

Equality Information and Objectives Statement

Date of review	September 2026	Review period	4 years
Date of next review	September 2030	Author	Head Teacher
Type of policy	Statutory	Approval	Governing Board

1. Statutory Aims & Legal Framework

Boldon School welcomes its duties under the **Equality Act 2010**. This policy sets out how our school meets its statutory obligations under the **Public Sector Equality Duty (PSED)**.

Under the PSED, our school has due regard to the need to:

1. **Eliminate discrimination**, harassment, victimisation, and any other conduct prohibited by the Equality Act 2010.
2. **Advance equality of opportunity** between people who share a protected characteristic and those who do not.
3. **Foster good relations** across all protected characteristics between people who share a protected characteristic and those who do not.

2. Protected Characteristics

We will not discriminate against, harass, or victimise any student, prospective student, staff member, or member of the school community on the grounds of:

- **Age** (*for staff/employment*)
- **Disability**
- **Gender Reassignment**
- **Marriage and Civil Partnership** (*for staff/employment*)
- **Pregnancy and Maternity**
- **Race** (including colour, nationality, ethnic or national origin)
- **Religion or Belief**
- **Sex**
- **Sexual Orientation**

3. Roles and Responsibilities

- **The Governing Board will:** Ensure equality information and objectives are published, monitored, and reviewed annually (information) and at least every 4 years (objectives).
- **The Headteacher will:** Ensure the day-to-day implementation of this policy, promote staff awareness of PSED, and report progress to governors.
- **All Staff will:** Challenge prejudice, bias, and discriminatory language; lead by example; and adopt inclusive teaching practices.

4. How We Meet the Public Sector Equality Duty

Eliminating Discrimination

- Staff are trained on Equality Act compliance during induction and ongoing professional development.
- Prejudiced or discriminatory language/behaviour (racist, homophobic, transphobic, biphobic, disablist, or sexist) is strictly logged, monitored, and dealt with firmly.

Advancing Equality of Opportunity

- We analyse pupil attainment, attendance, and exclusion data broken down by protected characteristics, disadvantage, and SEND to identify and address performance gaps.

- We make reasonable adjustments for disabled pupils and staff to remove barriers to education and employment.

Fostering Good Relations

- Equality and diversity are embedded across the curriculum, including PSHE, RE, assemblies, and subject-specific modules.
- We engage student voice (e.g., School Council, Diversity/LGBTQ+ Student Groups) to promote inclusion and belonging.

5. Specific and Measurable Equality Objectives (2026–2030)

Under the Equality Act 2010 (Specific Duties and Public Authorities) Regulations, schools must publish at least one specific and measurable equality objective. Progress against these objectives is reviewed annually.

Objective 1: Reduce barriers to learning for disadvantaged pupils and pupils with SEND so they achieve at least expected progress in core knowledge by July 2027.

PSED focus: Advancing equality of opportunity (requirement 2) and eliminating discrimination (requirement 1).

Rationale: Ofsted identifies variable curriculum delivery, underdeveloped reading support and high absence among disadvantaged pupils and those with SEND. This objective aligns with school priorities 3, 4 and 6 (teaching practice, raise KS4 attainment, rapid identification and targeted support).

Objective 2: Improve attendance and consistent behaviour support for disadvantaged pupils and pupils with SEND, reducing absence to below 15% for these groups and reducing recorded behavioural incidents by 40% by December 2026 (attendance target extends to Aug 2027 where specified in school priorities).

PSED focus: Advancing equality of opportunity (requirement 2) and fostering good relations (requirement 3) by ensuring all pupils can access learning and a safe environment.

Rationale: Ofsted notes high absence and inconsistent behaviour management that disproportionately affects disadvantaged pupils and those with SEND. This objective links to priorities 6 and 7 (targeted support; attendance and behaviour).

Objective 3: Strengthen a whole-school reading and curriculum-access strategy that eliminates differential access due to reading ability or EAL status, ensuring 85% of teachers use evidence-informed reading support strategies and every year group has sequenced reading provision by July 2027.

PSED focus: Advancing equality of opportunity (requirement 2) and eliminating discrimination (requirement 1) by removing literacy-related barriers to the curriculum; fosters good relations through inclusive curriculum content (requirement 3).

Rationale: Ofsted highlighted an underdeveloped reading strategy and that weaker readers cannot access the curriculum. This supports priorities 1–4 (curriculum evaluation, sequencing, teaching practice, raising attainment).

