

Equality Information and Objectives Policy – Henleaze Infant School and Henleaze Junior School

Cathedral Schools Trust

December 2025

Approved by:

LGB

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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 (see [The Equality Act 2010](#)) 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 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](#).

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

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
- 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 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

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.

Incidents of discriminatory behaviour are recorded using CPOMS, including the resolution and any further actions taken. The Designated Safeguarding Lead (Deputy Headteacher) monitors and reports on incidents of discriminatory behaviour to the LGB.

Staff are supported to respond to incidents of discriminatory behaviour by using an agreed script which is available to them. The process for responding to such incidents is recorded in our Behaviour Policy.

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 activities and making reasonable adjustment to facilitate this)

In fulfilling this aspect of the duty, the school will:

- Analyse attainment data for groups to determine strengths and areas for improvement, implement actions in response and publish this information

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 Religion and Worldviews, 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.
- 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.

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

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. Monitoring arrangements

This document including the equality objectives will be reviewed by the Headteacher and approved by the LGB at least every 4 years. Additionally, this document will be checked for accuracy and updated if necessary at least every year.

9. Links with other policies

This document links to the following policies:

- CST Behaviour Policy
- CST Complaints Procedure/Policy

10. Equality objectives

Objective and actions	Who	Timeframe	Success Criteria
<p>1. Increase access to enrichment opportunities for pupils in receipt of the Pupil Premium Grant</p> <ul style="list-style-type: none"> -Review affordability -Review breadth of offer -Relevant leaders (music, PE, PP) track uptake -Improve promotion of our enrichment offer to families -Create a Pupil Passport of opportunities aimed to 'level up' opportunities and build cultural capital 	<p>PE Lead Music Leads Behaviour & Welfare Leads PP Lead and Champion</p>	<p>From Sept 25</p>	<p>By the start of 25-26 there will be a more affordable and accessible enrichment offer based on tracking, conferencing and review of uptake in enrichment opportunities both paid and non.</p> <p>By the start of 25-25 there will be a Henleaze Passport informed by knowledge of our pupils' needs (in particular disadvantaged cohort)</p>
<p>Review pre-reading impact on our (new to English) EAL cohort</p>	<p>Reading Leads</p>	<p>Tracking through year</p>	<p>SLT will track progress of this cohort informed by data from the reading leads</p>
<p>An Environment Agreement will be implemented so that the learning environment is accessible to all children and promotes learning behaviours</p>	<p>SLT All staff</p>	<p>From Sept 2025</p>	<p>There will be a calm, consistent palette of colours Classrooms boards will be 'working walls' with key information to support learning</p>
<p>Develop the sensory curriculum</p>	<p>SEND Team</p>	<p>From Term 3</p>	<p>Sensory breaks will be informed by</p>

offer at HJS			assessment information
Develop parallel provision spaces for children to have opportunities for group learning outside of their classroom when needed	SEND Team	From Term 3	A group learning space that fits within our Environment Agreement is available in both schools
The reading spine and book corners will have a range of texts to provide positive representation	Reading Leads	From Sept 25 over 2 years	A 2 year program of developing the reading spine followed by review of classroom and library resources will lead to schools having a more representative stock of books
The assembly curriculum will build on our R&WV curriculum, celebrating world religions and views so that children understand and value others faiths and beliefs.	SLT and R&WV Leads	From Sept 2025	World religion and views will be taught through assemblies on faith celebrations and from visiting speakers sharing key facts. Our school and British values will be an ongoing theme throughout assemblies

