



Equality Information and Objectives

VERSION: January 2026

NEXT REVIEW: January 2029

Introduction

Everyone at Donisthorpe Primary School has an equal right to develop and achieve their potential regardless of race, gender, disability, sexual orientation or religion. Equality of opportunity underpins the school curriculum and the work of the school.

The children and staff at Donisthorpe Primary School are treated as individuals with their own abilities, difficulties, attitudes, backgrounds and experiences.

Public Sector Equality Duty (PSED)

The Equality Act 2010 has brought together under one Act all of the requirements regarding equality and discrimination. Public Sector Equality Duty came into force in April 2011.

Donisthorpe Primary School embraces this duty and takes steps not just to eliminate unlawful discrimination and harassment, but also to actively promote equality. There are nine protected characteristics to which Donisthorpe Primary School has regard:

- Age (for employees)
- Disability
- Race (includes ethnic or national origins, colour or nationality)
- Sex
- Gender reassignment
- Pregnancy and maternity
- Religion and belief (includes lack of belief)
- Sexual orientation
- Marriage and civil partnership (for employees)

Donisthorpe works against unlawful discrimination and harassment and actively promotes equality.

The Aims of the duty:

1. Eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Act
2. Advance equality of opportunity
3. Foster good relations

The Education Reform Act entitles all pupils in school to a National Curriculum, which is broad and balanced. The National Curriculum includes cross-curricular dimensions such as equal opportunities for boys and girls, multicultural education and special educational needs. Wherever possible the curriculum will develop children's knowledge and understanding of different beliefs, cultures and needs. We aim to foster an atmosphere of trust and respect amongst pupils as well as between staff, parents and children.

Parents

We will introduce and communicate our Equality Policy to parents through the school website, prospectus and parent's meetings.

Children

It is the right of every child irrespective of race, culture, class, gender, special needs or ability to achieve well. Each child should have access to an education, which will enable them to utilise their talents to the full. We must develop children to become sensitive to and aware of ways in which equality is denied and how this might affect them in society.

The school recognises the intersection between protected characteristics, special educational needs and disability, and social disadvantage, and seeks to ensure that all pupils are supported to achieve their best outcomes.

Staff

It is the responsibility of all staff to foster and facilitate this ethos by creating a welcoming environment for all children. We will endeavour to establish an atmosphere within school which effectively reduces prejudice and raises self-esteem, so that all children can develop independence, freedom of choice and a knowledge of their right to take on whatever roles they choose, no matter what their cultural background, gender or ability. As a staff we have to remember that we are role models. We must challenge the concept of discrimination based upon differences of race gender and special needs.

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

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 every 3 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

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 staff meetings.

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:

- Analyse attainment data each academic year showing how pupils with different characteristics are performing, determining 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
- Conduct half-termly behaviour monitoring to ascertain if there is a pattern of unkind or bullying behaviours directed at children with specific characteristics
- Use pupil voice, including school council, surveys and discussion within PSHE lessons, to identify barriers to participation and inform equality practice.

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 and linked to our 'Everyone Belongs' approach to equality in school (informed by the principles of the 'No Outsiders' programme).
- 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

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

Reasonable adjustments

Donisthorpe Primary School recognises its duty under the Equality Act 2010 to make reasonable adjustments for pupils, staff and visitors with disabilities. This duty is anticipatory and requires the school to consider, in advance, what adjustments may be needed to ensure that disabled people are not placed at a substantial disadvantage compared with those who are not disabled.

Reasonable adjustments may include, but are not limited to:

- adaptations to the physical environment to improve accessibility

- adjustments to teaching approaches, classroom organisation or resources
- provision of auxiliary aids or services
- flexible arrangements in relation to attendance, behaviour or assessment where appropriate
- adjustments to policies, procedures or practices to ensure fairness and inclusion

The school works closely with pupils, parents, staff and relevant professionals to identify barriers to participation and to put appropriate and proportionate adjustments in place. All decisions regarding reasonable adjustments are made with the aim of enabling individuals with disabilities to access education, employment and school life as fully as possible.

Equality information

At the time of review (January 2026), there were:

110 boys and 95 girls on roll

31 children with SEND, 4 of whom had an Educational, Health and Care Plan, and 1 of whom has SENIF funding

7 pupils who are EAL

3 pupils whose ethnicity is something other than White British (White Irish, Asian, Black Caribbean)

Equality objectives

Currently our equality objectives are to:

- 1. To ensure that pupils from all vulnerable and under-represented groups, including those with protected characteristics, are able to access, participate in, and feel represented in clubs and wider school activities.**
- 2. To ensure that pupils develop an age-appropriate understanding of the historical and ongoing challenges faced by people with protected characteristics, and why learning about these experiences is important.**
- 3. To ensure that pupils are given meaningful opportunities to broaden their understanding of race, religion, belief, and diverse ways of living beyond the predominantly White British local community.**

Progress towards these objectives will be monitored through participation data, pupil voice, curriculum review and behaviour records.

Monitoring arrangements

This document will be reviewed by governing board at least every 3 years.