



Equality Information & Objectives Policy

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Lead Staff	Mary Barber
Chair of Governing Body	Alex Krutnik
Headteacher	Jane Hatwell

Vision and Values

Our school vision is to provide an *outstanding, nurturing, learning environment*, where all our pupils can achieve their full potential and progress to lead happy and fulfilling lives.

Our mission is to provide each and every pupil with the best possible education, delivered in an environment that is supportive, caring and safe.

“Getting it right for every pupil”

At Stone Bay we focus on *Evolving Excellence* in all that we do, working towards making our school the best it can be for pupils, staff and families. We are creating lasting *Trust* with all our stakeholders, *Empowering* each other to learn and grow. By adhering to policies and clear processes we ensure *Fairness* and transparency in our decision making and actions, whilst ensuring we are *Collaborating* with others and always looking for ways to help each other to deliver excellence for our pupils.

Rights Respecting Schools

The Unicef UK Rights Respecting School Award (RRSA) is based on principles of equality, dignity, respect, non-discrimination and participation. The RRSA seeks to put the UN Convention on the Rights of the Child at the heart of a school’s ethos and culture to improve well-being and develop every child’s talents and abilities to their full potential. A Rights Respecting School is a community where children’s rights are learned, taught, practised, respected, protected and promoted.

Stone Bay has been awarded the Silver Award by UNICEF. This is awarded to UK schools that show good progress towards embedding children’s rights in the school’s policy, practice and ethos, as outlined in the RRSA Strands and Outcomes

Staff wellbeing

The Leadership Team and the Governing Board of Stone Bay School are committed to promoting positive mental, physical and emotional wellbeing and to providing suitable support for all staff. Taking action to prevent ill health and promote good health makes good educational and business sense, as sickness absence carries high costs both in monetary terms and in terms of the impact upon performance, teaching and learning, morale and productivity, which may disrupt or compromise pupil progress.

All members of staff are entitled to be treated fairly and professionally at all times. The Governing Board of Stone Bay School takes very seriously its duty of care as an employer to all members of staff and a number of policies and procedures have been made in relation to this duty.

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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, 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

Our school aims to promote respect for difference and diversity in accordance with our school's values: Evolving Excellence, Empowering, Trust, Fairness and Collaboration.

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](#).

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/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 responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

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
- Have “due regard” when making a decision or taking an action to whether it may have particular implications for people with particular protected characteristics

The designated member of staff for equality will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils

- 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.

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 online training via The Key or National College at the beginning of each academic year.

The school has a designated member of staff for monitoring equality issues. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

5. Special Educational Needs and Disability

All our pupils have special educational needs and we aim to meet their needs in all aspects of provision. Our SEND Policy sets out how we do this and is in line with the recommendations in the SEN Code of Practice (2015). Regular reports are made to the Governing Body, which has specific legal duties towards pupils with special educational needs.

The definition of disability is "a mental or physical impairment which has a substantial and adverse long-term effect on a person's ability to carry out normal day to day activities" (Disability Discrimination Act, 1995). This includes those with learning difficulties; those with mental illness, such as depression; those who have a physical or sensory impairment, such as cerebral palsy or deafness, which impedes their ability to carry out normal day to day activities; people with disfigurements; and those with progressive conditions, such as cancer. This means that the legal definition applies to and protects all our pupils and a number of staff, governors, parents/carers and visitors.

We always make reasonable adjustments to meet the needs of our pupils. We have an Accessibility Plan (SEN and Disability Act 2001) in place to:

- Improve access to the curriculum
- Improve access to the physical school environment
- Improve communication by providing information in a range of accessible formats for disabled learners

The Accessibility targets are incorporated into our Equality Objectives and Equality Action Plan. We set new targets as appropriate and at least every three years. The success of the SEND policy and Accessibility Plan is reported to the Governing Body, through newsletters, on the school website and at parents' meetings

We also take account of the SEN & Disability Code of Practice 2015: 0-25 years

[Special educational needs and disability code of practice: 0 to 25 years](#)

We ensure that children, young people and parents are actively involved in decision-making and that we provide them with the information, advice and support necessary to enable them to participate in discussions and decisions about their support, in accessible forms. (SEND CoP 2015, 1.9)

We believe that special educational provision is underpinned by high quality teaching and is compromised by anything less. (SEND CoP 2015, 1.24).

We recognise that all children and young people are entitled to an appropriate education, appropriate to their needs, promotes high standards and the fulfilment of potential, to enable them to:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood (SEND CoP 2015, 6.1)

We have high expectations for every pupil, whatever their prior attainment. Teachers use appropriate assessment to set targets which are deliberately ambitious. (SEND CoP 2015, 6.12) All teachers and support staff who work with the learners are made aware of each individual's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This is also recorded on the school's information system. (SEND CoP 2015, 6.49)

6. 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 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

In addition to the information about pupils, we will consider how our activities as an employer affect staff with protected characteristics. As a school, we will publish information to show:

- The make-up of our workforce, with breakdowns of staff at different grades, levels and rates of pay (including any patterns of occupational segregation and part-time work)
- Gender pay-gap reporting and other pay equality issues
- The profile of staff at different stages of employment including recruitment, training, promotion and leavers.
- Applications for flexible working and their outcomes for staff with different protected characteristics
- Applications for learning and development opportunities and their outcomes for staff with different protected characteristics
- Grievances and disciplinary issues and complaints of discrimination and other prohibited conduct
- Policies and programmes in place to address equality concerns from staff
- Information from staff surveys and/or trade unions
- Records weighing the equality outcomes of important decisions including evidence used to make decisions

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.

7. 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
- 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 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 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

8. 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

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning

school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

9. Equality objectives

As a school, we are required to publish equality information every year.

Equality Objective	Success Criteria	Timescale/ Ownership
<p>Objective 1: Improve communication by providing information in a range of accessible formats for disabled learners and disabled parents.</p>	<p>Key stakeholder policies have an appendix which offers visual support such as a flow diagram or symbol instruction.</p> <p>Upload training videos to School dojo/website so all parents can access support - Behaviour, PECs etc.</p> <p>Continue to use a range of systems to communicate with families and children, e.g. Community newsletter, social media, school website, notice boards on Park Road and the Eastern Esplanade, and class dojo.</p>	<p>March 2028</p> <p>Administration Team</p> <p>Therapy Team</p> <p>Administration Team</p>
<p>Objective 2: Continue to raise equality awareness with students and staff, ensuring tolerance and respect towards individuals who identify with any of the protected characteristics.</p>	<p>Leaders auditing the curriculum coverage and ensuring a good range of ethnicity, background and gender is celebrated by considering experts in the subject, e.g. artists, inventors.</p> <p>Include regular curriculum events to ensure representation of difference, eg Black History Month.</p> <p>Learning environment/displays in school to be inclusive in their scope, including books in book corners/library.</p>	<p>March 2028</p> <p>Assistant Head (IP)</p> <p>Assistant Head (MS)</p> <p>Assistant Head (MS)</p>

	Staff training of their duty to promote equality for all who have protected characteristics.	Annual mandatory online training via The Key or National College
Objective 3: Promote inclusive communication systems within the local community, working with Thanet Council on Dementia Friendly Town (to include autism friendly town) to broaden the school's diversity in terms of race, gender and other protected characteristics.	In collaboration with Thanet District Council develop communication boards for key areas in Broadstairs. Develop and deliver Autism and Communication training to local businesses	March 2028 Deputy Head (LT)

10. Monitoring arrangements

The school business manager will update the equality information we publish, at least every year.

School-specific equality objectives will be reviewed by the head teacher at least every 4 years.

This document will be reviewed by the headteacher annually, to ensure continued compliance with the PSED.

This document will be approved by the governing board.

11. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- SEN information report
- SEND policy
- Teaching and Learning Curriculum
- Admissions Policy
- Positive Behaviour and Anti-bullying Policies
- School Development Plan
- Rights Respecting School Status
- Safeguarding
- Staff Conduct Policy
- School website and Community newsletters