



The South Hams Federation

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Equality Information & Objectives Policy

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Aims

- Our Federation schools aim 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 schools aims are to promote respect for difference and diversity in accordance with our values, such as

The South Hams Federation wants to be recognised as a group of schools that sit in the heart of their school communities, providing an inclusive, safe, caring and stimulating environments in which to learn.

Equality Statement

At the South Hams Federation, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents, and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At the South Hams Federation, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach, and visit here.

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.

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 equality link governor is : J Greaves. They will:

- Meet with the designated member of staff for equality every [frequency], 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
- The designated member of staff for equality is Lucinda Kirkham and will:
- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Meet with the equality link governor every 6 weeks and discuss any issues
- Support the Executive Head of the Federation and Head of Schools within the Federation 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.

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.
- All staff receive training every 2 years.
- The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

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:
- Publish 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

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

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.

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 September 2030 to be our deadline for this

Objective 1

We are committed to creating an inclusive environment where diversity is valued, representation is visible, and every member of the school community feels safe, welcome, and able to participate fully. Staff will promote positive relationships, inclusive teaching practices, and curriculum representation, ensuring that all voices are heard and all individuals feel supported.

Why we have chosen this objective:

- This objective has been selected because a genuinely inclusive environment is foundational to student wellbeing, engagement, and achievement. When students feel represented, respected, and safe, they are more likely to participate confidently, take academic risks, and build positive relationships. National and local data also highlight persistent gaps in belonging and representation for certain groups; addressing these inequities is essential to ensuring fairness, improving outcomes, and meeting our Public Sector Equality Duty. This objective strengthens our commitment to fostering a school culture where every individual is valued and able to thrive.
- **To achieve this objective, we plan to:**
- **Embed inclusive teaching practices** across all classrooms, including differentiation, representation, and culturally responsive pedagogy.
- **Audit curriculum content** to ensure diversity is visible, meaningful, and integrated rather than tokenistic.
- **Provide staff training** on anti-bias approaches, inclusive language, and strategies for supporting under-represented groups.
- **Strengthen student voice structures** so that pupils from all backgrounds can influence decisions and share experiences safely.
- **Promote positive relationships** through restorative approaches, peer support systems, and inclusive behaviour practices.
- **Ensure representation in displays and communications** so that diversity is visible throughout the school environment.
- **Remove participation barriers** by reviewing extracurricular access, financial obstacles, SEND needs, and cultural considerations.

Progress we are making towards this objective:

- Staff have begun implementing inclusive teaching strategies, with early evidence of improved engagement from previously under-represented groups.
- Curriculum leaders have completed an initial representation audit and identified subjects requiring further diversification.
- Displays around the school now reflect a broader range of cultures, identities, and achievements.
- Student voice groups have expanded, with increased participation from pupils across different backgrounds and year groups.
- Staff training sessions on inclusive practice and anti-bias approaches have been delivered, with positive feedback and clear next steps identified.
- Behaviour data shows early signs of improved relationships and reduced incidents linked to misunderstanding or exclusion.

Objective 2

- The school is committed to ensuring that every student, staff member, and family is treated fairly, respectfully, and without discrimination. All policies, procedures, and decisions must be applied consistently and transparently. Staff are expected to model equitable behaviour, challenge bias, and ensure that no individual is disadvantaged due to protected characteristics or personal circumstances.

Why we have chosen this objective.

- This objective has been selected because fair treatment is fundamental to building trust, safeguarding wellbeing, and ensuring that every member of the school community can participate fully and confidently. National and local data show that inequitable treatment—whether through unconscious bias, inconsistent decision-making, or structural barriers—can negatively affect student outcomes, staff morale, and family engagement. By prioritising fair treatment, the school strengthens its commitment to the Equality Act 2010, supports a culture of respect, and ensures that all individuals feel valued and protected.

To achieve this objective, we plan to:

- **Apply policies consistently** across all year groups, departments, and staff teams, with regular reviews to ensure fairness.
- **Provide staff training** on recognising and challenging bias, equitable decision-making, and inclusive communication.
- **Strengthen reporting mechanisms** so students, staff, and families can raise concerns safely and confidently.
- **Review behaviour and safeguarding procedures** to ensure responses are proportionate, transparent, and free from bias.
- **Monitor decision-making patterns** (e.g., exclusions, sanctions, interventions, access to opportunities) to identify and address inequities.
- **Promote respectful relationships** through restorative approaches and consistent expectations for conduct.
- **Ensure communication is accessible** to all families, including translated materials and multiple formats

Progress we are making towards this objective:

- Staff have begun training on equitable practice and bias awareness, with positive engagement across teams.
- Behaviour and safeguarding data are now reviewed termly to identify patterns and ensure consistent responses.
- A new reporting pathway has been introduced, making it easier for students and families to raise concerns.
- Early audits show improved consistency in the application of policies across year groups.
- Staff are increasingly using restorative approaches, resulting in more positive relationships and fewer repeated incidents.
- Family feedback indicates greater confidence in the fairness and transparency of school processes.

Objective 3

We will ensure that all students have equal access to high-quality teaching, curriculum content, resources, and wider school opportunities. Barriers—academic, physical, cultural, financial, or procedural—must be identified and removed. Reasonable adjustments will be provided to support individuals or groups who require additional assistance, ensuring genuine equality of access and participation.

Why we have chosen this objective:

This objective has been chosen because equal access is central to improving outcomes, raising aspirations, and ensuring fairness across the school community. Evidence shows that students from different backgrounds can face unequal barriers to learning—whether through SEND needs, financial constraints, cultural factors, or inconsistent access to high-quality teaching. By prioritising equal access, the school strengthens its commitment to the Equality Act 2010, supports inclusion, and ensures that every student can participate fully, achieve their potential, and benefit from the full breadth of school life.

To achieve this objective, we plan to:

- **Audit curriculum accessibility** to ensure content is appropriately challenging, inclusive, and available to all learners.
- **Strengthen differentiation and adaptive teaching** so lessons meet the needs of diverse learners, including SEND and EAL students.
- **Provide targeted interventions** for students who require additional academic, emotional, or behavioural support.
- **Remove financial barriers** by reviewing costs associated with trips, clubs, materials, and uniform.
- **Improve physical accessibility** through adjustments to classrooms, pathways, signage, and learning environments.
- **Ensure equitable access to wider opportunities** such as clubs, leadership roles, enrichment, and trips.
- **Strengthen communication with families** to ensure all parents and carers can engage with learning and school life.
- **Monitor participation and achievement data** to identify gaps and respond with targeted actions.

Progress we are making towards this objective:

- Curriculum leaders have begun reviewing the curriculum to ensure accessibility and representation across all subjects.
- Staff are increasingly using adaptive teaching strategies, with early improvements in engagement from SEND and EAL learners.
- Financial barriers have been reduced through subsidised trips, uniform support, and expanded access to resources.
- Physical accessibility improvements have been made, including clearer signage and adjustments to key learning spaces.
- Participation data shows increased involvement in extracurricular activities from students who previously faced barriers.
- Families report improved communication and greater confidence in accessing school information and opportunities.

Objective 4

The school will use disaggregated data to identify inequities in achievement, attendance, behaviour, and participation, and will implement targeted actions to reduce gaps between student groups. Data will be monitored termly, shared transparently with governors, and used to inform decision-making, resource allocation, and intervention planning.

Why we have chosen this objective:

This objective has been chosen because **data is essential for identifying where inequities exist and understanding how they affect student outcomes**. National and local evidence shows that certain groups—such as disadvantaged pupils, SEND learners, EAL students, and those with protected characteristics—can experience persistent gaps in progress, attendance, and participation. Without systematic data analysis, these gaps can remain hidden and unaddressed.

- By prioritising data-driven equality work, the school ensures that:
- decisions are **evidence-based**,
- interventions are **targeted**,
- progress can be **measured accurately**, and
- accountability is **clear and transparent**.
- This objective strengthens our commitment to fairness, supports early identification of need, and ensures that every student has the opportunity to achieve their potential.

To achieve this objective, we plan to:

- To achieve this objective, the school will implement a structured, systematic approach to equality-focused data analysis:
- **Collect disaggregated data termly** across achievement, attendance, behaviour, and participation, broken down by key groups (SEND, disadvantaged, EAL, gender, ethnicity).
- **Identify gaps and trends** using comparative analysis to highlight where inequities are emerging or persisting.
- **Implement targeted interventions** such as interventions, attendance support, or curriculum adjustments for groups experiencing disadvantage.
- **Monitor the impact of interventions** through termly reviews, adjusting strategies where progress is not yet evident.
- **Use data to inform resource allocation** including staffing, funding, and specialist support.
- **Report equality data to governors** to ensure transparency, accountability, and strategic oversight.
- **Strengthen staff understanding** through training on interpreting equality-related data and linking it to classroom practice.
- **Include student voice** to understand how different groups experience learning, participation, and support.

Progress we are making towards this objective:

- Progress can be measured through clear, quantifiable indicators:
- **Achievement gap reduction** — narrowing gaps between key groups in termly progress and attainment data.
- **Attendance improvements** — reduced disparities in persistent absence and overall attendance.
- **Behaviour trends** — fewer repeated incidents for identified groups and more equitable distribution of sanctions.
- **Participation rates** — increased involvement in enrichment, leadership roles, and extracurricular activities from under-represented groups.
- **Intervention impact** — termly reviews showing improved outcomes for students receiving targeted support.
- **Governor oversight** — regular equality-focused data reports demonstrating transparency and accountability.
- **Staff confidence** — improved staff understanding of how data informs equality work, measured through surveys or training evaluations.
- **Monitoring arrangements**
 - The Souththams Federation Governing Body, Executive Head Teacher and Heads of School from the Federation will update the equality information we publish, every 2 years.
 - School-specific equality objectives will be reviewed by the Governing Body. Executive Head Teacher and Equity Lead at least every 4 years.
 - This document will be reviewed by Governing Body, Executive Head Teacher and Equity Lead annually, to ensure continued compliance with the PSED.
 - This document will be approved by Governing Body, Executive Head Teacher and Equity Lead
- **Links with other policies**
 - This document links to the following policies:
 - Accessibility plan
 - Risk assessment
 - SEN information report
 - SEND policy
 - Behaviour policy
 - Staff Code of Conduct Policy
 - School Improvement Plan