



EQUALITY OBJECTIVES AND INFORMATION (Public Sector Equality Duty)

Approved On:	2 nd December 2025
Staff:	Headteacher
Notes:	Statutory
Next Review Date: (PSED Information and progress to objectives - (Objectives-	Autumn 2026 Autumn 2026) Autumn 2026)

The single Public Sector Equality Duty (PSED) came into effect in April 2011 as a result of the **Equality Act 2010**. It requires public bodies to promote equality and replaced three preexisting duties relating to disability, race and gender equality.

Headteacher: Mrs Kate Collins

a member of

Learning Partners
academy trust

The PSED applies to all maintained and independent schools, including academies, and maintained and non-maintained special schools.

Protected Characteristics

The Department for Education (DfE) has published **non-statutory advice** that sets out schools' obligations under the PSED.

Paragraph 5.1 explains that the PSED extends to the following **protected characteristics**:

- Race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity, gender reassignment

Three Main Elements

Paragraph 5.1 of the document explains that the PSED has **three main elements**. In carrying out their functions, public bodies are required to have 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, and between people who share a protected characteristic and people who do not share it

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.

ROLES AND RESPONSIBILITIES

The Governors 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, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher
- Meet with the Headteacher every term, 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 amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors
- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the governors every term to raise and discuss any issues.
- Support the Deputy Headteacher 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.

ELIMINATING DISCRIMINATION

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

The School stands against all forms of discrimination on the grounds of age, disability, gender reassignment, ethnic origin, religion, sexual orientation, gender, disability or ability. This includes indirect discrimination or discrimination that arises out of the unconscious biases of individuals.

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.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September.

The school has a designated member of staff and a governor for monitoring equality issues. They regularly liaise regarding any issues and make senior leaders and other governors aware of these as appropriate.

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 which 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 clubs)

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 above data 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

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 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 i.e. The New Buddhist Way.

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

EQUALITY OBJECTIVES

1. Promotion of cultural understanding and awareness of different religious beliefs (including that some people have no religion) between different ethnic groups within our school community

Why we have chosen this objective: this equality objective signals that our school is not only proud of its multilingual identity (57 different languages spoken), but also committed to ensuring that religious and cultural diversity is respected equally.

To achieve this objective, we plan to:

Celebrate diversity through events and curriculum – Organise assemblies, classroom activities, and cultural days that highlight different religious and non-religious traditions alongside the 57 languages spoken in the school.

Encourage dialogue and respect – Create safe spaces (discussion groups, peer projects) where students can share their beliefs, values, and cultural practices, fostering empathy and understanding across ethnic groups.

Engage families and the wider community – Involve parents and local community representatives in sharing experiences, traditions, and perspectives to strengthen connections between home and school.

Intended outcome: It's about creating a safe, inclusive environment where differences are celebrated rather than tolerated.

Progress we are making towards this objective:

- Whole school assemblies have included a focus on the lives of people with disabilities, neurodiversity, different faiths and special characteristics.
- To review the PSHE curriculum: implemented "One Decision" programme across the school. Impact of this to be monitored through a review of the curriculum

- Encouraging families to share their religious festivals with the school – e.g Ramadan breakfast

2. Monitoring and promotion of the involvement of all groups of students in the extra-curricular life of the school, including leadership opportunities, especially pupils with special educational needs and disabilities

Why we have chosen this objective: We chose this objective to make sure every pupil, including those with special educational needs and disadvantaged, has equal access to clubs, activities, and leadership roles. This helps build confidence, skills, and a truly inclusive school community where everyone's voice is valued.

To achieve this objective we plan to:

Make activities accessible – Adapt clubs, events, and leadership roles so that students with special educational needs can take part fully.

Actively encourage participation – Invite and support pupils from all groups to join, making sure they feel welcomed and included.

Monitor and celebrate involvement – Track who is taking part, identify gaps, and celebrate diverse student contributions to show that everyone's role is valued.

Progress we are making towards this objective:

- Checking that all children are represented and making changes to ensure this happens
- Developing offsite learning opportunities for those that need more

Intended outcome: All pupils at Sandfield to be fully represented.

3. Actively close gaps in attainment and achievement between pupils and all groups of students; especially students eligible for free-school meals, pupils with special educational needs and disabilities, looked after children and students from minority ethnic groups

Why we have chosen this objective: School data shows inequalities exist between our PP pupils and non-PP

To achieve this objective, we plan to:

Pupil progress meetings focus on the attainment and progress of all PP pupils with clear targets and actions set,

Deliver targeted interventions

Liaise closely with home

Ensure PP pupils have the **most advantageous seating positions** within the classroom.

Progress we are making towards this objective:

- Termly pupil progress meetings
- Use of technology to deliver bespoke learning opportunities both at school and at home
- Interventions are in place and are reviewed on a 6-week basis

- Sandfield has employed more LSAs to target learning needs KS1 – phonic intervention, KS2

4. Continue to improve accessibility across the school for pupils, staff and visitors with disabilities

Why we have chosen this objective: Sandfield is a Victorian building with restrictions to accessibility.

To achieve this objective, we plan to: Act on feedback given by Trust Estates Premises Survey by Lytle Associate and further external advice from Early Excellence for EYFS.

Progress we are making towards this objective:

- Playground project is now complete with a level surface and ramps built into the design
- Potential EYFS internal classroom structural work will be planned and budgeted to create one open, safe learning space where all children are visible at all times. This will involve the removal of internal walls and the construction of a connecting corridor.
- Purchase of new EYFS furniture and resources

Intended outcome: To create one open, safe learning space where all children are visible at all times.

5. Endeavour to ensure diversity in the staff body and in leadership roles

Why we have chosen this objective: to promote role models inside and outside the curriculum of different ability, gender, sexual orientation, race or religion or representing any protected characteristic.

To achieve this objective we plan to: embrace a fair recruitment strategy – gathering appropriate information regarding characteristics on application for monitoring.

Progress we are making towards this objective:

- Embedding our “Everyone is welcome, important and belongs” ethos and our “Respect for all,” culture
- Increasingly diverse staff population employed
- Sandfield has recruited staff that speak a variety of different languages to support our EAL families
-

Intended outcome: Our staff body represents the community we serve

6. Reduce the incidence of the use of racist, homophobic, bi-phobic, transphobic and sexist language by pupils in the school

Why we have chosen this objective: there has been a few incidents of homophobic, sexist, racist or other discriminative language used within school and we wish to eradicate these

To achieve this objective, we plan to:

Employ systems to maintain high standards of behaviour and respect for others throughout the school.

Ensure that any incidents of discrimination are recorded, monitored and addressed appropriately.

Where there are incidents of discrimination appropriate support will be put into place to support students involved and their families.

Effectiveness of action taken will be evaluated.

Staff are equipped to recognise incidents of hatred and discrimination and are supported in dealing with them effectively.

Progress we are making towards this objective:

- Clear reporting systems put in place so information can be shared with stakeholders as appropriate
- To support national events and themed weeks to promote equality and diversity; including but not exclusive to; Red Card Against Racism, Anti-homophobia week and anti-bullying week.
- Staff are confident to have difficult conversations with families and when needed the inclusion team is involved
- Following Trust INSET training to embed the restorative approach

Intended outcome: Reduced number of incidents of racist, homophobic, bi-phobic, transphobic and sexist language by pupils in the school

7. Review relevant school policies to ensure they clearly reflect the aim of inclusivity

Why we have chosen this objective: As a school we recognise the importance of all our school policies clearly reflect our aim of inclusivity

To achieve this objective, we plan to:

Review each policy, under the lens of inclusivity during the annual review cycle

Progress we are making towards this objective:

- Policies are carefully reviewed and then shared with governors for feedback

Intended outcome: all school policies to ensure they reflect the aim of inclusivity

In addition to the shared Equality Objectives above, the school stands united in an unflinching ambition to tackle racism in our communities and seek to develop a culture of active anti-racism.

To achieve this aim, the objectives are:

- Addressing unconscious bias through training and wider reading for staff
- Gathering the views of our BAME pupils and staff community regarding their experience and acting on recommendations where possible
- Ensuring that incidents involving racist language are dealt with swiftly and in accordance with the School's behaviour policy and anti-bullying policy
- Diversifying aspects of the curriculum and increasing the promotion of Black and other ethnicities' history and culture

MONITORING ARRANGEMENTS

The Headteacher will update the equality information we publish, at least every year. This document will be reviewed by the Headteacher and Governors at least every 4 years.

If someone has any concerns or questions they should speak to the Headteacher.

This document will be ratified by the Governors of Sandfield.

10. Links with other policies

This document links to the following policies:

- Accessibility Plan
- Risk Assessment
- Trips and Visits
- SEND

HOME/SCHOOL PARTNERSHIP

This policy is available to all parents and carers so that they are informed of school practice.

EQUAL OPPORTUNITIES

No child is discriminated against for race, culture, gender, ability or religion.

SANDFIELD PUPIL DEMOGRAPHIC INFORMATION (November 2025)

The demographics of the pupil population at Sandfield school are:

Girls: 47%
Boys: 53%
SEN: 22%
PP: 17%
PP+SEN 6%
EAL: 55%

Religion demographic:

Buddhist 1.4%
Christian 20%
Hindu 5.2%
Jehovah's Witness 0.5%
Muslim 11.4%
No Religion 39%
Not Provided 17.2%
Other Faith 1.4%
Refused 0.5%
Roman Catholic 3.3%