



Equality and Diversity Policy and Objectives

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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 values, such as recognising that success looks different for different individuals, that strengths are developed differently and recognising the uniqueness of individual personalities.

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 Management Team 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 senior leadership team
- › Meet to discuss any issues and how these are being addressed
- › Ensure they're familiar with all relevant legislation and the contents of this document
- › Identify training needs within the School and attend appropriate equality and diversity training

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 Management Team
- › 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.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every Spring via the School's elearning.

The Management team monitor equality issues.

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 autism having difficulties making friends or having a higher likelihood of experiencing anxiety, 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 activities)

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 world views, 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.
- › Working with our local community. This includes 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 lunch clubs.
- › We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

7. Equality objectives

Objective 1

To improve our range of books to be more representative of our pupils as well as promoting equality, diversity and inclusion. Books must be available in the correct section in the school library by end of July 2025.

Why we have chosen this objective: We have chosen this initiative to encourage enjoyment of reading by offering pupils books that are relevant and meaningful to themselves. Books that may reflect feelings or experiences that pupils have or interests they would like to explore.

To achieve this objective, we plan to: Identify, source and purchase appropriate selection of books and set up a specific area of the library for easy, ongoing access.

Progress we are making towards this objective: The books are available and pupils are able to enjoy them and teachers have access to the books to support classroom and topic learning.

Objective 2

Ensuring that all pupils, regardless of their communication style, sensory needs or level of independence, have equitable opportunities to take part in school activities, including learning, enrichment and wider community experiences.

Why we have chosen this objective: This helps us to recognise individuals while addressing barriers autistic young people may face.

To achieve this objective, we plan to: Adapt activities, increase staff awareness of reasonable adjustments and use pupil voice to guide improvements.

Progress we are making towards this objective: Our use of existing tools such as behaviour support plans and risk assessments helps us to consider the needs of our pupils and make adaptations such as undertaking community visits in an adapted fashion to meet the needs of specific pupils.

Objective 3

Provide regular training and reflective practice opportunities for all staff to deepen understanding of equality, diversity and inclusion.

Why we have chosen this objective: There is already a strong culture of valuing and embracing difference at Papillon. We recognise that staff are the largest group in the school; their confidence and awareness directly impact pupil experience and wellbeing and they are important in modelling values and behaviours for pupils.

To achieve this objective, we plan to: Train all members of staff in equality, diversity and discrimination by Easter 2026.

Progress we are making towards this objective: We have identified suitable training to offer to all staff.

Objective 4

Actively recognise and respond to the needs of girls across the school, ensuring they have access to peer support, tailored PSHE provision, and guidance around puberty, relationships, and wellbeing that reflects their experiences.

Why we have chosen this objective: Autistic girls are in the minority within the school and can experience unique challenges, including lacking suitable peers, being overlooked in mixed groups or having different social and developmental needs.

To achieve this objective, we plan to: Provide opportunities for girls to connect with peers (within the school and, where appropriate, with other schools or networks). Ensure PSHE resources and discussions are inclusive and relevant to girls' experiences.

Progress we are making towards this objective: We have introduced a girls club, in addition, senior staff have a deep understanding of the current literature around autistic girls.

8. Monitoring arrangements

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

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

9. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- School development plan
- Behaviour policy

Approved by:	Management Team	Date: September 2025
Last reviewed on:	September 2025	
Next review due by:	September 2026	