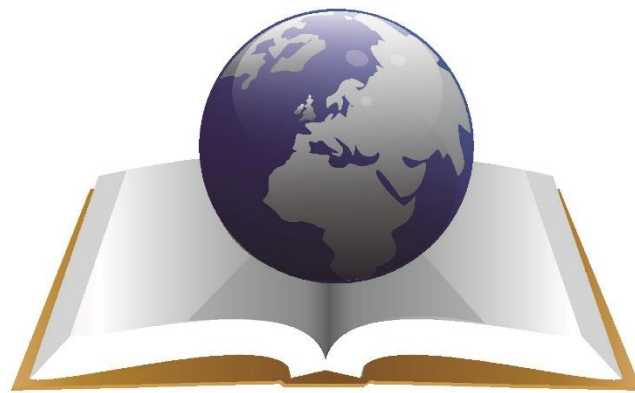




Battle Primary Academy

“Empowering Opportunity”

Name of Policy	Equalities Information & Objectives
Scope of Policy	All students, members of staff, parents and visitors at Battle Primary Academy
Approved by	Principal
Date of Approval	September 2026
Review period	Four Years
Review Date	September 2030

GROWING STRONGER TOGETHER



**THAMES LEARNING
TRUST**

Battle Primary Academy School Equalities Plan Sept. 2026

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, harassment, victimisation 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 a relevant protected characteristic
- › 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

Battle Primary Academy promotes respect for difference and diversity throughout its curriculum, school life and relationships with families.

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](#), the [technical guidance for schools from the Equality and Human Rights Commission](#) and [guidance from the Government Equalities Office on meeting the specific duties that support the Public Sector Equality Duty](#).

As an academy, this document also takes account of our funding agreement and articles of association.

3. Roles and responsibilities

The board of trustees 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/carers
- › 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 day-to-day monitoring of the objectives to the Principal

The Principal will:

- › Promote knowledge and understanding of the equality objectives among staff and pupils
- › Monitor progress towards the objectives and report to the board of trustees
- › Have “due regard” when making a decision or taking an action to whether it may have particular implications for people with particular protected characteristics

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.

Battle is a primary academy with Nursery provision. It has a diverse pupil population, including many pupils from minority ethnic backgrounds and pupils who speak English as an additional language.

Relevant policies and procedures address discrimination and other prohibited conduct, and staff respond to concerns through the school’s safeguarding, behaviour, anti-bullying and complaints arrangements.

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

- › 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:

- › Review relevant, anonymised attendance and attainment information for pupil groups each year, identify gaps and plan action in response
- › Publish an annual summary of equality information, the issues identified and the action taken, without identifying individual pupils
- › Review incidents of discrimination and bullying and the effectiveness of the school's response
- › Consider participation and access to the curriculum and wider school life for pupils with different needs and backgrounds

We will make sure that with any data we publish to show how we meet our equality duties, individual staff or pupils will not be identifiable. This means we may not publish some data if it relates to a very small number of staff or pupils to preserve their confidentiality.

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
- › Making pupils aware of our behaviour and anti-bullying policies
- › Using assemblies and pupil voice to develop understanding of difference and respectful relationships
- › Working with families and local partners to support participation and understanding across the school community
- › Responding to tensions or discriminatory language between groups, and encouraging all pupils to participate in school activities

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made. We consider equality implications before and at the time that we develop policy and make decisions and continue to review these on a continuing basis.

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

For significant decisions, the decision-maker will record relevant equality considerations and any reasonable adjustments in an appropriate record, such as a policy review, planning document or risk assessment.

8. Equality objectives

We publish information demonstrating how we meet the Public Sector Equality Duty each year and publish one or more equality objectives at least every four years.

9. Monitoring arrangements

The Principal will coordinate an annual update of the published equality information for review by the board of trustees.

The board of trustees will review the school's equality objectives at least every four years and consider progress annually.

This document will be reviewed annually by the Principal to ensure that the published information remains current and reflects the Public Sector Equality Duty.

This document will be approved by the board of trustees.

10. Links with other policies

This document links to the following policies:

- › Accessibility plan
- › SEN information report
- › SEND policy

The document also links to the behaviour, anti-bullying, safeguarding and school improvement documents.

Battle Primary Academy Equality Objectives

Date objectives set: 30/09/2026

Following an audit of equalities in our school, the Board of Trustees has agreed the following Equality Objectives:

Equality Objective	Success Criteria	Aims of the Equality Duty	Protected Characteristics
To improve the attendance of key groups including Disadvantaged, SEND and White British	Attendance of key groups is at least 96% in each academic year	Eliminate unlawful discrimination Advance equality of opportunity Foster good relations	Race Disability Gender Religion or belief Sexual Orientation
To ensure all students develop an academic vocabulary that allows them to access the next stage of education	Reading standards are at least in line with national at the end of Key Stage 2	Eliminate unlawful discrimination Advance equality of opportunity Foster good relations	Race Disability Gender Religion or belief Sexual Orientation
To ensure the curriculum reflects the diversity of the school and coverage includes a balanced view of social history	Long term planning reflects a balanced view of British history, including BAME and female figures Long term planning includes links to topical/global issues	Eliminate unlawful discrimination Advance equality of opportunity Foster good relations	Race Disability Gender Religion or belief Sexual Orientation