applies to eliminating discrimination in employment
Pregnancy and maternity	✓	✓	Pregnancy and period after birth; covers maternity leave in employment
Race	✓	✓	Includes colour, nationality, ethnic or national origins
Religion or belief	✓	✓	Includes lack of religion or belief
Sex	✓	✓	Male or female
Sexual orientation	✓	✓	Heterosexual, gay, lesbian or bisexual

Definition of Disability

Under the Equality Act 2010, a person has a disability if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

'Substantial' means more than minor or trivial. 'Long-term' means the impairment has lasted, or is likely to last, for at least 12 months.

Some conditions are automatically treated as disabilities from the point of diagnosis, including:

Cancer

HIV infection

Multiple sclerosis

Progressive conditions (such as muscular dystrophy) are treated as disabilities from the point they have some effect on a person's ability to carry out normal day-to-day activities.

5. Roles and Responsibilities

The Governing Body will:

- Ensure the school complies with all relevant equality legislation
- Ensure this Equality Information and Objectives document and its related procedures and action plans are implemented
- Monitor the scheme and receive an annual report on progress against the equality objectives
- Ensure that no child or member of staff is discriminated against on the grounds of any protected characteristic
- Ensure the school environment gives access to people with disabilities, and that reasonable adjustments are made
- Ensure school communications are as inclusive as possible for parents, carers and pupils
- Ensure people are not discriminated against when applying for jobs at our school
- Welcome applications to join the school from all backgrounds
- Ensure equality considerations are built into the school's decision-making processes
- Designate a governor with specific responsibility for equality

The Headteacher will:

- Implement the school's Equality Information and Objectives, supported by the governing body
- Ensure all staff are aware of their responsibilities under the scheme and receive appropriate training and support
- Take appropriate action in cases of harassment and discrimination, including racist, homophobic and transphobic incidents
- Ensure that all appointment panels give due regard to this scheme so that no-one is discriminated against when it comes to employment or training opportunities
- Promote the principle of equal opportunity when developing the curriculum
- Promote respect for other people and equal opportunities to participate in all aspects of school life
- Treat all incidents of unfair treatment and bullying seriously, including those based on protected characteristics
- Monitor the progress of pupils from different groups and take action where necessary to address underachievement
- Ensure equality considerations are built into policy development, the school improvement plan, and day-to-day decision-making
- Provide regular reports to governors on equality matters, including progress against objectives and incident data

All Staff (Teaching and Non-Teaching) will:

- Ensure all pupils are treated fairly, equally and with respect

- Maintain awareness of the school's Equality Information and Objectives and apply it in their work
- Strive to provide material that gives positive images and challenges stereotypical images based on protected characteristics
- Challenge any incidents of prejudice or discrimination and record serious incidents, drawing them to the attention of the headteacher
- Support colleagues in promoting equality and challenging discrimination
- Identify and challenge bias and stereotyping in the curriculum and in the school's culture
- Promote equality and diversity through teaching and learning
- Attend relevant training and meetings on equality issues
- Keep up to date with equality legislation and best practice

Pupils will:

- Treat others fairly and with respect
- Challenge discriminatory behaviour when they see it (in an age-appropriate way)
- Report incidents of discrimination or bullying to staff
- Learn about equality and diversity through the curriculum
- Participate in school life regardless of protected characteristics
- Support the school's commitment to equality

Parents and Carers will:

- Support the school's commitment to equality
- Treat others fairly and with respect
- Report concerns about discrimination to the school
- Encourage their children to treat others with respect
- Engage with the school's work on equality and diversity

6. Mainstreaming Equality into Policy and Practice

As well as the specific actions in our Equality Objectives (Section 11), the school operates equality of opportunity in its day-to-day practice in the following ways:

Teaching and Learning

We aim to provide all our pupils with the opportunity to succeed and reach the highest level of personal achievement. To do this, we will:

- Use contextual data to improve the ways we provide support to individuals and groups of pupils
- Monitor achievement data across different groups (where data is available) and take action to address any gaps
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets
- Ensure equality of access for all pupils and prepare them for life in a diverse society
- Use materials that reflect diversity in terms of all protected characteristics, without stereotyping
- Promote attitudes and values that challenge discriminatory behaviour or prejudice

- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures
- Seek to involve all parents in supporting their child's education, making reasonable adjustments where necessary
- Encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning
- Include teaching and classroom-based approaches that are inclusive and reflective of our pupils
- Ensure our curriculum includes opportunities to understand issues related to equality, diversity and protected characteristics
- Challenge stereotypes in subject choices, career aspirations and expectations of behaviour

Admissions and Exclusions

Our admissions arrangements are fair, transparent, and do not discriminate based on any protected characteristic

- We follow the local authority's admissions policy and arrangements
- Exclusions are always based on the school's Behaviour Policy
- We closely monitor exclusions by different groups to avoid any potential adverse impact and ensure discrepancies are identified and addressed
- We keep detailed records of exclusions and report to governors termly
- We consider alternatives to exclusion wherever possible and appropriate

Equal Opportunities for Staff

We are committed to implementing equal opportunities principles in all aspects of staffing and employment

- All staff appointments and promotions are made on merit and ability, in compliance with the law
- We strive to ensure our staffing reflects the diversity of our community where possible
- We monitor recruitment, retention, and professional development opportunities to identify and address any inequalities
- We provide support and reasonable adjustments to ensure equality of opportunity for all staff
- Protected characteristics are considered when making staffing decisions to ensure they are free from discrimination
- We provide equal access to training and development opportunities
- We support staff who experience discrimination or harassment
- We monitor and address any pay gaps related to protected characteristics
- We promote flexible working arrangements where operationally possible

Accessibility

We comply with our duties under the Equality Act 2010 regarding accessibility for disabled pupils

This is detailed in our separate Accessibility Plan, which covers:

- Increasing access to the curriculum
- Improving access to information

- Improving physical access to the school
- We ensure disabled pupils can participate fully in the curriculum, including educational visits, PE, assemblies, and extra-curricular activities
- We make reasonable adjustments to support disabled pupils, staff, parents and visitors
- We ensure the school environment is as accessible as possible to pupils, staff and visitors
- We hold open evenings and events in accessible parts of the school
- We consider language barriers and provide translation where needed
- We ensure accessibility needs are considered when publishing and sending information
- We ensure procedures for electing parent governors are open to disabled candidates and voters

Procurement and Partnerships

We consider equality implications when procuring goods and services

We ensure contractors and partners are aware of and comply with our equality commitments

We seek to work with diverse suppliers where possible

7. Tackling Discrimination

Harassment or discrimination based on any protected characteristic is unacceptable and will not be tolerated in our school environment.

What is a Discriminatory Incident?

Harassment on grounds of protected characteristics can take many forms including:

- Physical assault against a person or group because of their protected characteristic(s)
- Verbal abuse, name-calling, insults and jokes related to protected characteristics
- Graffiti of a discriminatory nature
- Provocative behaviour such as wearing discriminatory badges or insignia
- Bringing discriminatory material into school
- Threats based on protected characteristics
- Incitement of others to discriminate or bully
- Discriminatory comments in the course of discussion
- Attempts to recruit others to discriminatory organisations and groups
- Ridicule of an individual for their differences (e.g., food, music, religion, dress, appearance, disability)
- Exclusion from groups and games based on protected characteristics
- Unwanted looks or comments of a discriminatory nature
- Refusal to cooperate with others based on protected characteristics
- Cyberbullying with discriminatory content

Specific Types of Incidents

Racist incidents are defined by the Stephen Lawrence Inquiry Report (1999) as: "any incident which is perceived to be racist by the victim or any other person".

Homophobic, biphobic and transphobic incidents include any incident perceived to be based on prejudice or negative attitudes, beliefs or views about lesbian, gay, bisexual or transgender (LGBT) people or those perceived to be LGBT.

Disablist incidents include any incident perceived to be based on prejudice or negative attitudes about disabled people or those perceived to be disabled.

Sexist incidents include any incident perceived to be based on prejudice or negative attitudes about someone's sex or gender.

Responding to Incidents

All staff are expected to:

- Deal with discriminatory incidents that occur
- Know how to identify and challenge prejudice and stereotyping
- Support the full range of diverse needs according to a pupil's individual circumstances
- View dealing with incidents as vital to the well-being of the whole school

Procedures:

- Immediate response - The member of staff present will intervene immediately to stop the incident
- Support the victim - Ensure the victim feels safe and supported
- Address the perpetrator - Speak to the perpetrator about their behaviour (age-appropriately)
- Report to headteacher - All incidents must be reported to the headteacher
- Record the incident - Complete an incident form with full details
- Inform parents - Parents of both victim and perpetrator will be informed

Follow-up action - This may include:

- Sanctions in line with the Behaviour Policy
- Restorative conversations
- Education about equality and diversity
- Monitoring of the perpetrator's behaviour
- Additional support for the victim
- Report to governors - Incidents are reported to governors termly
- Report to Local Authority - Racist incidents are reported to the Local Authority as they occur

It should be clear to pupils and staff how they report incidents. Incidents can be reported to:

- Any member of staff
- The headteacher
- A parent or carer
- Through the school's reporting systems

Recording and Monitoring

We will:

- Keep detailed records of all discriminatory incidents
- Monitor incidents by type and protected characteristic
- Analyse patterns and trends to inform our equality work
- Report to governors termly on incidents and actions taken
- Report racist incidents to the Local Authority as they occur
- Make a nil return to the Local Authority if there are no racist incidents in an academic year
- Use incident data to inform staff training and pupil education

Prevention

We prevent discrimination through:

- PSHE curriculum teaching about equality, diversity and respect
- Assemblies promoting equality values
- Diverse teaching materials that challenge stereotypes
- Positive role models from all backgrounds
- An inclusive environment where everyone feels valued
- Staff training to recognise and challenge discrimination
- Work with parents and the wider community to promote equality
- Clear policies and procedures that set expectations
- Consistent responses to discriminatory incidents
- Celebrating diversity through events and displays

8. Consultation and Involvement

The development of this scheme and the objectives within it have been informed by input from staff, pupils, parents and carers.

How we have consulted:

- Parent surveys and parent forums - gathering views on equality and inclusion
- Staff meetings and staff surveys - discussing equality issues and gathering feedback
- School Council - pupil voice on equality matters
- PSHE lessons - exploring equality topics with pupils
- Whole school surveys - on children's attitudes to self, school and diversity
- SEND reviews - issues raised in annual reviews and pupil progress meetings
- Governing body meetings - governor input and oversight
- Analysis of data - pupil achievement, attendance, behaviour, participation
- Staff recruitment and retention data - identifying any patterns or issues
- Community engagement - listening to the wider school community

Ongoing consultation:

We will continue to involve stakeholders through:

- Annual parent surveys including questions on equality and inclusion
- Regular School Council meetings with equality as a standing agenda item
- Staff meetings discussing equality issues termly
- Pupil surveys on attitudes and experiences

- Governor monitoring visits focused on equality
- Parent forums on specific equality topics
- Feedback mechanisms for concerns or suggestions
- Annual review of equality objectives with stakeholder input

9. Monitoring and Review

What we will monitor:

Pupil data:

- Achievement and progress by protected characteristics (where data is available and appropriate)
- Attendance by different groups
- Behaviour incidents and exclusions by protected characteristics
- Participation in extra-curricular activities, school council, leadership opportunities
- Admissions and transitions
- Bullying and harassment incidents by type
- SEND identification and support across different groups

Staff data:

- Recruitment - applications, shortlisting, appointments by protected characteristics
- Retention and turnover by different groups
- Professional development - access to training and progression opportunities
- Pay and conditions - identifying any gaps
- Disciplinary and grievance cases
- Staff wellbeing and satisfaction surveys

Stakeholder engagement:

- Parental engagement in school life
- Complaints related to equality issues
- Feedback from surveys and consultations

How we will review:

Termly - Review of pupil progress data, behaviour and attendance data by different groups

Termly - Report to governors on incidents, data and progress against objectives

Annually - Full review of progress against Equality Objectives

Annually - Review of Accessibility Plan

Annually - Staff and parent surveys including equality questions

Every three years - Full review of this Equality Information and Objectives document (next review: Summer 2029)

How we will report:

Termly reports to governors on equality data and incidents

Annual report to governors on progress against Equality Objectives

Information published on website including this document and annual updates

Communication to parents through newsletters about equality work

Communication to staff through meetings and briefings

Using data to improve:

We will use monitoring data to:

- Identify gaps in achievement, participation or outcomes
- Set targets for improvement
- Allocate resources effectively
- Inform policy development and decision-making
- Plan interventions and support
- Celebrate successes and share good practice
- Hold ourselves accountable for promoting equality

10. Publishing Information

To meet our statutory duties, we will:

Publish on our website:

This Equality Information and Objectives document

Our Accessibility Plan

- Annual updates on progress against our Equality Objectives
- Information about how to report concerns about discrimination
- Links to relevant policies (Behaviour, Anti-Bullying, SEND, Admissions, etc.)
- Raise awareness through:
 - School newsletters highlighting equality work
 - Assemblies on equality themes
 - Staff meetings and briefings
 - Governor meetings and reports
 - Parent forums and events
 - Social media (where appropriate)
 - Displays around school celebrating diversity

Make available:

Hard copies on request

Alternative formats for those who need them (large print, different languages, etc.)

Easy-to-understand summaries for different audiences

11. Equality Objectives 2026-2029

Based on our analysis of data and consultation with stakeholders, we have identified the following equality objectives for 2026-2029. These objectives are SMART (Specific, Measurable, Achievable, Relevant, Time-bound) and will drive our equality work over the next three years.

Objective 1: Narrow attainment gaps between different groups of pupils

Protected characteristics addressed: Disability, Race, Sex, Socio-economic disadvantage

Why this objective? Our data analysis shows that some groups of pupils are not achieving as well as their peers. We are committed to ensuring all pupils reach their full potential regardless of their background or characteristics.

Action	Responsibility	Timescale	Success Criteria
Monitor pupil progress data termly by protected characteristics (where data is available) and identify pupils at risk of underachievement	Assessment Lead	Termly from Autumn 2026	<ul style="list-style-type: none">• Data analysed and reported to SLT and governors termly• Pupils at risk identified early
Implement targeted interventions for underachieving groups, including quality-first teaching, small group work, and 1:1 support	Class teachers / SENCO / Headteacher	Ongoing from Autumn 2026	<ul style="list-style-type: none">• Intervention plans in place for identified pupils• Regular review of intervention impact
Provide additional training for staff on inclusive teaching strategies and meeting diverse needs	Headteacher / SENCO	Autumn 2026 and ongoing	<ul style="list-style-type: none">• All staff attend training• Staff feedback shows increased confidence• Observations show improved practice
Review and adapt the curriculum to ensure it is accessible and engaging for all pupils	Curriculum Lead / Subject Leaders	Spring 2027	<ul style="list-style-type: none">• Curriculum review completed• Adaptations made where needed• Pupils engage well with learning
Analyse the impact of interventions and share good practice across staff	Assessment Lead / Headteacher	Termly from Spring 2027	<ul style="list-style-type: none">• Impact data shows interventions are effective• Good practice shared in staff meetings
Set ambitious targets for closing gaps and monitor progress towards them	Headteacher / Governors	Annually from Summer 2027	<ul style="list-style-type: none">• Targets set and reviewed annually• Progress towards targets is evident

How we will measure success:

- Attainment gaps between groups narrow year-on-year
- All groups make expected or better progress
- Interventions show measurable impact on pupil outcomes
- Staff demonstrate increased confidence and skill in inclusive teaching
- Pupils from all groups feel supported and challenged

Objective 2: Improve accessibility for disabled pupils, staff and visitors

Protected characteristics addressed: Disability

Why this objective? We are committed to ensuring our school is fully accessible to disabled pupils, staff and visitors. This includes physical access, access to the curriculum, and access to information.

Action	Responsibility	Timescale	Success Criteria
Review and update the Accessibility Plan annually, consulting with disabled pupils, staff and parents	SENCO / Site Manager / Headteacher	Summer term annually	<ul style="list-style-type: none">• Accessibility Plan reviewed and updated• Consultation shows plan meets needs
Audit the physical environment and identify priority improvements (e.g., ramps, accessible toilets, signage, lighting)	Site Manager / Headteacher	Autumn 2026	<ul style="list-style-type: none">• Audit completed• Priority improvements identified and costed
Implement priority physical improvements within budget constraints	Site Manager / Headteacher / Governors	Ongoing from Spring 2027	<ul style="list-style-type: none">• Improvements completed as per plan• Budget allocated and spent effectively
Ensure all curriculum materials and resources are available in accessible formats	Class teachers / SENCO	Ongoing from Autumn 2026	<ul style="list-style-type: none">• Pupils receive materials in formats they can access• No barriers to learning due to format
Ensure school information (website, letters, policies) is provided in accessible formats on request	Office staff / Headteacher	Ongoing from Autumn 2026	<ul style="list-style-type: none">• Information available in large print, different languages, etc. on request• Parents report satisfaction with accessibility

Provide training for all staff on disability awareness and making reasonable adjustments	SENCO / Headteacher	Spring 2027	<ul style="list-style-type: none"> • All staff attend training • Staff demonstrate understanding of reasonable adjustments
Consult with disabled pupils and parents about their experiences and needs	SENCO / Headteacher	Annually from Summer 2027	<ul style="list-style-type: none"> • Consultation takes place • Feedback informs improvements

How we will measure success:

- Accessibility Plan shows clear progress year-on-year
- Physical improvements are completed as planned
- All pupils can access the curriculum regardless of disability
- Parents and pupils report satisfaction with accessibility
- Staff demonstrate confidence in making reasonable adjustments
- Disabled visitors can access all areas of the school needed for their visit

Objective 3: Promote diversity and challenge stereotypes through the curriculum and school culture

Protected characteristics addressed: All protected characteristics

Why this objective? We want all pupils to see themselves reflected in the curriculum and to learn about and value diversity. We also want to challenge stereotypes and prepare pupils for life in modern Britain.

Action	Responsibility	Timescale	Success Criteria
Review the curriculum to ensure diverse representation across all subjects (e.g., diverse authors in English, diverse scientists, diverse historical figures)	Curriculum Lead / Subject Leaders	Autumn 2026 - Spring 2027	<ul style="list-style-type: none"> • Curriculum audit completed • Gaps in representation identified • Action plan for improvements created
Audit books and resources for diversity and representation, and purchase new resources where needed	Subject Leaders / Librarian	Spring 2027 - Summer 2027	<ul style="list-style-type: none"> • Audit completed • New resources purchased • Resources reflect diversity
Ensure classroom and corridor displays reflect diversity and challenge stereotypes	All staff	Ongoing from	<ul style="list-style-type: none"> • Displays show diverse people in diverse roles • Pupils see

		Autumn 2026	themselves reflected <ul style="list-style-type: none"> • Stereotypes are challenged
Deliver high-quality PSHE curriculum on equality, diversity, and protected characteristics (age-appropriate)	PSHE Lead / Class teachers	Ongoing from Autumn 2026	<ul style="list-style-type: none"> • PSHE curriculum includes equality topics • Pupils demonstrate understanding • Pupils can talk about equality and diversity
Celebrate diversity through assemblies, events, and special days (e.g., Black History Month, LGBT History Month, Disability History Month, International Women's Day)	Headteacher / Staff	Ongoing from Autumn 2026	<ul style="list-style-type: none"> • Calendar of events established • Events are well-attended and valued • Pupils learn about diversity
Challenge stereotypes in language, behaviour, subject choices, and career aspirations	All staff	Ongoing from Autumn 2026	<ul style="list-style-type: none"> • Staff consistently challenge stereotypes • Pupils' choices are not limited by stereotypes • Pupils have high aspirations
Invite diverse visitors and role models to speak to pupils	Headteacher / Staff	Ongoing from Spring 2027	<ul style="list-style-type: none"> • Range of visitors from diverse backgrounds • Pupils inspired by role models
Review policies to ensure they promote equality and challenge discrimination (e.g., Uniform Policy, Behaviour Policy)	Headteacher / Governors	Spring 2027 - Summer 2027	<ul style="list-style-type: none"> • Policies reviewed • Changes made where needed • Policies promote equality

How we will measure success:

- Curriculum audit shows good representation of diversity
- Resources and displays reflect diversity
- Pupil surveys show understanding of equality and diversity

- Pupils can identify and challenge stereotypes
- Reduced incidents of prejudice-based bullying
- Pupils from all backgrounds feel valued and represented
- Pupils' aspirations are not limited by stereotypes

Objective 4: Increase participation of underrepresented groups in school life

Protected characteristics addressed: All protected characteristics, with particular focus on Disability, Race, Sex

Why this objective? We want all pupils to participate fully in school life, including leadership opportunities, clubs, trips, and events. We will monitor participation to ensure no groups are underrepresented.

Action	Responsibility	Timescale	Success Criteria
Monitor participation in School Council, clubs, trips, and events by protected characteristics (where data is available)	Headteacher / Subject Leaders	Termly from Autumn 2026	<ul style="list-style-type: none"> • Participation data collected and analysed • Underrepresented groups identified
Identify barriers to participation (e.g., cost, accessibility, cultural factors, lack of confidence)	Headteacher / Staff / Pupils	Autumn 2026 - Spring 2027	<ul style="list-style-type: none"> • Barriers identified through consultation • Understanding of why some groups don't participate
Take action to increase participation (e.g., subsidise costs, provide accessible activities, actively encourage underrepresented groups, offer a wider range of activities)	Headteacher / Subject Leaders	Ongoing from Spring 2027	<ul style="list-style-type: none"> • Actions implemented • Participation increases
Ensure clubs and activities are inclusive and meet diverse needs and interests	Subject Leaders / Club leaders	Ongoing from Autumn 2026	<ul style="list-style-type: none"> • Range of clubs on offer • Clubs are accessible • Clubs appeal to diverse interests
Actively encourage pupils from underrepresented groups to take on leadership roles (e.g., School Council, sports captains, class monitors)	All staff	Ongoing from Autumn 2026	<ul style="list-style-type: none"> • Staff actively encourage all pupils • Leadership roles reflect diversity of school

Celebrate participation and achievement of all pupils	All staff	Ongoing from Autumn 2026	<ul style="list-style-type: none"> All pupils' contributions are valued Achievements celebrated in assemblies, newsletters, displays
Consult with pupils and parents about participation and what would encourage greater involvement	Headteacher / School Council	Annually from Summer 2027	<ul style="list-style-type: none"> Consultation takes place Feedback informs improvements

How we will measure success:

- Participation data shows improved representation of all groups
- Barriers to participation are reduced or removed
- All pupils feel able to participate in school life
- Range of clubs and activities meets diverse needs
- Leadership roles reflect the diversity of the school
- Pupils and parents report satisfaction with opportunities to participate

Objective 5: Ensure all staff understand their equality duties and can promote equality effectively

Protected characteristics addressed: All protected characteristics

Why this objective? Staff are key to promoting equality and tackling discrimination. We will ensure all staff understand their responsibilities and have the skills and confidence to promote equality.

Action	Responsibility	Timescale	Success Criteria
Provide equality training for all staff covering the Equality Act 2010, protected characteristics, unconscious bias, and inclusive practice	Headteacher / External trainer	Autumn 2026	<ul style="list-style-type: none"> All staff attend training Staff feedback shows learning Staff demonstrate understanding
Include equality in induction for all new staff	Headteacher	Ongoing from Autumn 2026	<ul style="list-style-type: none"> Induction includes equality New staff understand their duties
Share updates on equality legislation and best practice	Headteacher	Termly from Autumn 2026	<ul style="list-style-type: none"> Updates shared regularly

through staff meetings and briefings			<ul style="list-style-type: none"> • Staff kept informed
Ensure all staff know how to report and respond to discriminatory incidents	Headteacher	Autumn 2026 and ongoing	<ul style="list-style-type: none"> • Procedures are clear • Staff follow procedures consistently • Incidents are handled appropriately
Provide specific training on supporting pupils with protected characteristics (e.g., SEND, EAL, LGBT+)	SENCO / Headteacher	Ongoing as needed	<ul style="list-style-type: none"> • Staff receive relevant training • Staff feel confident supporting all pupils
Monitor staff confidence and understanding through surveys and observations	Headteacher	Annually from Summer 2027	<ul style="list-style-type: none"> • Staff surveys show increased confidence • Observations show improved practice • Staff can articulate their equality duties
Create and maintain an equality resource bank for staff (including lesson plans, resources, guidance documents)	Headteacher / Subject Leaders	Spring 2027	<ul style="list-style-type: none"> • Resource bank established • Staff access and use resources • Resources are kept up to date
Ensure equality is a standing agenda item at staff meetings	Headteacher	Ongoing from Autumn 2026	<ul style="list-style-type: none"> • Equality discussed at every staff meeting • Staff have opportunities to share good practice • Issues are identified and addressed
Provide opportunities for staff to discuss equality issues and share concerns	Headteacher	Termly from Autumn 2026	<ul style="list-style-type: none"> • Staff feel able to raise equality issues • Concerns are addressed promptly

			<ul style="list-style-type: none"> • Staff learn from each other
Recognise and celebrate staff contributions to promoting equality	Headteacher / Governors	Ongoing from Autumn 2026	<ul style="list-style-type: none"> • Good practice is shared and celebrated • Staff feel valued for their equality work • Equality work is embedded in performance management

How we will measure success:

- All staff demonstrate understanding of the Equality Act 2010 and their duties
- Staff surveys show increased confidence in promoting equality and challenging discrimination
- Staff consistently apply equality principles in their work
- Observations show inclusive teaching practice
- Staff can identify and challenge discrimination effectively
- Staff feel supported in promoting equality
- Equality is embedded in school culture and practice
- Reduced incidents of discrimination due to early intervention and prevention

Summary of Equality Objectives 2026-2029:

- Narrow attainment gaps between different groups of pupils
- Improve accessibility for disabled pupils, staff and visitors
- Promote diversity and challenge stereotypes through the curriculum and school culture
- Increase participation of underrepresented groups in school life
- Ensure all staff understand their equality duties and can promote equality effectively

These five objectives are interconnected and together will drive significant improvements in equality outcomes at Takeley Primary School. Progress against these objectives will be monitored termly and reported to governors, with a full annual review each summer term.

Appendix A: Ensuring Equality of Opportunity and Participation

The school will ensure that:

Monitoring and Data Analysis:

- Pupil achievement is monitored across all protected characteristics (where data is available and appropriate) and any trends or patterns in the data that may require additional action to narrow gaps are addressed
- All staff are aware of the school's Equality Information and Objectives document

- Data on attendance, behaviour, and exclusions is analysed by different groups to identify and address disparities

Recognising and Celebrating All Pupils:

- The talents and abilities of all pupils are recognised and celebrated, regardless of protected characteristics
- All pupils are given the opportunity to make a positive contribution to the life of the school (e.g., through involvement in the School Council by election or co-option, class assemblies, fundraising, sports teams, performances)
- Achievements of pupils from all backgrounds are celebrated in assemblies, newsletters, and displays

Full Participation:

- All pupils can take part in all aspects of the curriculum, including educational visits and journeys, lunchtime activities, PE and dance, assemblies, and performances
- Reasonable adjustments are made to ensure disabled pupils can participate fully
- Extended school activities such as breakfast and after-school clubs take into account pupil needs and access issues
- Pupils attending extended school activities reflect the diversity of the school population
- No pupil is excluded from activities due to cost, and support is available for families who need it

Ongoing Consultation:

Staff, pupils, parents and carers continue to be involved in the development of the Equality Information and Objectives through input and feedback from surveys, staff meetings, School Council meetings, parent forums, and parents' evenings

The school will provide:

Support for Pupils:

- Extra and additional support for pupils who are underachieving, to make progress in their learning and personal wellbeing
- Accessible texts for pupils with visual impairment
- Enhanced acoustic classroom environments for pupils with hearing impairment
- Assistive technology where needed
- Differentiated resources and teaching approaches
- Additional support for pupils with English as an additional language (EAL)
- Pastoral support for pupils experiencing difficulties

Support for Parents and Carers:

- Additional support for parents of underachieving children (e.g., regular communication about progress, discussing needs, signposting to external support)
- Support for disabled parents/carers to help them play a full part in the life of the school (e.g., providing a sign language interpreter, ensuring meetings are held in accessible parts of the school, providing information in accessible formats)
- Translation services for parents who speak English as an additional language
- Flexible meeting times to accommodate different work patterns

Support for Staff:

- Reasonable adjustments for disabled staff
- Support for staff experiencing discrimination or harassment
- Professional development opportunities for all staff
- Flexible working arrangements where operationally possible

Appendix B: Promoting Positive Attitudes and Meeting Needs

The school will:

Promote Positive Images and Challenge Stereotypes:

- Promote positive images which reflect diversity in terms of all protected characteristics, for example in assemblies, books, publications, learning materials, and in classroom/corridor displays
- Ensure displays show people from diverse backgrounds in diverse roles, challenging stereotypes (e.g., female scientists, male nurses, disabled athletes, diverse historical figures)
- Use curriculum materials that represent diversity authentically and positively
- Invite diverse visitors and role models to speak to pupils
- Celebrate diversity through special days and events (e.g., Black History Month, LGBT History Month, Disability History Month, International Women's Day, religious festivals)

Diverse and Inclusive Workforce:

- Actively seek to recruit people from diverse backgrounds to the school and support them in their work and career development
- Try to reflect the diversity of the school community and wider society in the workforce
- Ensure recruitment processes are fair and free from bias
- Support career progression for all staff regardless of protected characteristics

Inclusive Governance:

- Actively seek to recruit people from diverse backgrounds to the governing body
- Make reasonable adjustments to ensure disabled governors can fully participate and contribute
- Ensure governor meetings are accessible and inclusive
- Value the diverse perspectives that governors bring

Building Relationships and Understanding:

- Provide opportunities for children, young people, their friends and families to interact with people from different backgrounds and build positive relationships
- Develop links with different schools and communities
- Provide extended services with opportunities for pupils, families and the wider community to take part in activities and receive services which build positive interaction and achievement for all groups
- Organise community events that bring together people from different backgrounds

Supporting Transitions:

- Support disabled pupils during the transition between primary and secondary school to ease the stress of moving and increase familiarity with new surroundings

- Ensure transition arrangements consider the needs of all pupils, including those with protected characteristics
- Share information appropriately with receiving schools to ensure continuity of support

Education for Equality:

- Help children and young people to understand others and value diversity through the curriculum, assemblies, and school culture
- Promote shared values, awareness of human rights, and how to apply and defend them
- Develop skills of participation and responsible action
- Teach pupils about equality, diversity, and protected characteristics in an age-appropriate way through PSHE and across the curriculum
- Encourage pupils to challenge discrimination and stand up for equality

Reasonable Adjustments:

- Make reasonable adjustments to policies, practices, and physical features to ensure disabled people are not disadvantaged
- Provide auxiliary aids and services where needed
- Anticipate the needs of disabled pupils, staff, and visitors
- Consult with disabled people about their needs and preferences

Appendix C: Eliminating Discrimination and Harassment

The school will:

Policies and Procedures:

- Develop and adapt procedures on anti-bullying to include equality perspectives and specifically address prejudice-based bullying
- Ensure the Behaviour Policy addresses discrimination and harassment
- Review policies regularly to ensure they promote equality and do not discriminate
- Ensure all policies consider the impact on people with protected characteristics

Staff Training and Support:

- Support staff to challenge and address any bullying and harassment that is based on protected characteristics
- Provide training on recognising and responding to discrimination
- Ensure staff know how to report incidents and support victims
- Create a culture where staff feel confident challenging discrimination

Recording and Reporting:

- Keep detailed records of discriminatory incidents and how they are dealt with
- Report incidents to the governing body termly
- Report racist incidents to the local authority as they occur
- Analyse incident data to identify patterns and inform preventative work

Review and Improvement:

- Review the school's approach to equality-based bullying and harassment whenever the Behaviour Policy is reviewed
- Use incident data and feedback to improve policies and practices
- Learn from incidents to prevent future occurrences

Swift and Appropriate Action:

- Take swift and appropriate action when discrimination occurs
- Support victims and educate perpetrators
- Apply sanctions in line with the Behaviour Policy
- Monitor the situation to ensure the discrimination does not recur

Creating an Inclusive Culture:

- Create a school culture where discrimination is not tolerated
- Promote respect, tolerance, and understanding
- Celebrate diversity and challenge prejudice
- Empower pupils to be upstanders, not bystanders

Working with Parents and the Community:

- Engage parents in promoting equality and challenging discrimination
- Work with community organisations to address discrimination
- Provide information and support to parents about equality issues

Appendix D: Checklist for Staff and Governors

This checklist should be used to review the school's equality work and ensure we are meeting our duties under the Equality Act 2010.

Data Collection and Analysis

Is information collected on protected characteristics with regards to both pupils and staff (e.g., pupil achievement, attendance, exclusions, behaviour incidents, participation in activities, staff recruitment, retention, training)?

Is this information used to inform policies, plans, strategies, lessons, additional support, training, and activities the school provides?

Is pupil achievement analysed by protected characteristics? Are there trends or patterns in the data that may require additional action, and has action been taken to address these?

Is attendance monitored by protected characteristics and are any disparities addressed?

Are exclusions monitored by protected characteristics and are any disparities addressed?

Is participation in extra-curricular activities, School Council, and leadership opportunities monitored by protected characteristics?

Consultation and Involvement

Has the Equality Information and Objectives been shaped by the views, input, and involvement of staff, parents, and pupils?

- Are staff, pupils, and parents consulted regularly about equality issues?
- Is feedback from consultations used to improve equality work?
- Do pupils have opportunities to contribute to equality work (e.g., through School Council, pupil surveys)?

Curriculum and Teaching

- Does the curriculum include opportunities to understand issues related to equality, diversity, and protected characteristics?
- Are teaching materials diverse and do they challenge stereotypes?
- Do teachers use inclusive teaching strategies that meet the needs of all pupils?
- Is the PSHE curriculum used to teach about equality and diversity?
- Do assemblies promote equality values and celebrate diversity?

Participation and Inclusion

- Are all pupils encouraged to participate in school life?
- Are pupils who make a positive contribution reflective of the school's diversity (e.g., through class assemblies, School Council, sports teams)?
- Can all pupils, including disabled pupils, take part in all aspects of the curriculum, including educational visits, PE, and extra-curricular activities?
- Do extended school activities (breakfast club, after-school clubs) take into account pupil needs and access issues?
- Is participation in activities monitored to ensure all groups are represented?

Tackling Discrimination

- Is bullying and harassment of pupils and staff monitored by protected characteristics, and is this information used to make a difference to the experience of others?
- Are racist incidents reported to the governing body and local authority on a termly basis?
- Are other discriminatory incidents (homophobic, transphobic, disablist, sexist) recorded and monitored?
- Do staff know how to respond to discriminatory incidents?
- Are victims of discrimination supported appropriately?
- Are perpetrators of discrimination educated and held accountable?

Visual Environment

- Are visual displays reflective of the diversity of the school community and wider society?
- Are diverse role models promoted positively in lessons, displays, and discussions?

- Do displays challenge stereotypes?
- Is diversity celebrated through displays and events?

Accessibility

- Is the school environment as accessible as possible to pupils, staff, and visitors?
- Are open evenings and other events held in accessible parts of the school?
- Are issues such as language barriers considered and addressed?
- Are the accessibility needs of parents, pupils, and staff considered when publishing and sending out information?
- Is information available in accessible formats on request (e.g., large print, different languages)?
- Are reasonable adjustments made for disabled pupils, staff, and visitors?
- Is the Accessibility Plan reviewed and updated annually?

Governance

- Are procedures for the election of parent governors open to candidates and voters who are disabled?
- Does the governing body receive regular reports on equality matters?
- Does the governing body monitor progress against the Equality Objectives?
- Is there a designated governor with responsibility for equality?
- Do governors challenge the school on equality issues?

Policies and Procedures

- Have all policies been reviewed to ensure they promote equality and do not discriminate?
- Are equality considerations built into decision-making processes?
- Is equality impact assessment carried out when developing new policies or making significant decisions?
- Are staff aware of their responsibilities under the Equality Act 2010?

Training and Development

- Have all staff received training on equality and diversity?
- Is equality included in induction for new staff?
- Do staff receive updates on equality legislation and best practice?
- Do staff feel confident in promoting equality and challenging discrimination?

Publishing and Communication

- Is the Equality Information and Objectives published on the school website?
- Is the Accessibility Plan published on the school website?
- Are annual updates on progress against Equality Objectives published?
- Is equality work communicated to parents, staff, and pupils?
- Are hard copies of equality documents available on request?

Review and Monitoring

- Is progress against Equality Objectives reviewed annually?
- Is the full Equality Information and Objectives document reviewed every three years?
- Are equality data and incident reports reviewed termly?
- Is the Accessibility Plan reviewed annually?
- Are lessons learned from equality work and used to improve?

Notes for using this checklist:

This checklist should be reviewed at least annually by the headteacher and governing body

Where a box cannot be ticked, an action plan should be developed to address the gap

The checklist should be used alongside the Equality Objectives to drive improvement

Evidence should be gathered to demonstrate that boxes can be ticked (e.g., data analysis, meeting minutes, policy documents, training records)

Appendix E: Glossary of Terms

Accessibility Plan - A plan required under the Equality Act 2010 that sets out how a school will increase access to education for disabled pupils in three areas: the curriculum, the physical environment, and information.

Direct discrimination - Treating someone less favourably than others because of a protected characteristic.

Disability - Under the Equality Act 2010, a person has a disability if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Discrimination by association - Direct discrimination against someone because they are associated with another person who has a protected characteristic.

Discrimination by perception - Direct discrimination against someone because of a mistaken belief that they have a protected characteristic.

Equality Act 2010 - Legislation that provides a legal framework to protect the rights of individuals and advance equality of opportunity for all. It consolidates previous anti-discrimination laws.

Equality objectives - Specific, measurable goals that a school sets to improve equality outcomes. Schools must publish at least one equality objective every four years.

Harassment - Unwanted conduct related to a protected characteristic that violates a person's dignity or creates an intimidating, hostile, degrading, humiliating, or offensive environment.

Indirect discrimination - A practice, policy, or rule that applies to everyone but particularly disadvantages people with a protected characteristic.

Protected characteristics - The nine characteristics protected under the Equality Act 2010: age (for staff), disability, gender reassignment, marriage and civil partnership (for staff), pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

Public Sector Equality Duty (PSED) - The duty on public bodies, including schools, to have due regard to the need to eliminate discrimination, advance equality of opportunity, and foster good relations between different groups.

Reasonable adjustments - Changes that schools must make to remove barriers for disabled pupils, staff, and visitors. This includes changes to policies, practices, and physical features, and providing auxiliary aids and services.

Victimisation - Treating someone unfairly because they have made or supported a complaint about discrimination or harassment.