

# Equality Information and Objectives Policy

## Bankside Primary School



**Bankside  
Primary School**

*Putting down strong roots for success*

Approved by:	[Governing Body]	Date:	[17.03.26]
Last reviewed on:	[17.03.26]		
Next review due by:	[March 2029]		

# Contents

1. Aims .....	2
2. Legislation and guidance .....	2
3. Roles and responsibilities .....	3
4. Eliminating discrimination .....	3
5. Advancing equality of opportunity .....	4
6. Fostering good relations .....	4
7. Equality considerations in decision-making .....	4
8. Equality objectives .....	5
9. Monitoring arrangements .....	6
10. Links with other policies .....	6

---

## 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, 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 Bankside Best vision and values. *We want the best for, and the best from you* is our Bankside Best commitment as a school. We put down *strong roots for success* into all elements of school life and learning because we believe all children, regardless of need or background, should have access to a broad and balanced curriculum, which is coherently sequenced and relevant to their needs and interests.

## 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](#), 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](#).

### 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/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 headteacher

The equality link governor is Sarah Holdsworth (CoG). They will:

- › Meet with the designated member of staff for equality, 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
- › Have "due regard" when making a decision or taking an action to whether it may have particular implications for people with particular protected characteristics
- › Identify 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 as part of our new school year re-induction process in 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 (e.g. pupils with disabilities)
- › 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 (e.g. encouraging all pupils to be involved in the full range of school 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 (e.g. declines in incidents of racism)
- › Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

## 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
- › Regular teaching and revisiting 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. 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. 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.

## 8. Equality objectives

As a school, we are required to publish equality information every year:

- We must report on at least 1 equality objective once every 4 years
- We aim to publish this information at the end of every academic year

### Objective 1

To improve the attendance of vulnerable pupils (those with SEND, Pupil Premium Children and Roma pupils) through positive interactions and creating a sense of belonging.

**Why we have chosen this objective:** Attendance is a huge priority for our school. Without regular attendance, pupils will not make good progress. With regular attendance, pupils' build positive relationships and feel part of our Bankside School Community.

**To achieve this objective, we plan to:**

- Continue to utilise the capacity of the attendance team to support vulnerable families with improving regular attendance.
- Ensure our attendance team and our pastoral team work in partnership to remove barriers
- Utilise support from our Cluster to support the school with the attendance case load
- Build connections and relationships with these pupils and their families so they feel seen, heard and belong.
- Ensuring our staff have positive interactions with children – linking to our behaviour policy and restorative approach

Progress we are making towards this objective: TBC

### Objective 2

To eradicate negative behaviour incidents linked to the protected characteristics listed in the Equality Act 2010 (linked to disability, gender, race, religion or belief, sexual orientation, gender reassignment)

**Why we have chosen this objective:** We have a diverse school community, and we want all members of this community to feel safe and belong to our Bankside school. Following the Harehills Riots of 2024, the school has particularly focused on working with the charity Show Racism The Red Card to eradicate incidents of racism within our school. By educating our pupils through our curriculum, particularly through PSHE, they are aware of the law around protected characteristics and why this is important to help everyone feel safe and belong.

**To achieve this objective, we plan to:**

- Work with Show Racism the Red Card using funding from our Community Grant funding bid
- Introduce Anti-Racism ambassadors to promote the school's Anti-Racism approach
- Ensure that pupils feel represented in the school's curriculum – diversity and representation in topics, texts and resources
- Engage with external partners and local organisations to promote tolerance and understanding of different beliefs and viewpoints
- Ensure pupils feel safe and belong when at school
- Ensure the school's behaviour policy and procedures are consistently followed when dealing with negative behaviour incidents linked to the protected characteristics listed in the Equality Act 2010

Progress we are making towards this objective: TBC

### Objective 3

To provide the School's Leadership Team with Equality Duty Training, including further development of the use of Equality Impact Assessments when making decisions in school to ensure no group or individual is negatively affected by suggested changes to school structure, policy or procedure (both existing and proposed).

**Why we have chosen this objective:** We want our leadership team to ensure that they are carefully evaluating any existing school practices as well as proposed changes to ensure that no group or individual is negatively affected. We are committed to further developing our practices ensuring that all school stakeholders feel valued and included in all aspects of school life.

**To achieve this objective, we plan to:**

- Source high quality training and deliver this to our Senior Leaders and Governing Body
- Ensure that training is provided for completing Equality Impact Assessments
- Ensure that any proposed changes to structure, policy or procedure have an EIA completed which is reviewed by the Senior Leadership Team and shared with the Governing Body.
- Ensure that annually the Governing Body review the EIA's that have been completed to ensure that no group or individual has been negatively affected by the school's continuous improvement work.

**Progress we are making towards this objective:** TBC

## 9. Monitoring arrangements

The Governing Body will update the equality information we publish at least every year.

School-specific equality objectives will be reviewed by the Governing Body and Headteacher, at least every 4 years.

This document will be reviewed by the Governing Body annually, to ensure continued compliance with the PSED.

This document will be approved by the Governing Body.

## 10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- SEN information report
- SEND policy
- Behaviour Policy
- Anti-Bullying Policy
- Staff Code of Conduct
- Online Safety Policy