Equality Information and Objectives (Public Sector Equality Duty)

VERSION: January 2026
NEXT REVIEW: January 2029 (Equality objectives)

Equality information: updated annually (see separate report published in July)

1. Introduction

Ashby Hill Top Primary School is committed to equality, inclusion and belonging. Everyone in our school community- pupils, staff, governors, parents/carers, volunteers and visitors- has an equal right to develop and achieve their potential, regardless of protected characteristics. We aim to create an environment where differences are respected and valued, and where barriers to participation, progress and wellbeing are identified and removed.

This policy sets out how we fulfil our duties under the Equality Act 2010 and the Public Sector Equality Duty (PSED). It applies to all aspects of school life, including admissions, teaching and learning, behaviour, uniform, school trips, access to facilities and services, employment, and communications.

2. Scope

This policy applies to pupils (current, prospective and former in certain contexts), staff, governors, trainees, contractors, volunteers and visitors. It covers conduct on site, online and during off-site activities.

3. Protected characteristics

We have due regard to the nine protected characteristics set out in the Equality Act 2010: disability; gender reassignment; pregnancy and maternity; race (including ethnic or national origins, colour or nationality); religion or belief (including lack of belief); sex; sexual orientation; age (for employees); and marriage and civil partnership (for employees).

We recognise intersectionality- how different characteristics and circumstances can combine to create unique experiences of disadvantage. We also commit to inclusive practice that supports neurodivergent pupils and staff.

4. Public Sector Equality Duty (PSED): our aims

We will have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

5. Roles and responsibilities

Governing board

- Approve and publish equality information and objectives; ensure annual updates and 3-year review of objectives.
- Hold leaders to account for progress and compliance across the school, including workforce matters.

Headteacher and Senior Leadership Team (SLT)

- Embed equality, inclusion and belonging across strategy, curriculum, behaviour, recruitment, and communications.
- Nominate an Equality, Diversity and Inclusion (EDI) lead to coordinate actions and reporting.

All staff

- Model inclusive behaviour; challenge prejudice, stereotypes and discriminatory language or conduct.
- Use reasonable adjustments and differentiated approaches to meet pupils' needs.

Pupils

- Treat others with respect; report concerns, bullying or discrimination.

Parents and carers

- Work in partnership with the school; raise concerns through the complaints procedure when necessary.

6. Eliminating discrimination

We comply with the non-discrimination provisions of the Equality Act 2010. Related policies (e.g. Behaviour, Anti-bullying, SEND, Safeguarding, Admissions, Uniform, Complaints) reflect the importance of avoiding discrimination and other prohibited conduct. We take reasonable steps, including reasonable adjustments, to ensure disabled pupils and staff are not substantially disadvantaged.

7. Advancing equality of opportunity

We will:

- Remove or minimise disadvantages connected to protected characteristics (e.g. targeted support for pupils with SEND or those experiencing bullying).
- Meet particular needs (e.g. accessibility arrangements, prayer/observance, translated information, dietary requirements).
- Encourage participation where it is disproportionately low (e.g. representation in pupil leadership and clubs).

- Analyse attainment, progress, attendance, exclusions and participation data for key groups and act on findings.
- Ensure digital and printed communications are accessible; our website aims to meet WCAG 2.2 AA (Web Content Accessibility Guidelines) as a minimum.

8. Fostering good relations

- Promote tolerance, friendship and understanding through the curriculum (including RSHE, RE, PSHE), assemblies and enrichment.
- Use a diverse range of texts and resources which reflect different cultures, identities and experiences.
- Address prejudice and stereotypes explicitly, including homophobic, biphobic, transphobic, racist, faith-based and disability-related incidents.
- Strengthen pupil voice, school council and restorative approaches to build mutual respect and resolve tensions.
- Work with parents, carers and community partners—including local faith/community groups—to broaden understanding.

9. Equality considerations in decision-making

We consider equality impacts and record Equality Impact Assessments (EIAs) for significant decisions (e.g. policy changes, procurement, curricular changes, trips and activities). EIAs accompany risk assessments and are stored electronically.

EIAs typically consider:

- Potential impacts on pupils and staff with protected characteristics (including multiple/intersecting characteristics).
- Accessibility (venues, transport, communication).
- Religious observance and cultural calendar.
- Participation and affordability (including socio-economic barriers).
- Safeguarding and wellbeing implications.

10. Training and awareness

All staff and governors receive induction on equality and regular (at least annual) refresher training, including on unconscious bias, inclusive classroom practice and responding to prejudice-based incidents.

11. Monitoring and reporting

We publish equality information annually (on our website) and review equality objectives at least every three years in school, with formal republication at least every four years. Our annual report includes: attainment and progress patterns; participation in clubs and leadership; attendance/exclusions; safeguarding and prejudice-based incident data; staff training completion; and accessibility improvements.

12. Data and privacy

We collect and use equality-related data in line with data protection law. Where appropriate, we use anonymised or aggregated data and explain the lawful basis for processing.

13. Complaints and whistleblowing

Concerns about equality, discrimination or harassment should be raised through our complaints procedure. Staff may use whistleblowing routes. We support child-friendly reporting and restorative responses where appropriate.

14. Equality objectives (2026–2029)

In line with the PSED, we have set the following measurable objectives. Baselines will be taken from validated 2025/26 data unless otherwise stated. Progress will be reported annually and reviewed formally in January 2029.

1. **Attainment:** Reduce any gender attainment gaps in Reading, Writing and Maths by at least 10% by July 2027; sustain parity or further improvement by July 2029.
2. Participation: Ensure 97% of pupils in identified vulnerable groups (e.g. SEND, Pupil Premium, EAL, looked after) participate in at least one extracurricular activity each academic year by July 2027.
3. **Accessibility:** Achieve and maintain WCAG 2.2 AA compliance for the school website and core digital communications by December 2026; review annually.
4. **Culture and incidents:** Reduce recorded prejudice-based incidents (including HBT, racist, faith-based, disability-related) by 30% by July 2028 through curriculum, staff training and restorative practice, while maintaining robust reporting.
5. **Workforce:** Deliver annual equality training with 100% completion by staff and governors; increase diversity of applicant pools for vacancies, evidenced through annual recruitment monitoring, by July 2028.

15. Measuring success

- Termly data reviews (attainment, attendance, exclusions, participation).
- Annual pupil, parent and staff surveys on inclusion and belonging.
- Monitoring of incident logs and evaluation of responses.
- Curriculum audits to check representation and accessibility of resources.
- Website accessibility audits and user testing.

16. Publication and accessibility

This policy and our annual equality information will be published on the school website and made available in accessible formats on request. Translations will be provided where reasonably practicable.

17. Links to other policies

- Accessibility Plan
- Behaviour and Anti-bullying Policies
- Safeguarding / Child Protection (including KCSIE)
- SEND Information Report and Policy
- Curriculum, RSHE and RE Policies
- Complaints Procedure
- Admissions and Attendance Policies
- Educational Visits Policy
- Safer Recruitment and HR Policies