



Ashby Hill Top Primary School

Equality Information and Objectives

Next Review January 2026

Introduction

Everyone at Ashby Hill Top Primary School has an equal right to develop and achieve their potential regardless of race, gender, disability, sexual orientation or religion. Equality of opportunity underpins the school curriculum and the work of the school.

The children and staff at Ashby Hill Top Primary School are treated as individuals with their own abilities, difficulties, attitudes, backgrounds and experiences.

Public Sector Equality Duty 2011

The Equality Act 2010 has brought together under one Act all of the requirements regarding equality and discrimination. Public Sector Equality Duty came into force in April 2011.

Ashby Hill Top Primary School embraces this duty and takes steps not just to eliminate unlawful discrimination and harassment, but also to actively promote equality. There are nine protected characteristics to which Ashby Hill Top Primary School has regard:

- Age (for employees)
- Disability
- Race (includes ethnic or national origins, colour or nationality)
- Gender (includes issues of transgender)
- Gender reassignment
- Pregnancy and maternity
- Religion and belief (includes lack of belief)
- Sexual identity
- Marriage and civil partnership (for employees)

Ashby Hill Top works against unlawful discrimination and harassment and actively promotes equality.

The Aims of the duty:

1. Eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Act
2. Advance equality of opportunity
3. Foster good relations

The Education Reform Act entitles all pupils in school to a National Curriculum, which is broad and balanced. The National Curriculum includes cross-curricular dimensions such as equal opportunities for boys and girls, multicultural education and special educational needs. Wherever possible the curriculum will develop children's knowledge and understanding of different beliefs, cultures and needs. We aim to foster atmosphere of trust and respect amongst pupils as well as between staff, parents and children.

Parents

We will introduce and communicate our Equality Policy to parents through the school website, prospectus and parent's meetings.

Children

It is the right of every child irrespective of race, culture, class, gender, special needs or ability to achieve well. Each child should have access to an education, which will enable him/her to utilise their talents to the full. We must develop children to become sensitive to and aware of ways in which equality is denied and how this might affect them in society.



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Staff

It is the responsibility of all staff to foster and facilitate this ethos by creating a welcoming environment for all children. We will endeavour to establish an atmosphere within school which effectively reduces prejudice and raises self-esteem, so that all children can develop independence, freedom of choice and a knowledge of their right to take on whatever roles they choose, no matter what their cultural background, gender or ability. As a staff we have to remember that we are role models. We must challenge the concept of discrimination based upon differences of race gender and special needs.

This document also complies with our funding agreement and articles of association.

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
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated every 3 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

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 staff meetings.

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 (e.g. enabling Muslim pupils to pray at prescribed times)
- 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



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- 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
- 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.

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

Currently our equality objectives are to:

1. **Ensure gaps between girls and boys performance is narrowed** (based on detailed knowledge of specific cohort performance and closing any gaps found in data).
2. **Ensure all vulnerable groups are fully represented in clubs and school activities**
3. **Ensure that individuals listed within the protected characteristics group are fully represented with in school-** e.g. monitoring attendance at clubs and activities, positive statement on recruitment information



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Monitoring arrangements

This document will be reviewed every 3 years.

Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessments