

King Athelstan Primary School

Equalities Information and Objectives Policy



King Athelstan Primary School - Inspiring Excellence

We believe in the relentless pursuit of excellence to achieve high standards.

We are driven to inspire our school community to be aspirational, ambitious and to "dream big."

We empower children with choices which prepare them for a life of opportunity.

We teach children that hard work delivers success; we encourage children to take risks and ask brilliant questions in order to inspire a love and passion for learning.

We teach children to think.

We put children's happiness and welfare at the heart of everything we do.

We value friendship, kindness and respect.

We celebrate the excellence in each individual.

We expect families to work with us to form a strong team around every child.

We teach children to be good citizens.

We are proud of our school: Come as you are and leave us great.

Responsibility: Equality & Diversity Lead		Governors committee: FGB	
Status: Statutory and website		Review Cycle: 1 year policy 4 years obj	
Date reviewed: June 2026	Date agreed: July 2026	Next review: July 2030	

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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. As a multi-racial, multi-faith and multi-cultural community, we expect all members of our school family to feel valued, respected and included. We celebrate the richness that diversity brings and are committed to ensuring that everyone has an equal opportunity to succeed, free from prejudice, intolerance and discrimination.

Equality of opportunity at our school is about inspiring excellence and enabling all members of the school community to achieve their full potential. This commitment applies to pupils, staff, governors, parents and carers, visitors, and members of the wider community.

At King Athelstan, all children are entitled to a high-quality education, and the school opposes all forms of unfair discrimination. We expect staff, pupils and governors to challenge prejudice and promote equality, inclusion and respect in all aspects of school life.

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 governing body 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 Catherine Parsons. They will:

- Meet with the designated member of staff for equality every term, 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 Equality Lead will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Meet with the equality link governor every term, to raise and discuss any issues
- Support the headteacher 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.

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.

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.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September.

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.

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 disabilities, or 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 clubs)

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 above showing how pupils with different characteristics are performing 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 bullying)
- Publish further information about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

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 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

7. 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.

8. 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 October to be our deadline for this

Objective 1 - Academic Achievement and Progress

Objective: *Reduce attainment gaps by improving academic achievement and progress for pupils from groups who are currently underperforming.*

Current focus: Reduce the gap in attainment between disadvantaged pupils and their peers in reading, writing and mathematics by the end of Key Stage 2.

Why we have chosen this objective

Achieving the expected standard at Key Stage 2 in the core subjects provides a strong foundation for accessing the secondary curriculum and future educational success. Earlier assessment points (EYFS GLD, Phonics Screening Check and Multiplication Tables Check) provide the building blocks for later achievement. School performance data shows that some groups continue to experience lower outcomes and targeted action is required to improve equality of opportunity.

Gaps in attainment currently show: (2024-25)

- **SEND attainment remains significantly below peers** across EYFS, Phonics, MTC and KS2, particularly at EXS/GDS.
- PP outcomes are strongest in reading but remain lower in writing, maths and RWM.
- Girls outperform boys across all measures, with the largest gap in KS2 RWM and Year 1 Phonics.
- White British pupils attain below other ethnic groups, particularly in KS2 RWM and GDS.
- Black pupils' maths and RWM outcomes are lower, although both pupils were SEND.

Strengths:

- Strong outcomes for Asian pupils including 100% reading and writing and 88% maths
- East Asian pupils achieved 66% GDS attainment in maths, the highest-performing ethnic group at greater depth.
- Black pupils achieved 100% in reading with strong writing outcomes.
- EAL pupils performed particularly well, with over 80% achieving EXS in reading and maths.
- Girls achieved over 80% EXS in reading and writing.

To achieve this objective, we will:

- Build pupils' cultural capital and wider experiences to reduce disadvantage arising from life experiences.
- Prioritise disadvantaged pupils through high-quality first teaching and effective questioning.
- Provide targeted interventions, including phonics, reading and small-group support, to address identified gaps.

Progress towards this objective

- *2025-26 data to be added in Autumn 2026. (KS2, MTC, Phonics, EYFS)*
- Children gain a wide range of experiences through the school from learning to play the ukulele to bikeability to performing in our Spring Showcase, as well as

excellent subject specialist teaching in 4 areas of the curriculum, and a huge range of after school clubs and activities, one of which they can access for free.

- School has developed a spreadsheet to track the experience of those who are categorised as disadvantaged to ensure equality of opportunity and monitoring.

Objective 2 – Participation and Inclusion

Objective: *Increase participation and engagement of parents and carers from underrepresented groups, in school life and decision-making.*

Why we have chosen this objective

The school benefits from a supportive community; however, some families, particularly those from minority ethnic backgrounds, are less likely to participate in school events or contribute to decision-making. Increasing engagement will strengthen relationships, ensure a wider range of voices are heard, and help foster good relations across the school community.

To achieve this objective, we will:

- Design school events that encourage participation from a broad range of families.
- Promote opportunities for parents and carers from minority ethnic backgrounds to contribute to school improvement.
- Encourage diverse representation on the governing body and parent forums.

Progress towards this objective

- International days annually – well supported by underrepresented groups
- Community Iftar event well very attended in first year (Autumn 2025)
- Focus on engagement of representatives from minority ethnic backgrounds on governing body
- Involving families in addressing rare instances of racist incidents within the school

Objective 3 – Curriculum

Objective: *Further develop an inclusive curriculum that reflects the diversity of modern society and promotes equality, respect and belonging.*

Why we have chosen this objective

Children benefit from seeing themselves, their communities and the wider world positively represented within the curriculum. A curriculum that reflects diverse cultures, identities and experiences helps challenge stereotypes, promotes mutual respect and prepares pupils to thrive in a diverse society.

To achieve this objective, we will:

- Review curriculum texts and resources to ensure they reflect a broad range of cultures, identities and experiences.
- Ensure teaching avoids stereotypes and represents diversity accurately.
- Provide opportunities for pupils to explore different perspectives through literature, history, geography, the arts and wider curriculum experiences.

Progress towards this objective

- Curriculum being reviewed on an ongoing basis especially resources across all subjects.
- Improved representation of diverse authors, historical figures and role models.
- Opportunities for pupils to learn about different cultures, faiths and communities through curriculum planning and enrichment activities.
- Classes named after artists reflects diverse society and positive role models.

Objective 4 - School Culture and Environment

Objective: *Further develop an inclusive learning environment that enables all pupils, particularly those who are neurodivergent or have additional needs, to participate and achieve successfully.*

Why we have chosen this objective

The school serves a diverse and continually evolving community. As pupil needs change, learning environments must continue to develop so that all children can access learning successfully and feel included within school life.

To achieve this objective, we will:

- Develop calm, low-stimulation classroom environments.
- Provide flexible learning spaces that support a range of learning needs.
- Embed inclusive classroom strategies and resources that benefit all pupils.

Progress towards this objective:

- Inclusive Classroom environment checklist in place with the vast majority of classrooms now adopting hessian backed boards, low stimulation spaces that benefit all pupils.
- Widget used consistently for visual timetables; extensively to scaffold support in lessons and for social stories
- A variety of alternative learning spaces are available within classrooms, in corridor of intervention spaces as well as in Wiltshire - our inclusion base
- McQueen, the school's Internal Alternative Provision supports children in a bespoke learning environment.

9. Monitoring arrangements

The headteacher will update the equality information we publish, described in sections 4 to 7 above at least every year.

School-specific equality objectives will be reviewed by governing body at least every 4 years.

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

This document will be approved by Governing Body as part of the policy review cycle.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- SEN information report
- SEND policy
- School Development Plan
- Risk assessments

Equality Impact Checklist for School Trip/Event Risk Assessment

Purpose

This checklist helps you show 'due regard' for equality when planning school trips, as required under the Public Sector Equality Duty (PSED). Having 'due regard' means demonstrating awareness of your duties under the Equality Act 2010 by assessing the impact any decision or action will have on people with protected characteristics.

Section 1: Initial Considerations

Protected Characteristics

Have you considered the impact of this trip on pupils with the following protected characteristics?

- **Disability** (physical, sensory, learning, medical conditions)
- **Race** (including ethnicity, nationality, national origin)
- **Religion or belief**
- **Sex** (gender)
- **Sexual orientation**
- **(Gender reassignment)**
- **(Pregnancy and maternity)**

Section 2: Accessibility and Reasonable Adjustments

Curriculum Access

All pupils should be able to attend trips linked to the school curriculum and not be disadvantaged because of their disability.

- Is this trip linked to the curriculum?
- Have you identified any pupils who may face barriers to participation?
- Have you consulted with pupils/parents about their specific needs?

Physical Environment

- Is the venue wheelchair accessible?
- Are there accessible toilet facilities?
- Are there quiet spaces available for pupils who may become overwhelmed?
- Is the transport accessible for all pupils?
- Are there steps, uneven surfaces, or other physical barriers?

Communication and Information

- Will information about the trip be provided in accessible formats (e.g., large print, easy read)?
- Are visual aids/social stories needed for pupils with autism or learning disabilities?
- Will hearing loops or sign language interpreters be needed?
- Have you considered language barriers for EAL pupils or parents?

Medical and Care Needs

- Have you identified pupils with medical conditions (e.g., diabetes, epilepsy, allergies)?
- Will trained staff accompany pupils who need medical support?
- Is there a plan for administering medication during the trip?
- Are dietary requirements catered for?

- Have you planned for toileting/personal care needs?

Supervision and Support

- Do any pupils need additional adult support (1:1 or small group)?
- Have you assigned staff who understand specific pupils' needs?
- Is the staff-to-pupil ratio appropriate for pupils with additional needs?
- Have you briefed all staff and volunteers on pupils' needs and adjustments?

Section 3: Reasonableness Assessment

Consider how reasonable any adjustments would be to make on a case-by-case basis, taking into account factors such as:

- The cost of making the adjustment
- How effective the adjustment would be
- The effect on other pupils
- How practical the adjustment would be to make

Cost

- What is the estimated cost of adjustments?
- If reasonable adjustments for a school trip would cost too much, have you looked at alternative trips where it would be practical to make reasonable adjustments?
- Have you explored funding options (e.g., hardship funds, fundraising)?

Effectiveness

- Will the proposed adjustments effectively remove the barriers identified?
- Have you consulted with the pupil/parent about what would work best?

Impact on Other Pupils

- Will any adjustments negatively impact other pupils?
- If yes, have you balanced this against the disadvantage to the pupil with disabilities?

Practicality

- Are the adjustments practical to implement?
- Does the venue/provider support the adjustments needed?
- Is there sufficient time to arrange adjustments?

Section 4: Alternative Provision

If adjustments are not reasonable for the planned trip:

- Have you looked at alternative trips or activities (e.g., inviting a theatre company to perform in the school hall if not all pupils can access a theatre trip)?
- Have you explored how to make the learning experience accessible in a different way?

Section 5: Third-Party Providers

If using third-party providers for activities during the trip, work with providers to ensure they understand what is meant by a 'reasonable adjustment' and that they agree to make reasonable adjustments when appropriate.

- Have you informed the venue/provider about pupils' needs?
- Have you confirmed the provider will make reasonable adjustments?

- Have you received written confirmation of adjustments from the provider?
- Have you visited the venue to check accessibility in person?

Section 6: Religious and Cultural Considerations

- Have you considered prayer times and facilities?
- Are food options suitable for different dietary requirements (religious, cultural, allergies)?
- Have you considered dress codes or uniform requirements that may conflict with religious beliefs?
- Does the trip date conflict with religious festivals or observances?

Section 7: Gender and LGBTQ+ Considerations

- Are sleeping arrangements appropriate and inclusive?
- Are toilet/changing facilities suitable for all pupils?
- Have you considered the needs of transgender or non-binary pupils?
- Is the activity inclusive of all genders?

Section 8: Financial Barriers

- Have you considered whether the cost of the trip creates barriers for pupils from lower-income families?
- Are there payment plans or financial support available?
- Have you ensured no pupil is excluded due to inability to pay?

Section 9: Consultation and Communication

- Have you consulted with pupils who may be affected by this trip?
- Have you consulted with parents/carers about their children's needs?
- Have you involved relevant staff (SENCo, pastoral leads)?
- Have you documented all consultations?

Section 10: Documentation and Review

- Have you documented all equality considerations and decisions made?
- Have you recorded why certain adjustments were or were not made?
- Have you carried out this analysis seriously, rigorously and with an open mind, ensuring it's more than a box-ticking exercise?
- Will you review the trip afterwards to identify learning for future trips?

Section 11: Final Declaration

I confirm that:

- I have given due regard to equality considerations in planning this trip
- I have identified potential barriers and considered reasonable adjustments
- I have consulted with relevant stakeholders
- I have documented my decision-making process
- All reasonable adjustments will be implemented
- Where adjustments are not reasonable, I have explored alternatives