

**SESAT Equality Information and Objectives
Leasowes Primary School**

Date Approved: September 2026	Print Name: Matthew Rowell
Date to be Reviewed: September 2027	Signed: Matthew Rowell
1. Aims	
SESAT seeks to ensure that no member of our school community, or any person through their contact with the school, receives less favourable treatment on any grounds that cannot be objectively justified. We are committed to eliminating discrimination, advancing equality of opportunity and fostering good relations across our school community. Equality, diversity and inclusion are about more than meeting legal obligations or targets. They are fundamental to ensuring that everyone is treated with dignity and respect, feels that they belong and is able to participate fully in school life. We recognise and value the individuality of every member of our community and are committed to identifying and removing barriers that may prevent individuals or groups from achieving, participating or flourishing. We will ensure that our provision meets the varied and individual needs of our pupils, that our employment practices are fair and inclusive and that equality of opportunity is promoted throughout the school. We actively value and celebrate the diversity of our local, national and global communities and prepare pupils to live confidently and respectfully in a diverse society. As a proud Rights Respecting School, Leasowes is committed to ensuring that every child feels valued, heard and empowered. The principles of the United Nations Convention on the Rights of the Child are actively promoted through our curriculum, relationships, decision-making and wider school culture. The principles of equality, inclusion and respect are embedded within our policies, practices, curriculum and decision-making and are an integral part of everything we do.	
2. The Legal Framework	
We welcome our duties under the Equality Act 2010. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following: • Human Rights Act 1998 • Education and Inspections Act 2006 • Equality Act 2010 • The Special Educational Needs and Disability Regulations 2014 • The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017 • Public Sector Equality Duty (PSED) • The UK General Data Protection Regulation (GDPR) • Data Protection Act 2018 This policy also has due regard for non-statutory guidance, including the following: • DfE 'The Equality Act 2010 and schools' This policy operates in conjunction with the following school policies: • Equality Information and Objectives Statement • Admissions Policy	

- Complaints Policy
- Grievance Policy
- Data Protection Policy
- Staff Equality, Equity, Diversity and Inclusion Policy

The Equality Act 2010 provides a modern, single legal framework with three broad duties:

- Eliminate discrimination, harassment and victimisation
- Advance equality of opportunity
- Foster good relations

For the purpose of this policy, the Equality Act 2010 will be referred to as 'the Act'. The school fully understands the principles of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equal opportunities.

Protected characteristics, under the Act, are as follows:

- Age
- Disability
- Race including colour, nationality, and ethnic or national origin
- Sex
- Gender reassignment
- Maternity and pregnancy
- Religion and belief
- Sexual orientation
- Marriage and civil partnership

The Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil:

- In relation to admissions.
- In the way it provides education for pupils.
- In the way it provides pupils access to any benefit, facility or service.
- By excluding a pupil or subjecting them to any other detriment.

The responsible body for the school is the proprietor.

SESAT's liability not to discriminate, harass or victimise does not end when a pupil has left the school, but will apply to subsequent actions connected to the previous relationship between school and pupil, such as the provision of references on former pupils or access to former pupils' communications and activities.

SESAT will promote equality of opportunity for all staff and job applicants and will work in line with the Staff Equality, Equity, Diversity and Inclusion Policy.

3. Roles and Responsibilities

The Trustees have delegated responsibilities to the Governing Board.

The Governing Board will:

- Ensure that the school complies with the appropriate equality legislation and regulations.
- Meet its obligations under the PSED to:
 - Publish equality objectives at least every four years commencing on the date of the last publication.
 - Update and publish information every year to demonstrate school compliance with the PSED.
- Ensure that the school's policies and procedures are developed and implemented with appropriate equality impact assessments informing future plans.
- Ensure that the school's Admissions Policy does not discriminate in any way.

- Ensure equal opportunities in its staff recruitment and promotion practices, professional development programmes and in membership of the governing board.
- Proactively recruit high-quality applicants from under-represented groups.
- Provide information in appropriate and accessible formats.
- Ensure that the school publishes information regarding how it is complying with the public sector Equality Duty and that the information is easily accessible.

The Headteacher will:

- Implement and champion this policy and its procedures.
- Ensure that all staff members receive the appropriate equality and diversity training as part of their induction and CPD.
- Actively challenge and take appropriate action in any case of discriminatory practice.
- Address any reported incidents of harassment or bullying in line with DfE guidance.
- Produce an annual report on the progress of implementing the provisions of this policy and report it to the Governing Board.

Employees will:

- Be mindful of any incidents of harassment or bullying in the school.
- Track and monitor any instances of discrimination and deal with these in a consistent manner, making a report to the Headteacher as necessary and following up with pupils as required.
- Identify and challenge bias and stereotyping within the curriculum and the school's culture.
- Promote equality and good relations, and not harass or discriminate in any way.
- Monitor pupils' progress and needs to ensure the appropriate support is in place.
- Keep up-to-date with equality legislation and its application by attending the appropriate training.
- Champion diversity and inclusion.

Pupils will:

- Not discriminate or harass any other pupil or staff member.
- Actively encourage equality and diversity in the school by contributing their cultural experiences and values.
- Report any incidences of bullying or harassment, whether to themselves or to others, to a trusted member of staff.
- Abide by all the school's equality and diversity policies, procedures and codes.

4. Equality Objectives

Leasowes is committed to promoting the welfare and equality of all its staff, pupils and other members of the school community.

Leasowes sees all members of the school community as of equal value, regardless of any protected characteristic. The policies, procedures and activities will not discriminate but must nevertheless take account of differences in life experience, outlook and background, and in the kinds of barriers and disadvantages which people may face in relation to any protected characteristic.

The school's Equality Information and Objectives Statement sets out how the school is meeting the PSED and outlines how equality of opportunity is ensured for all members of the school community. The Equality Information and Objectives Statement is reviewed at least every four years and is published on the school website annually.

Leasowes will use school information, stakeholder voice, accessibility planning and its understanding of the needs and experiences of different groups within the school

community to identify meaningful equality objectives. Objectives will focus on areas where the school can make a measurable difference to equality of opportunity, participation, belonging and outcomes.

To achieve this, the school has established the following objectives:

Objective 1: Promote understanding, respect and belonging		
Objective	Strategy	Evidence of Impact
Continue to reduce prejudice and strengthen pupils' understanding, respect and celebration of equality and diversity, ensuring all pupils feel valued and that they belong within the school community.	Embed equality, diversity and positive representation through the curriculum, high-quality inclusive resources, assemblies, Rights Respecting work and wider school experiences. Challenge stereotypes and prejudice consistently and use pupil voice and incident monitoring to identify areas requiring further development.	Pupils demonstrate increasing understanding and respect for equality and diversity, feel valued and represented within school and understand the importance of respecting the rights and identities of others. Pupil voice and monitoring of prejudice-related incidents demonstrate the positive impact of the school's work.
Objective 2: Identify and reduce inequalities in pupil outcomes and participation		
Objective	Strategy	Evidence of Impact
Identify and reduce disparities in achievement, attendance, participation and wider outcomes between groups of pupils, particularly where these may be associated with a protected characteristic.	Regularly analyse pupil achievement, attendance, behaviour, participation and wider school information to identify emerging inequalities or barriers. Implement timely and appropriate support, adaptations or intervention and evaluate their impact.	School monitoring demonstrates that identified disparities are reducing over time, barriers to participation are addressed and pupils have equitable opportunities to achieve, participate and succeed.

The school will regularly review the actions being taken and the progress made towards achieving these objectives. Progress will be reported to the Governing Board and used to inform future equality priorities.

5. Collecting and using information

In accordance with the requirements outlined in the UK GDPR and Data Protection Act 2018, personal data will be lawfully collected and processed in line with the principles and practices outlined in the Data Protection Policy and only for specified, explicit and legitimate purposes, e.g. to comply with the school's legal obligations.

The school will collect equality information for the purpose of:

- Identifying key issues, e.g. unlawful discrimination in teaching methods.
- Assessing performance, e.g. benchmarking against similar organisations locally or nationally.
- Taking action, e.g. adapting working practice to accommodate the needs of staff who share protected characteristics.

The school will build an equality profile for staff to assist with identifying any issues within their recruitment regime. The school will obtain the following information from their staff:

- Recruitment and promotion
- Numbers of part-time and full-time staff
- Pay and remuneration
- Training
- Return to work of staff members on parental leave
- Return to work of disabled employees following sick leave relating to their disabilities
- Appraisals
- Grievances (including about harassment)

- Disciplinary action (including for harassment)
- Dismissals and other reasons for leaving

The school will use the information it obtains to analyse any identified equality gaps and use the findings to inform relevant policies, practices and future priorities.

6. Promoting Equality

The school's Pupil Equality, Equity, Diversity and Inclusion Policy and Staff Equality, Equity, Diversity and Inclusion Policy set out the school's approach to promoting equality and diversity across the whole school community.

7. Addressing Prejudice-Related Incidents

The school is opposed to all forms of prejudice. The school will ensure that pupils and staff are aware of the impact of prejudice. The school will address any incidents immediately and, where appropriate, report them to the LA.

Any reports of bullying and prejudice will be carefully monitored and dealt with accordingly.

Annual training will be given to all staff to ensure that they are aware of the process for reporting and following up incidents of prejudice-related bullying.

8. Fostering Good Relations

SESAT aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- As a proud Rights Respecting Schools, Leasowes is committed to upholding and promoting the rights of every child as outlined in the United Nations Convention on the Rights of the Child (UNCRC). We actively foster a school culture where children's rights are understood, respected and realised in everyday practice. Through our curriculum, ethos, and community engagement, we empower pupils to know their rights and to respect the rights of others.
- 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
- 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 Junior Leadership Team is 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.

9. Complaints

Concerns or complaints relating to equality, discrimination, harassment or victimisation will be taken seriously and considered in accordance with the school's Complaints Policy or relevant staff procedure.

10. Monitoring and Review

Leasowes Primary School regularly reviews a range of information to understand the experiences, participation and outcomes of different groups within the school community.

This enables leaders and Governors to identify potential inequalities, understand barriers and take appropriate action.

This includes consideration, where appropriate, of:

- Pupil attainment and progress
- Attendance and persistent absence
- Behaviour, suspensions and exclusions
- Participation in clubs, trips and enrichment opportunities
- Identification of and provision for pupils with SEND
- Safeguarding and wellbeing information
- Prejudice-related and discriminatory incidents
- Pupil, parent and staff voice
- Accessibility and reasonable adjustments
- Recruitment, professional development and employment practices

Information is considered proportionately and with due regard to confidentiality and data protection. Where inequalities or barriers are identified, leaders take appropriate action and monitor the impact of that action. Equality information is reviewed and updated at least annually.