

Equality information & objectives policy

2026 – 2030

(Objectives to be reviewed at least every four years)



Written by Senior Leaders

Agreed by Governors June 2026

Published information will be updated annually

1. Aims

Marsden Infant and Nursery School will promote respect for difference and diversity in accordance with our values; Belong, Inspire, Nurture and Succeed.

We aim to meet the 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

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 to the Headteacher and Senior Leaders

The equality link governor is also the SEND governor and will;

- Meet with the designated member of staff for equality 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 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

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.

Staff receive training at the start of each academic year.

If there are any issues/concerns linked with equality senior leaders are made aware and relevant concerns or complaints would be shared with Governors as appropriate.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, Marsden Infant and Nursery school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have
- 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)

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 positive behaviour and anti-bullying policies
- Deliver assemblies, collective worship, PSHE lessons and learning through many subjects which deal with relevant issues. Pupils will be encouraged to be active learners.
- Working with our local community; being involved in community activities, joining in local events and being an active part in the local area
- 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. 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 educational visits and activities. The record is completed by the member of staff organising the activity and is stored with the completed risk assessment.

Key Definitions	
Protected Characteristics	The Equality Act 2010 protects individuals from discrimination on the basis of the following characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.
Direct Discrimination	Direct discrimination occurs when a person is treated less favourably than another because of a protected characteristic.
Indirect Discrimination	Indirect discrimination occurs when a policy, rule or practice that applies to everyone puts people with a protected characteristic at a particular disadvantage, unless it can be objectively justified
Harassment	Harassment is unwanted conduct related to a protected characteristic that has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment.
Victimisation	Victimisation occurs when someone is treated unfavourably because they have made, supported, or are believed to have made or supported, a complaint of discrimination.
Reasonable Adjustments	Reasonable adjustments are changes made to remove or reduce disadvantage for people with disabilities, enabling them to participate fully and access education, employment, or services

Prejudice-Based Incident	A prejudice-based incident is any behaviour, comment or action that is motivated by or targeted at a protected characteristic, whether intentional or unintentional.
Positive Action	Positive action refers to proportionate measures taken to reduce disadvantage, meet specific needs, or increase participation of groups that are under-represented, without treating others unfairly.

8. Equality objectives

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

- We must report on at least 1 equality objective once every 4 years – we've chosen March 2026 to be our deadline for this.

Objective 1

To ensure that our curriculum reflects the rich diversities of the UK, our local area (Marsden) and the wider community (Huddersfield) in order to meet the needs of our children irrespective of race, gender, disability, sexual orientation and religion.

We will do this by:

- Ensuring topics and resources used reflect diversity
- Regularly reviewing and monitoring the curriculum to ensure that topics and resources are up to date
- Ensuring that all children are accessing this diverse curriculum through high expectations and high-quality teaching to enable children to meet their full potential

Equality Objective 2

To continue to promote equality of opportunity in enrichment activities.

We will do this by:

- Regularly monitoring the uptake of activities
- Ensuring that there is a range of activities to meet the needs of our community and at the same time provide a range of learning opportunities to learn about people who are within the many different groups
- Identifying and targeting groups with protected characteristics to ensure they have equal access and increase their engagement

Equality Objective 3

To work towards narrowing the attainment gap in all subjects between different groups.

We will do this by:

- Ensuring all staff have the necessary information, training and resources to implement high quality lessons
- Regularly monitoring attainment through analysing data and tracking pupil progress
- Ensuring that appropriate early interventions are put in place where underachievement is identified

Marsden Infant and Nursery school seeks to ensure that the curriculum is not delivered in a discriminatory way.

- Girls and boys have equal access to all areas of the curriculum.
- We provide all our pupils with the opportunity to succeed and to reach the highest level of personal achievement.

- Ensuring equality of access for all pupils and preparing them for life in a diverse society.
- Encouraging pupils to respect the fundamental British Values of democracy.
- Using materials that reflect the diversity of the school population and local community without stereotyping.
- Promoting attitudes and values that challenge any discriminatory behaviour or prejudice.

9. Monitoring arrangements

The Governing Board will update the equality information we publish at least every year. School-specific equality objectives will be reviewed by governing board at least every 4 years. This document will be reviewed by governors annually, to ensure continued compliance. This document will be approved by governing body.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- SEN information report
- SEND policy