

Equality Policy Information and Objectives

Tenterden Primary Federation



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At Tenterden Primary Federation, we are committed to ensuring equality of opportunity for all pupils, staff, parents and carers irrespective of race, gender, disability, belief, sexual orientation, age or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and ability to participate fully in school life.

We tackle discrimination through the positive promotion of equality, by challenging bullying and stereotypes and by creating an environment which champions respect for all through weaving British values, our school values, Building Learning Power and our Golden Rules through everything we do.

At Tenterden Primary Federation, we believe that all our children are valued, respected and that diversity and personal talents are a strength which should be respected and celebrated by all those who learn, teach and visit us in and around our school community.

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

Our school aims to promote respect for difference and diversity in accordance with our school values of Love, Perseverance, Respect and Faithfulness.

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 equality link governor is Maureen Kavanagh. They will:

- Meet with the designated member of staff for equality, Tina McIntosh at least annually, 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 among staff and pupils
- Monitor success in achieving the objectives and report back to governors

The pupils will:

- Not discriminate or harass any other pupil or staff member.
- Actively encourage equality and diversity in the school by contributing their cultural experiences and values
- Report any incidences of bullying or harassment, whether to themselves or to others, to their teacher or to another member of staff.
- Abide by all the school's equality and diversity policies, procedures and codes.

All pupils, irrespective of age, belief, religion or sexuality:

- Will have access to the same broad, balanced and relevant curriculum.
- Will have access to all the facilities and the resources available within the school.
- Will be involved in decisions made about their care and education.
- Will have the opportunity to learn how people have challenged, or can challenge, discrimination and stereotyping based on age, belief, religion or sexuality.

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.

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 for monitoring equality issues, and an equality link governor. 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, providing alternatives to collective worship)
- 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 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 and Art, pupils will be introduced to literature and artworks 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 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
- Is accessible to children from all protected groups

8. Equality objectives

Public Sector Equality Duty: Aim	Objective:	Target group(s):	Actions to deliver these objectives:	Who's responsible?	Dates from and to:	Milestone/ progress:
Advance equality of opportunity between people who share a protected characteristic and those who do not.	To ensure that all pupils, particularly those with SEND make accelerated progress from their starting points.	All pupils	Pupil Progress Meetings; Specific and targeted interventions and provision maps, personalised learning plans and EHCPs Access to Community groups BSquared small steps in use where appropriate Kent Steps for tracking EAL Insight	SLT Class teachers	Academic year 25-26	Progress monitored closely Pupil progress meetings planned
Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.	To have in place a reasonable adjustment agreement for all staff and pupils with disabilities to ensure needs are met and make sure that any disadvantages they experience are addressed	Staff and pupils	Meet with individual staff and pupils/parents and carers Involve OT and physio where appropriate. Liaise with HR Link with charities and organisations e.g. dyslexia support Link with STLS involvement	SLT	Academic year 25-26	Staff and pupils already in school have had adjustments made as needed. Continue to respond to needs as they arise.

Foster good relations between people who share a protected characteristic and those who do not.	To ensure that there all staff within the school feel that they are valued, their achievements are recognised and that there are opportunities for professional development. In addition continue to address the issues around work life balance and unnecessary paperwork.	Staff	<p>Staff survey</p> <p>1 to 1 meetings with all staff members and SLT</p> <p>Appraisal process</p> <p>Opportunities for effective Professional Development planned</p> <p>Look at recognised qualifications</p> <p>Support staff aspirations</p>	SLT	Academic year 25-26	<p>Appraisals are currently being finalised for 24-25.</p> <p>Three TAs are completing recognised training with BeReady- nearing end point assessment</p> <p>Senco completing SENCo NPQ</p> <p>PGTA employed by school</p>
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9. Monitoring arrangements

The governing board, trustees and headteacher will update the equality information we publish, at least every year.

This document will be reviewed by governing board, trustees and headteacher at least every 4 years.

This document will be approved by the governing board and headteacher].

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- SEND and Inclusion policy