

# Equality Information & Objectives

*A policy for all trust schools*

*Tailored for Greet Primary School*

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School:	Greet Primary School	Key Contact Name:	
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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 and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

## 2. Legislation & 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](#).

This document also complies with our funding agreement and articles of association.

## 3. Roles & Responsibilities

The board of directors 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
- 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
- Delegate the DCEO to meet with the designated member of staff for equality termly 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 equality link governor is Becky Perkes. They will:

- Meet with the designated member of staff for equality every at least once a year 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

The designated member of staff for equality will:

- Support the CEO in promoting knowledge and understanding of the equality objectives among staff and pupils
- Meet with the equality link DCEO every term to raise and discuss any issues
- Support the headteacher in identifying any staff training needs, and deliver training as necessary

All trust 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 trust 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 trustees 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 every September.

The trust 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, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- 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)

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 homophobic or transphobic bullying)

- 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 trust 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
- 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 trust ensures it has due regard to equality considerations whenever significant decisions are made.

The schools within the trust always consider 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 schools within the trust keep a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

## 8. Equality Objectives & Information

This section provides information on the composition of the pupil population at XXX Primary School with respect to the 'protected characteristics' outlined in the Equality Act. The Act protects people from discrimination on the basis of 'protected characteristics'. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment. The protected characteristics for pupils are disability, gender reassignment, pregnancy and maternity, race (ethnicity), religion and belief, sex (gender) and sexual orientation.

## PUPIL POPULATION - 703

(Figures January 2026)

### Gender

Male	Female
396	307

### Disability

SEND provision		
	Number of pupils	% of school population
No Special Educational Need	549	78.09%
SEN Support	143	20.34%
EHCP	11	1.56%
Total SEND	154	21.91%

### Ethnicity & Race

	Boys	Girls	Total
<b>Asian or Asian British</b>			
Bangladeshi heritage	27	22	49
Indian heritage	7	6	13
Other Asian heritage	6	3	9
Pakistani heritage	256	189	445
<b>Black or Black British</b>			
Black African heritage	26	30	56

Caribbean heritage	0	0	0
Other heritage	2	3	5
<b>Chinese</b>	0	0	0
Other mixed heritage	2	1	3
White and Asian	3	4	7
White and Black African	0	0	0
White and Black Caribbean	1	0	1
<b>Any Other Ethnic Group</b>	44	31	75
British heritage	0	1	1
Irish heritage	0	0	0
Traveller of Irish heritage	0	0	0
Gypsy/ Romany	0	0	0
Any other white background	17	10	27
Refused	5	7	12
Total	396	307	703

#### Religion & Belief

Religion & Belief	Number	Religion & Belief	Number
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Anglican (CofE)	45	No religion	2
Buddhist	0	Other Christian	0
Hindu	1	Other Religion	0
Sikh	3	Roman Catholic	0
Muslim	632	Refused	20

#### Gender reassignment & sexual orientation:

We do not collect this information on our pupils.

#### Additional Groups

Ofsted inspections look at how schools help "all pupils to make progress, including those whose needs, dispositions, aptitudes or circumstances require additional support." In addition to pupils with protected characteristics, we wish to provide further information on the following groups of pupils:

Pupils with English as an Additional Language				
	Boys	Girls	Total	% of school population
Number of pupils who speak English as an additional language	168	136	304	43%
Number of pupils who are at an early stage of English language acquisition	4	3	7	0.99%
Pupils from low-income backgrounds				
Number of pupils eligible for Pupil Premium	222	186	408	58%
	-0	0	0	0%



Number of pupils receiving the 16-19 Bursary (Post-16)				
<b>Looked After Children</b>  1				

## Greet Primary School Equality Objectives

Set December 2023, reviewed and adjusted where necessary January 2026

<p><b>Equality Objective 1:</b> Ensure that leaders take rapid action to reduce the achievement gap between groups of pupils.</p>
<p><b>Actions to achieve objective:</b></p> <ul style="list-style-type: none"> <li>analysing data at a granular level to identify themes and gaps</li> <li>ensuring that quality first teaching meets the needs of all pupils</li> <li>reading priority – every child a reader to enable access to the full curriculum</li> <li>high quality phonics from nursery until the pupil achieves the expected decoding standard to acquire fluency</li> <li>intervention as dictated by data findings</li> </ul>
<p><b>Equality Objective 2:</b> Ensure new arrivals and their families experience a smooth transition into school through a well-planned and supportive induction process.</p>
<p><b>Actions to achieve objective:</b></p> <ul style="list-style-type: none"> <li>Streamline the process for mid-year joiners including parental interviews, literacy and numeracy tests, EAL specific tests, home/school agreements and settling in plan</li> <li>Enhance the peer support system to ensure new pupils have a range of peers they can go to</li> <li>Further training for staff</li> </ul>
<p><b>Equality Objective 3:</b> To review, strengthen and refine our whole-school English as an Additional Language (EAL) strategy to ensure that pupils who arrive with little or no English (particularly those at EAL Proficiency Levels A, New to English. and B, Early Acquisition) receive targeted, high-quality support enabling them to make rapid progress in language acquisition and curriculum access.</p>
<p><b>Actions to achieve objective:</b></p> <ul style="list-style-type: none"> <li>Engage with Bell Foundation training to upskill all teaching and support staff in evidence-based EAL pedagogy, ensuring consistent use of the Bell Foundation's EAL Assessment Framework for Schools.</li> <li>Appoint an EAL Lead with clear responsibility for coordinating EAL provision, monitoring pupil progress, and supporting staff to implement effective classroom strategies.</li> <li>Refine assessment processes by embedding the Bell Foundation's Proficiency in English Levels (A–E) into termly assessment cycles, ensuring accurate identification of need and tracking of progress.</li> <li>Develop a whole-school EAL strategy, outlining expectations for inclusive classroom practice, high-quality scaffolding, first-language support where appropriate, and targeted intervention pathways.</li> <li>Design and implement tailored EAL interventions, including structured small-group support (e.g., focused language development sessions) and in-class language scaffolds to accelerate vocabulary growth, oracy, reading and writing.</li> </ul>
<p><b>Equality Objective 4:</b> We aim to improve the progress made by pupils with SEND to allow them to access a full curriculum and be prepared for the next stage of their education.</p>
<p><b>Actions to achieve objective:</b></p> <ul style="list-style-type: none"> <li>Tracking and referral system to identify need, clear for all staff to ensure no loss of learning time</li> <li>Staff CPD to ensure that staff are able to offer an adapted/personalised curriculum in class as appropriate</li> <li>Dedicated provision for pupils with Special Educational Needs and Disabilities as identified on EHC or supporting paperwork</li> <li>Small group teaching in target areas</li> <li>Close monitoring of progress and attainment and adaptations made swiftly to ensure no lack of progress</li> </ul>

### 9. Monitoring & Review

The board of trustees will update the equality information we publish, [described in sections 4 to 7 above], at least every year.

This document will be reviewed by the board of trustees at least every year.

This document will be approved by the board of trustees.