Didcot PRIMARY ACADEMY

Equality Statement and Objectives 2026

This policy is available to parents and prospective parents on the school's website and by request from the School Office. If you require a copy of this document in large print or audio format, please contact the School Office.

Didcot PRIMARY ACADEMY

Policy Review Schedule

Policy Name	DPA Equality Statement and Objectives
Review Frequency	Published equality information to be reviewed annually. Equality objectives to be reviewed every 4 years.
Statutory Policy	Yes
Policy Owner	Executive Principal
Lead Reviewer	Executive Principal
Approver and date of last approval	Executive Principal, 6 August 2026
Key review dates	**Changes made**
2019	Policy written
December 2023	Objectives updated
August 2026	Objectives updated
Next review of objectives: December 2030	

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1. Aims

Our school aims to meet its obligations under the public sector equality duty 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. The protected characteristics are:
- Age
- Disability
- Gender reassignment
- Marriage or civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Our school aims to promote respect for difference and diversity in accordance with our values of: inspiring, nurturing, empowering and challenging.

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, 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 Principal.

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

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 information on the Equality Act as part of their induction through the school handbook.

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 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
- 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, 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 appropriate 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 diversity 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

8. Equality objectives 2026 - 2030

Characteristic	Objective	Success Criteria	Date for review
Sex	To ensure that boys and girls have equality of opportunities in the classroom, the curriculum and for all opportunities.	All of the children in the school felt accepted and that they belong. All individuals promote and model respect for each other and our rights. Attainment outcomes for groups monitored and support established to ensure all groups make good progress.	Data 3x per year
Race	To have high expectations of all ethnic groups	All of the school community feel accepted, that their identity is celebrated and that they belong in the school, the local and global community. All individuals promote and model respect for each other. The curriculum has been audited to ensure that children are represented throughout. Attainment monitored and support established to ensure all groups make good progress.	ongoing
Disability	To ensure that all staff are aware of and understand disabilities, how to identify them and how they can be supported within and beyond the school. To ensure that all disabled pupils, staff and parents or carers have all reasonable adjustments made for them even when other members of staff or pupils feel that they are being treated more favourably,	All of the school community feel accepted, that they belong in the school, the local and global community. All individuals promote and model respect for each other. Staff, pupil, parent ad community voice reflect the inclusive ethos that celebrates diversity and equality in our vision and values. Attainment outcomes for groups monitored and support established to ensure all groups make good progress.	Pupil survey Staff survey Parent survey Annual SEND information report Termly pupil progress reports

		Pastoral team will support children with social, emotional and mental health needs, including attachment difficulties. Training to be provided on disability awareness. Children with a disability plan that includes a medical need, will have a Health care plan developed with parents and reviewed at least annually.	
Religion and belief	To facilitate an open respect for different faiths and beliefs in the school community Promote a deep understanding of our pupils and communicating in the realities of a multi cultural Britain.	Actively celebrate a diversity of faith/belief events and holidays. All of the school community feel accepted, that their identity is celebrated. All individuals promote and model respect for each other.	Ongoing see assembly plan and diary
Sexual orientation	To ensure that we are accepted as individuals and know that we belong in an open and supportive environment	All of the school community feel accepted	ongoing
Pregnancy and maternity	To ensure all personnel reflect the duties within the requirement of the Equality Act	Staff are not discriminated against for promotion if they are parents, maternity program and KIT days support progression when career gaps are taken	

9. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment