



Equality information and objectives policy 2026 - 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 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
- Publish equality objectives that the school has identified as priorities

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.

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 Principal

The Principal 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 principal in promoting knowledge and understanding of the equality objectives among staff and pupils
- Support the principal in identifying 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.

All staff receive training on school's Equality Act duties on a regular basis.

The school has a designated member of staff for monitoring equality issues. 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/progress 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 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
- 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 for example, 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.

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. 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

Our 3 aims are:

1. Removing or minimising disadvantages suffered by people due to their protected characteristics.
2. Taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
3. Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

Next steps in improving equalities at Easton Royal Academy:

1. Develop pupils' advocacy skills so that they can detect bias and challenge discrimination. Children will be able to demonstrate awareness and understanding of protected characteristics and give examples of news stories linked to advocacy and challenging discrimination.
2. Provide staff with training and development to increase awareness of the needs of different groups of pupils (to include training about use of language). Our equalities policy will now include specific appendices linked to disability, gender, religion & beliefs, race & heritage, sexuality and diverse families.
3. Enhance training and support for all staff, teaching and non-teaching, in dealing with incidents of discrimination, challenging bias and stereo-typing and investigating in a rigorous way issues of conflict and disagreement between pupils.
4. Map formally the equalities provision across our curriculum.

9. Monitoring arrangements

This policy will be updated annually with details of how the school will comply with the public sector equality duty.

The equality objectives in this policy will be updates at least every 4 years.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Special Educational Needs and Disability



Appendix 1: Disability Equality at Easton Royal Academy

What this means to us:

- We celebrate different abilities in many ways while also supporting the specific needs children may have. We teach children to celebrate difference and that **difference is not about lack or less but about rights, needs, attitude and access. We teach the children that equality is not about everyone getting the same but about everyone getting what they need.**
- If your child is joining our school and has a disability we recognise that you will need additional time with school staff so you can tell us about your child's needs (you are the expert) and for us to explain how we will work towards meeting your child's needs
- We recognise that helping your child be equally included may need specific support and we will work with you and other agencies to ensure we do this well
- Disabilities can affect a child's achievement or social experience in very different ways. Although achievement is a major factor, we also are clear that a child's social experience is vital to a good education and can help your child achieve a positive social experience in a variety of ways

How do we promote disability equality and help all children get on well together?

- We teach children about disability equality through the curriculum via specific units of work and assemblies as well as our general language and attitude
- Occasionally, and with parental consent/involvement, we support disabled children to teach their peer group about their specific needs to enable children to support and understand those children better. Children respond to this incredibly well. Difference is often obvious to children and this benefits from being discussed and accepted openly to support positive relationships. Children have become so confident about their differences that they have been enabled (as older primary children) to talk to their whole class or the school about their own disabilities (eg severe dyslexia or autism) and this has always had a positive impact
- All children at Easton Royal Academy have equal access to all of school life. This includes clubs (your child may need support to attend and we can provide this) and trips including residential trips in KS2.
- Children may become diagnosed with a learning disability during their time at Easton Royal Academy (eg dyslexia). We have clear pathways to diagnosis of specific learning difficulties / disabilities and parents/families will be involved with this process and given information about support offered as a result. You are welcome to discuss any concerns about your child's development at any time and will receive information about additional support at least twice a year. Please come and talk about anything you don't understand or anything about which you would like more information

What we avoid/don't tolerate:

- We talk to the children about different skills, achievements and abilities. We know that children/people are prone to social comparison and so we avoid the 'top/bottom group' classroom set-up via our 'Learning Community' practice – this means that children experience learning with all children over time in mixed attainment groupings. They are specifically taught how to include every one and how to listen to each other's ideas respectfully
- We treat put downs related to ability/disability seriously. These can include put downs pertaining to high attainment (eg: geek; nerd) or low ability / attainment (eg: thick; stupid). Such put downs are unusual.



Appendix 2: Gender Equality at Easton Royal Academy

What this means to us:

- **Stereotyping** means expecting girls and boys to behave or look a particular way. We recognise that there is still incredible **pressure** in **society** for us to conform to gender specific looks and ways of behaving and we need to teach children about this.
- We want all children to feel that the world is their oyster. We don't want children of any gender to limit themselves to fit in a particular box.
- We value **individuality** and this includes individuality in children who don't want to act or dress in a way which conforms to society's construction of gender (e.g 'like a typical boy' or 'like a typical girl').
- We work closely with parents of children who are gender-questioning.

How do we promote gender equality?

- Staff use **language** carefully to reflect gender equality (for example: we wouldn't say 'ladies first' or 'man up', we would teach the children about letting each other through a door as a polite thing to do; we would talk about fire-fighters not firemen; police officers not police men or women; nurse not male nurse which suggests a man as a nurse is unusual).
- We use affirming language about gender and gender identity (for example: we say 'he/she/they were ascribed male/female at birth' rather than 'he/she/they used to be a boy/girl' when talking about trans people).
- Teachers don't ask children to get into boy and girl **groups** / teams in (for eg) PE
- We make sure that there is a **gender balance** to our pupil surveys; school councils etc so that we hear the voice of boys and girls equally
- We teach the children about **stereotyping** within the curriculum and we are conscious of stereotypes in our images, resources, materials and expectations.
- We challenge stereotypes through the books we read children; choices of images/works of art/versions of history we present etc
- We analyse all our **data** by gender to check if there is an issue we need to address (eg improving the attainment of boys in writing).

What we avoid/don't tolerate:

- We don't tolerate gender put-downs (for example: calling a boy 'a girl' to make him feel bad; calling a girl a tomboy because she plays football; asking people to 'man-up')
- We make sure reading books reflect our gender equality policy.

Appendix 3: Religion or belief equality at Easton Royal Academy



What this means to us:

- We value the diversity of religious belief and other philosophical beliefs (eg humanism) within our local and wider community. We also respect the right to have no religion or belief.
- We believe that religious/belief education plays an important role in helping to keep our community a tolerant and inclusive place in which to live

How do we promote religious/belief equality?

- Our Religious Education curriculum gives young people the opportunity to develop an understanding of their own and other people's beliefs and therefore helps young people live in a diverse society
- Children make regular visits to different places of worship within our wider community
- Our assemblies programme includes exploration of important ideas and stories from different faiths
- We are in the process of developing an agreed Language Code for staff and we also intend to share this with parents. For example: we don't refer to 'Christian names'; we use BCE (Before Common Era) /CE (Common Era) alongside BC/AD; we would always say "some people believe"
- We respect the right of families to celebrate key religious festivals and authorise absences accordingly
- We respect the religious wishes of families regarding participation in school celebrations (for example Christmas performances and birthday assemblies)
- We recognise that the wearing of religious dress and symbols can be an important expression of an individual's religious identity
- We teach children about diversity of religion and belief but also diversity within religion and belief.

What we avoid/don't tolerate:

- Put-downs related to belief or religion are never tolerated.

Appendix 4: Race & Heritage Equality at Easton Royal Academy



What this means to us:

- We value all our children as individuals and value any diversity of racial and cultural heritage within our community.
- As a school with comparatively little diversity in this area, we feel it is especially important to value and make visible not only the different types of heritage and cultures represented within our community but those that are not currently represented – and to do this in a planned and proactive way.
- We understand that race is a social construct.

How do we promote equality and anti-racism?

- We teach children the skills they need to be critical, to look at purpose and opinion and bias and to think about what makes people powerful in different contexts.
- We teach children about privilege.
- Through our curriculum planning, we find as many opportunities as possible to teach the children about other cultures and ethnicities.
- We teach children about Gypsy, Roma and Traveller cultures in the curriculum and assemblies and include trailers / vans in discussions (and play resources) about 'homes'.
- We make sure toys, displays, books etc reflect a range of people from different cultures and avoid stereotypes
- We teach the children about refugees as part of the curriculum and in assemblies
- Our curriculum celebrates the expertise, importance, contribution and joy of people of colour through every subject.
- We continue to work on and develop a history curriculum which now includes elements of our history such as The Bristol bus riots, Black Tudors, British black Panthers.
- Good To Be Me weeks and PSHE units help all children understand and respect a range of identities

What we avoid/don't tolerate:

- We teach children about GRT insults (pikey; chav being the most common) and do not tolerate their use; racist comments / put-downs are never tolerated.
- We avoid stereotypes about the people of different countries and teach clearing the difference between traditions and modern day.
- We teach children a 'social justice mentality' rather than a 'charity mentality'. How can we help others to challenge injustice?

Appendix 5: Family Equality at Easton Royal Academy



What this means to us:

- We value all family types as equally special and recognise that children need to be proactively taught that other children's families can be different to their own family type.
- Children come from families with a mum and a dad, blended families, single parent families, families with 2 dads or 2 mums, families where extended family members are in a parenting role, families who live over more than one household and many more. Different families: same love.

How do we promote understanding and awareness of different families?

- We will celebrate families in special 'Good To Be Me' sessions regularly over your child's time in our school and within the PSHE curriculum. Our hope and experience is that celebrating family diversity encourages children to share and therefore educate other children about the variety of family types in our community.
- We use books, stories and resources which represent a range of family types.
- We use the term 'grown ups' as a general term rather than 'mums and dads' to refer to children's significant adults so that children who live with one parent; 2 mums; 2 dads; foster parents or who live with extended family don't feel that their own family make-up is not included. We ask club providers to use this language too. Not only do we avoid certain language, we also actively talk about different family types and children regularly hear all family types recognised in our language.
- We include separated parents equally and are proactive in engaging both parents to engage with school.
- We realise that there are financial inequalities between families at Easton Royal Academy and aim to ensure no family or child is excluded from a school event or activity for financial reasons and that we do not add stress or embarrassment to families
- In Relationships and Sex Education*, we teach the children that babies are conceived in different ways (conception teaching formally happens in key stage 2 but questions can begin before then and will be answered in an age-appropriate way).
- We recognise that children who are adopted into families or fostered often have specific needs and may need additional care. We know that change and transition are sensitive times for children with attachment difficulties and will work with parents/families to support this. We can also celebrate fostering or adoption days if children would like to do so.

What we avoid/don't tolerate:

- We don't tolerate any put downs about families and deal with them seriously – we take any put-down as an opportunity to educate children about diversity and equality
- We teach children about homophobia and homophobic put-downs. The casual use of 'gay' as a negative adjective is never tolerated and children are taught why this can never be acceptable
- We never leave children out of trips because their grown-ups can't afford to pay for them and we provide a free place in each fee-charging club.
- We consider our use of language carefully (for example we say a child 'was' adopted rather than 'is' adopted; recognising adoption as an event rather than an identity.) We take children's/family's lead on names of family members and do not assume labels such as 'step parent' without checking, recognising that children do not always use/need these definitions.