



Equality information and objectives policy

Approved by:	Full Governing Body	Date: 1 st July 2026
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Last reviewed on:	
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Next review due by:	July 2027
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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, 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 line with our values of safe, helpful, inclusive, nurturing and putting effort in all we do. Reflecting the diversity of our Newport community, we actively promote equality, inclusion and mutual respect, ensuring that all pupils feel safe, valued and supported to achieve their full potential.

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

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.

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, 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 any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

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
- Making pupils aware of our behaviour 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.
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. 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

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

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.

Objective	Action
To promote and develop inclusive educational practices <i>Newport Primary School will focus on further integrating inclusive teaching strategies across all year groups. This includes providing tailored support for students with Special Educational Needs and Disabilities (SEND), ensuring that all students can access and benefit from the curriculum equally.</i>	• Staff CPD - Ensure regular professional development sessions focused on inclusive teaching practices, differentiation strategies, and classroom management techniques tailored for diverse learners. Collaborative Planning - Encourage teachers to work together to design lessons that cater to various learning needs and styles. This could include peer observations and feedback sessions to share best practices. • Resource Allocation - Ensure that adequate resources (e.g., adaptive technology, learning aids) are available for students with SEND. Regularly review and update these resources to meet evolving needs. • Individualised Support Plans - continue to develop support plans for students with SEND. Regularly review these plans with input from teachers, parents, and specialists to ensure they are effective.
Enhance Cultural Competency and Diversity Awareness <i>To celebrate the diverse backgrounds of its student body, Newport Primary will ensure regular events, workshops, and curriculum enhancements that highlight and respect different cultures and traditions. By promoting understanding and respect for diversity, the school can continue create a welcoming and inclusive atmosphere for all students, staff and visitors.</i>	• Diverse Curriculum - integrate diverse perspectives into the curriculum by including literature, history, and case studies which are representative of the school and local community • Cultural Celebrations - Host events and activities that celebrate different cultures and traditions. Encourage students and families to share their cultural heritage through presentations, food fairs, and sharing of personal experiences. • Workshops and Training - Provide cultural competency training for staff to enhance their understanding and ability to teach a diverse student body. Include topics such as implicit bias, multicultural education, and inclusive language. • Promote self-responsibility, respect and tolerance for others as part of pupils' spiritual, moral, social and cultural development. • Ensure that pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in the wider community.
Address Socio-Economic Barriers to Education <i>Given its location in Middlesbrough, an area with varying socio-economic challenges, Newport Primary will continue to develop and establish initiatives aimed at reducing barriers to education</i>	• Financial Assistance Initiatives - Establish initiatives to assist families in need with costs associated with school supplies, uniforms, and extracurricular activities. Partner with local

<i>for students from low-income families. Ensuring that financial hardship does not impede a child's educational experience is crucial for achieving equality.</i>	businesses/organisations and charities to support these initiatives. • Breakfast and After-School Clubs - Provide free breakfast for all pupils and low-cost after-school clubs to ensure all students have access to nutritious meals and additional learning support. Provide free access to after school provision in some cases. • Homework Support - Offer in-school opportunities to complete homework, with access to resources and staff assistance. This can help students who may not have a conducive learning environment at home. • Parent/carer sessions & activities - Provide sessions/information for parents on topics such as accessing community resources, and supporting their children's education. These workshops can empower parents to better support their children's educational journey.
Strengthen Family and Community Engagement <i>Building strong connections with parents and the local community is essential for supporting student success. Additionally, increasing opportunities for community involvement in school activities can foster a sense of belonging and shared responsibility for student outcomes.</i>	• Regular Communication - Maintain open lines of communication with parents through regular newsletters, parent/carer-teacher meetings, and an accessible school website. Use multiple channels (e.g., emails, text messages, social media) to reach all families. • Parent sessions - Create opportunities for parents to get involved in school activities, such as participating in school committees, and attending school events. • Community Partnerships – As part of the Co-operative trust, build partnerships with local organisations, businesses, and community groups to support school initiatives and provide additional resources for students. • Feedback Mechanisms - Establish regular feedback mechanisms (e.g., surveys, focus groups) to gather input from a full range of parents/carers and the community. Use this feedback to inform school policies and practices.

9. Monitoring arrangements

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

School-specific equality objectives will be reviewed by Full Governing Board at least every 4 years.

This document will be approved by Full Governing Board.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- SEN information report
- SEND policy
- Behaviour Policy