



Northgate Primary School

Equality Information and Objectives

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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

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 committee 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 2 years

- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher
- Meet with the designated member of staff for equality (Curriculum Lead) 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 among staff and pupils
- Monitor success in achieving the objectives and report back to the committee

The Curriculum Lead will:

- Support the Headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Meet with the head of the committee every term to raise and discuss any issues
- Support the 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.

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.

New staff receive training on the Equality Act as part of their induction and ongoing, staff receive annual training.

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 limiting any disadvantages suffered by pupils and/or adults that are connected to a particular characteristic (e.g. pupils with disabilities, gay pupils who are being subjected to homophobic bullying etc)
- 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 and removing barriers to enable them to do so (e.g. encouraging all pupils to be involved in the full range of after school clubs etc)

6. Fostering good relations

The school aims to establish understanding and respect 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 throughout all areas of our curriculum and especially through learning in RE and PSHE For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Planning and delivering a programme of assemblies dealing with relevant issues and those tailored to the specific demographic of our school community. When relevant, we will invite external speakers to contribute.
- Working with our local community. This includes inviting leaders of local faith groups to speak in school, 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 and Eco council consist of representatives from different year groups and are 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

8. Equality objectives

Objective 1

To narrow the attainment and progress gap in reading, writing, and maths between disadvantaged pupils and their non-disadvantaged peers by the end of Key Stage 2.

- **Action:** Run small-group academic tutoring, run intervention sessions and ensure gaps are filled by skilled and intentional teaching. Ongoing focus on pupils obtaining and consolidating foundational skills.
- **Measurement:** Conduct termly data reviews using standardised assessments to plan next steps.
- **Success Criteria:** We aim for 100% of pupils to meet age related expectations in reading, writing and maths.

Objective 2

To ensure that families with EAL receive high quality interactions with school staff.

- **Action:** Provide translation services for school meetings, website information that can be translated and to collaborate with the REDI team (NCC) to access all relevant support to foster strong relationships.
- **Measurement:** Parent voice, parent surveys, feedback from REDI team.
- **Success Criteria:** We aim for all parents and carers with EAL to be confident regarding communication routes with school and for this to positively impact their child's development in school.

Objective 3

To reduce persistent absence (PA) across all pupil cohorts, ensuring overall attendance remains above national benchmarks while narrowing gaps between specific groups.

- **Action:** Deploy early text triggers for day-one absence, promote the importance of good attendance using a variety of means, and embed and monitor the effectiveness of recently introduced targeted reward schemes.
- **Measurement:** Check weekly attendance dashboards to track PA rates across all sub-groups (e.g., gender, ethnicity, SEND, and premium funding).
- **Success Criteria:** Bring whole-school persistent absence down by at least 10% year-on-year,

Objective 4

To ensure that children and staff with protected characteristics have full access to participation in every aspect of school life.

- **Action:** Continue the process of trips and events organisation alongside risk assessment. CPD launching September 2026 with inclusivity focus.
- **Measurement:** Check participation in key areas such as school club attendance and representation on councils.
- **Success Criteria:** All pupils will access every part of school life.

9. Monitoring arrangements

The Headteacher will update the equality information we publish at least every year.

This document will be reviewed by the School Academy and Headteacher at least every 2 years.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- SEND policy
- Safeguarding Policy