



HORSFORTH NEWLAITHES
PRIMARY SCHOOL

Equality Information and Objectives Policy

Policy owner	Headteacher
Approved by	Full Governing Body
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Contents

1. Vision and commitment
2. Purpose and legal framework
3. School context and equality information 2026-27
4. How we meet the Public Sector Equality Duty
5. Equality objectives 2026-2030
6. Curriculum, personal development and wider school life
7. Preventing and responding to discrimination and prejudice-related incidents
8. Employment and staff development
9. Roles, decision making and review

1. Vision and commitment

At Horsforth Newlaithes Primary School, equality is central to the kind of school we are building. We want every pupil and adult to feel that they belong, are treated with dignity and respect, can participate fully in school life and are supported to achieve highly.

Our commitment to equality is reflected in our school values - Inclusive, Courageous, Caring, Joyful, Ambitious and Healthy - and in our shared expectations that we are Respectful, Responsible and Ready.

We will not tolerate unlawful discrimination, harassment, victimisation or prejudice-related bullying. We will challenge barriers, make reasonable adjustments where required, listen to those affected by our decisions and use evidence to improve access, participation and outcomes.

2. Purpose and legal framework

This document sets out how Horsforth Newlaithes Primary School meets its duties under the Equality Act 2010 and the Public Sector Equality Duty (PSED). It also publishes the school's current equality information and equality objectives.

In carrying out its functions, the school must have due regard to the need to:

- eliminate discrimination, harassment, victimisation and other conduct prohibited by the Equality Act 2010;
- advance equality of opportunity between people who share a relevant protected characteristic and people who do not; and
- foster good relations between people who share a relevant protected characteristic and people who do not.

The school must publish information demonstrating compliance with the PSED at least annually and publish one or more specific and measurable equality objectives at least every four years.

The Equality Act 2010 protects the characteristics of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The way individual characteristics apply differs according to the school's function. In relation to pupils, age and marriage and civil partnership are not protected characteristics under the education provisions of Part 6 of the Act; they remain relevant to other functions such as employment where applicable.

The school also recognises that pupils may experience barriers linked to socio-economic disadvantage, SEND that does not meet the legal definition of disability, caring responsibilities, being looked after or previously looked after, language, family circumstances or other vulnerabilities. We consider these factors as part of our wider inclusive practice, while being clear about the specific legal duties attached to protected characteristics.

3. School context and equality information 2026-27

Our equality context in 2026-27

Horsforth Newlaithes Primary School serves a predominantly White British community alongside pupils from a range of ethnic, cultural and faith backgrounds. We recognise the importance of ensuring that pupils encounter people, cultures, beliefs and experiences beyond those represented most frequently within the immediate school community, through the curriculum and wider school life.

We have pupils with disabilities and additional access needs, including hearing impairment. Our Accessibility Plan 2026–2029 identifies actions to improve physical, sensory and information access, and reasonable adjustments are made according to individual need.

The school analyses attainment, attendance, behaviour and participation information by relevant pupil characteristics where cohort sizes allow meaningful analysis. Where groups are very small, information is considered internally rather than published in a way that could identify individual pupils or families.

Our review for 2026–27 has identified the following continuing equality priorities:

- ensuring that all groups of pupils achieve highly and that any emerging differences in outcomes are identified and addressed;
- increasing participation and belonging for pupils with SEND, disabilities and other pupils who may experience barriers to full participation;
- ensuring purposeful representation of different people, cultures, beliefs and experiences within the curriculum and wider life of the school;
- strengthening the consistent recording, analysis and educational response to prejudice-related incidents; and
- ensuring that equality considerations are explicit when significant school decisions are made.

PSED / review area	Current evidence	2026-27 priority
Eliminating discrimination	School policies and procedures set clear expectations for respectful conduct and require discriminatory or prejudicial language and behaviour to be challenged. Safeguarding, behaviour, anti-bullying, complaints and staff conduct procedures provide routes for concerns to be addressed.	Strengthen the consistency of prejudice-related incident recording, categorisation, follow-up and termly analysis.
Advancing equality of opportunity	The SEND Information Report and Accessibility Plan set out the school's approach to reasonable adjustments, accessible teaching and the removal of physical, communication and participation barriers. Current accessibility work includes particular attention to hearing impairment.	Audit participation in clubs, trips, performances and pupil leadership, and act on any material barriers or patterns identified.
Fostering good relations	Curriculum, RSHE, RE, assemblies, literature, pupil leadership and wider school experiences are used to develop knowledge, respect and understanding of people whose backgrounds, beliefs, families and experiences may differ from pupils' own.	Complete a structured review of representation within core texts and key curriculum areas while maintaining academic ambition and coherence.
Outcomes, attendance and behaviour	Leaders review pupil outcomes, attendance and behaviour through established school monitoring processes. Small-number data are handled carefully to avoid unreliable conclusions or identification.	Make equality analysis explicit within termly review processes where data are meaningful, and document action where a persistent or significant disparity is identified.
Engagement and voice	The school uses pupil, parent/carers, staff and governor feedback, including SEND review processes and consultation where required, to understand barriers and improve provision.	Build a clear equality strand into annual pupil and parent voice so that the published review is informed by those affected by school practice.
Publication and privacy: equality information will be updated at least annually. The school will suppress, aggregate or describe small-number data qualitatively where publication could identify individuals or produce misleading conclusions.		

4. How we meet the Public Sector Equality Duty

Eliminating discrimination and other prohibited conduct

- maintain policies and procedures that reflect equality, safeguarding and reasonable-adjustment duties;
- challenge discriminatory, derogatory or prejudicial language and behaviour consistently and proportionately;
- record and review prejudice-related incidents and use patterns to inform education, support and staff development;
- provide accessible routes for pupils, parents, staff and visitors to raise concerns;
- ensure recruitment, employment and staff-management processes are fair and lawful; and

- expect contractors, visitors and external providers working on behalf of the school to act consistently with these expectations.

Advancing equality of opportunity

- identify and remove barriers to learning, participation and access;
- make reasonable adjustments for disabled pupils and adults where required;
- use adaptive teaching and additional or different provision where pupils need it;
- consider participation in clubs, visits, performances, leadership and enrichment as well as academic outcomes;
- take account of the needs of pupils with hearing, visual, physical, sensory, communication or other access needs; and
- use evidence and engagement to identify disadvantage, under-representation or unequal impact and respond proportionately.

Fostering good relations

- teach pupils to respect others and understand that people and families may live, believe and identify in different ways;
- provide an ambitious curriculum in which pupils encounter a broad range of people, places, cultures, beliefs and experiences;
- use RSHE, RE, literature, history, geography, art, assemblies and wider school life to challenge stereotypes and develop understanding;
- respond educationally as well as behaviourally to prejudice-related incidents; and
- create opportunities for pupil voice, leadership, collaboration and community participation.

5. Equality objectives 2026-2030

The following objectives have been selected because they address priorities identified through the school's review of access, participation, curriculum, incident recording and pupil outcomes. Progress will be reviewed annually and the objectives will be replaced or formally refreshed no later than Summer 2030.

Objective	Actions and milestones	Measures of success	Lead	Review
1. Improve participation and belonging for disabled pupils and pupils with SEND.	By July 2027 establish a baseline for participation in clubs, visits, performances and pupil leadership. Review this annually, identify any material participation gaps and record reasonable adjustments for pupils who need them.	Participation evidence shows broad access; identified barriers are acted on; adjustments are planned early and reviewed with pupils/parents where appropriate.	SENCO / senior leaders	Annual
2. Strengthen curriculum representation while maintaining academic ambition.	By July 2027 audit core texts and agreed curriculum areas for purposeful representation of different people, families, cultures, beliefs and experiences. Record gaps and address them through curriculum planning and resource selection.	Audit completed; identified gaps have planned actions; annual curriculum review and pupil voice show that representation is purposeful, coherent and age-appropriate.	Curriculum and subject leaders	Annual

Objective	Actions and milestones	Measures of success	Lead	Review
3. Improve the recording and educational response to prejudice-related incidents.	From Autumn 2026 use consistent categories for prejudice-related incidents. Record the response and follow-up for every reported incident and review anonymised patterns at least termly.	Records are complete and consistent; patterns are reported to leaders/governors; teaching, pastoral or staff-training action is taken where trends emerge.	Headteacher / DSL	Termly
4. Make equality analysis explicit in pupil review and significant school decisions.	Where data are meaningful and anonymity can be protected, review outcomes, attendance, behaviour and participation by relevant protected characteristics. For significant policy, provision or site decisions, record proportionate consideration of equality impacts and reasonable adjustments.	Persistent or significant disparities trigger documented action; annual equality information explains the school's response; major decisions evidence due regard at the time they are made.	Headteacher / senior leaders / FGB	Termly / annual

6. Curriculum, personal development and wider school life

The school will provide a broad, balanced and ambitious curriculum for all pupils. Equality does not mean lowering expectations or treating every pupil identically; it means identifying barriers, making lawful and reasonable adjustments and ensuring pupils can access the knowledge, experiences and opportunities to which they are entitled.

Curriculum and personal development will support equality through:

- high expectations and access to the full curriculum for pupils with SEND and disabilities;
- careful selection of texts, examples, images and resources that broaden pupils' understanding without tokenism or stereotyping;
- age-appropriate teaching about respectful relationships, families, beliefs, identity, prejudice, online conduct and personal safety;
- reasonable adjustments to lessons, visits, clubs, performances, residential and other activities;
- accessible communication, including visual or written support and assistive approaches where required; and
- pupil voice that helps leaders understand whether pupils feel known, included, safe and able to participate.

7. Preventing and responding to discrimination and prejudice-related incidents

Horsforth Newlaithes Primary School is opposed to discrimination, harassment, victimisation and prejudice-related bullying. This includes conduct related to disability, race or ethnicity, religion or belief, sex, sexual orientation, gender reassignment, pregnancy or maternity, and other perceived differences.

When an incident occurs, staff will respond in a way that is proportionate to the age of the pupils, the seriousness of the conduct, any safeguarding implications and the needs of those affected. The school will:

- stop and challenge the behaviour or language;
- support the pupil or adult affected;
- record the incident using the school's agreed categories where appropriate;
- apply behaviour, safeguarding or staff-conduct procedures as required;
- provide an educative response so that pupils understand why the conduct was unacceptable;
- involve parents or carers where appropriate; and
- review patterns so that repeated issues inform curriculum, pastoral support, staff training or school improvement.

A concern about equality, discrimination or harassment may also be raised through the school's Complaints Policy or, for employees, the relevant employment procedure.

8. Employment and staff development

As an employer, the school is committed to equality of opportunity in recruitment, selection, induction, appraisal, pay, professional development, flexible working, grievance and disciplinary processes. Decisions will be based on lawful, relevant and justifiable criteria.

- reasonable adjustments will be considered for disabled applicants and employees;
- staff will have fair access to induction, training and development;
- staff are expected to challenge discrimination and uphold the school's equality commitments;
- concerns about discrimination, harassment or victimisation can be raised through appropriate school or local authority procedures; and
- workforce equality information will only be published where required, lawful, proportionate and sufficiently anonymised.

9. Roles, decision making and review

Role	Responsibilities
Full Governing Body	Ensure the school complies with equality legislation; approve this document and equality objectives; receive annual information on PSED compliance and progress; consider equality implications in significant strategic decisions.
Headteacher	Lead implementation; ensure equality information is updated annually; ensure objectives are monitored; provide appropriate training and challenge; ensure unlawful discrimination or harassment is addressed.
SENCO / DSL / curriculum and other leaders	Identify barriers within their areas; use data and voice appropriately; plan reasonable adjustments and inclusive provision; monitor incidents, access, participation or curriculum as relevant.
All staff	Promote respectful and inclusive practice; challenge prejudice; make or implement reasonable adjustments within their role; follow safeguarding, behaviour and reporting procedures.
Pupils	Treat others with respect, learn about equality and diversity, and tell an adult if they experience or witness prejudice, bullying or discrimination.
Parents and carers	Work with the school to promote respect and inclusion, share relevant information about access needs and raise concerns promptly through appropriate routes.

Equality considerations in decision making

Due regard must be exercised before and at the time a significant decision is made, not added retrospectively. The level of consideration and record should be proportionate to the decision. Leaders and governors should consider:

- who may be affected and which protected characteristics may be relevant;
- whether the decision could create, remove or worsen a barrier;
- what data, professional advice, experience or engagement is relevant;
- whether reasonable adjustments or less disadvantageous alternatives are available;
- how the three aims of the PSED have been considered; and
- how the impact will be monitored after implementation.

Monitoring, review and publication

Equality information will be reviewed and published at least annually. Progress against the equality objectives will be reviewed annually and reported to the Full Governing Body. The objectives will be formally reviewed and republished at least every four years, or sooner if evidence indicates that priorities should change.

The school will publish this document on its website and make a paper copy available on request. Alternative formats will be considered where reasonable and practicable.

Related documents include the Accessibility Plan, SEND Information Report, Safeguarding and Child Protection Policy, Behaviour and Anti-Bullying policies, RSHE Policy and Complaints Policy. Legal basis: Equality Act 2010 and the Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017.