



The Leys Primary & Nursery School

Learning TodayLeading Tomorrow

Equality information and objectives

(From January 2026)

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Contents

1. Aims
2. Legislation and guidance
3. Roles and responsibilities
4. Eliminating discrimination
5. Advancing equality of opportunity
6. Fostering good relations
7. Equality considerations in decision-making
8. Equality objectives
9. Monitoring arrangements
10. Links with other policies

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 of Empathy, Inclusivity, Respect, Aspiration, Determination, and Empowerment.

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
- 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 headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and pupils

- Monitoring 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 Senior Leadership Team will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- 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 from the National College as part of their induction, and all staff receive refresher training every 3 years.

The Senior Leadership Team will monitor equality issues and make 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 black pupils who are being subjected to racist 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 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 data referenced above 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 or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

We will make sure that with any data we publish to show how we meet our equality duties, individual staff or pupils will not be identifiable. This means we may not publish some data if it relates to a very small number of staff or pupils to preserve their confidentiality.

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 and parents 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 Pupil Parliament 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 are developing 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

As part of the risk assessment process staff actively consider our equality duties and ask themselves relevant questions when completing individual risk assessments for children with additional needs. Where concerns are raised staff consider additional measures to support access including additional staffing, transport or a parent attending. On residential trips parents are asked to complete OV7 forms providing additional information about overnight needs which also need to be taken into consideration and planned for.

8. Equality objectives and Action plan

Objectives Intent	Activities / training implications / resources / costs / time/ responsibilities Implementation	Success criteria / monitoring / evaluation Impact
To narrow the GDs gaps in attainment between groups of pupils: Boys & Girls.	-Track teacher assessment for boys & girls, termly for all years, for Reading, Writing and Maths. - To review assessments, provisions and approaches in all Pupil Tracking meetings with class teachers.	By the end of the 2022/23 academic year, the GDs attainment gaps between girls & boys will narrow by 3% for Reading, Writing and Maths Autumn data; Reading -5%, Writing, -7%, Maths -3%

	<p>To improve communication with parents/ carers. HT & subject leaders</p>	<p>Summer data; Reading -6.9%, Writing -3.2%, Maths -1.8%</p> <p>By the end of the 2023/24 academic year the GDs attainment gap between girls and boys will narrow by 3% for reading, 2% in writing and 1% in maths.</p> <table><tr><td>Sum 24</td><td>girls</td><td>boys</td><td>gap</td></tr><tr><td>Reading</td><td>18.1%</td><td>12.8%</td><td>-5.3%</td></tr><tr><td>Writing</td><td>7.4%</td><td>6.9%</td><td>-0.5%</td></tr><tr><td>Maths</td><td>9.8%</td><td>10.4%</td><td>-0.6%</td></tr></table> <p>By the end of 2024/25 academic year the GDs attainment gap between boys and girls will remain below 1% for writing and maths and reduce in reading by 2%.</p> <table><tr><td>Sum 25</td><td>Girls</td><td>Boys</td><td>gap</td></tr><tr><td>Reading</td><td>19.2%</td><td>17.3%</td><td>-1.9%</td></tr><tr><td>Writing</td><td>13.8%</td><td>12.8%</td><td>-1%</td></tr><tr><td>Maths</td><td>11.5%</td><td>16.5%</td><td>+5%</td></tr></table>	Sum 24	girls	boys	gap	Reading	18.1%	12.8%	-5.3%	Writing	7.4%	6.9%	-0.5%	Maths	9.8%	10.4%	-0.6%	Sum 25	Girls	Boys	gap	Reading	19.2%	17.3%	-1.9%	Writing	13.8%	12.8%	-1%	Maths	11.5%	16.5%	+5%
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<p>To improve the attendance of SEND, who are persistently absent.</p>	<p>-Track SEND pupils weekly - Adopt a Family focus approach on target families. - Review progress of SEND attendance in Attendance meeting, with all stakeholders Admin team, Senco, DHT, disadvantaged lead, PP mentors & HT</p>	<p>By the end of the 2022/23 academic year, the percentage of SEND PA will decrease from 22.2% (Jan 2023) to 15% (July 23).</p> <p>SEND PA Jan 2023 - 22.2% July 2023 - 18.75% EHCP attendance is poor due to children on PT timetables</p> <p>By the end of the 2023/24 academic year, the percentage of SEND PA will decrease from 23.2% (Jan 2024) to 17% (July 2023).</p> <p>SEND PA July 2024 - 19.51% Jan 2025 - 16.36% (18 chn)</p> <p>By the end of 2024/5 academic year, the percentage of SEND PA will decrease to 15%.</p> <p>SEND PA</p>																																

		July 2025 - 15.31% (15 chn)
To develop a culturally inclusive curriculum which celebrates equality and diversity	<p>-Curriculum/Long-term plan Review: Intent, Implementation, Impact</p> <p>-Integrate Modern British Values activities into our PSHE provision.</p> <p>-Developing a multicultural curriculum/environment - DHT training spring term 2023</p> <p>Each subject action plan refers to the need to develop a culturally inclusive curriculum and include school's core values</p> <p>Termly Parliament Meeting activities – Black History Month activities</p> <p>PP Lead & DHT</p> <p>2023-24</p> <p>Continue to promote equality and diversity through;</p> <p>Global Fridays</p> <p>Assemblies</p> <p>Show Racism the Red Card</p> <p>Celebrating Diversity Homework</p> <p>International Food Festival</p> <p>Olympics 2024</p> <p>Texts raising awareness of different protected characteristics</p> <p>Abilities in Me books and workshop from author</p> <p>2024-25</p> <p>Continue to promote equality and diversity through;</p> <p>New inclusive posters throughout school</p> <p>Protective characteristics display KS2</p> <p>Celebrate Autism Awareness Day</p> <p>Foundation Subject Curriculums</p> <p>Highlight Inclusivity</p> <p>International Food Festival</p> <p>Pupil Parliament focus planned by Wellbeing Champions</p>	<p>To review year group-long term plans and provision for equality & diversity in the summer term 2023.</p> <p>Purchase of more multicultural reading books.</p> <p>Summer 2023 all subject leaders reviewed equality of the key people studied, with a view to increasing the balance between ethnicity and gender. Class teachers also added Diversity Awareness onto their long term plan with a view to highlighting and increasing this throughout the year rather than just during Black History Month.</p> <p>International food festival held March 2023.</p> <p>Global Fridays have continued half termly throughout 23-24 and into 24-25. Thur assemblies focus on RE themes and Tue assemblies on Picture News. Show Racism the Red Card workshop 1/24. International Food Festival 7/24 and Olympics activities in houses. Texts for KS2 raise awareness of protected characteristics. Abilities in Me books, but the workshop was cancelled due to the author's ill health.</p> <p>All these events took place. Global Fridays have continued throughout 2024-25 looking at different religious festivals. Thur assemblies focus on RE themes and Tue assemblies in Picture News. World Autism Day was celebrated on 2/4/25 and the whole school completed the colour run on 4/4/25. The food festival happened on 27/6/25 and Pupil Parliament on 4/7/25 focused on inclusion and disability. The children also completed a house day on 15/7/25 where the children worked in cross age groups and learnt more about their continent - including art, music, significant landmarks and beliefs.</p>
To Improve the participation and engagement of different groups of parents and communities in	<p>To improve school approaches using the EEF learning behaviour training.</p> <p>To plan a range of training session / events for all parents</p> <p>To track attendance of all groups</p> <p>To target lower attendance groups</p>	<p>To track the parent's attendance this year in regards to events, sessions and training held by the school. To identify groups and set targets for 2023-24.</p> <p>To try to provide workshops at different times of the day. To share slides and</p>

school training events	SLT	<p>resources online and where possible record presentations for the school website.</p> <p>Workshops have been provided at the start of the day, during the afternoon and after school. Slides and resources have been shared with parents but no presentations have been recorded yet. Some, but not all, workshops have been better attended.</p> <p>Senior leaders to organise parent workshops overview annually, to meet the needs of the whole school community.</p> <p>Parent Engagement has continued to be a focus for 2024-25 and the school has offered transition, EYFS, SEND, MH and academic workshops, with mixed attendance. School also offers termly Stay and Share sessions for parents to view their children's work, a history fair in each year group and class assemblies. The school is currently participating in two projects; the Leading Parent Partnership Award (LPPA) in collaboration with Optimus Education and Partnership for Inclusion of Neurodiversity in Schools (PINS) Programme with Herts Parents Carers.</p>
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New Targets for 2025-26

Objectives Intent	Activities / training implications / resources / costs / time/ responsibilities Implementation	Success criteria / monitoring / evaluation Impact
To narrow the attainment gap between all pupils and EAL pupils in reading, writing and maths.	<p>Track teacher assessment for all pupils V EAL pupils, termly for all years, for Reading, Writing and Maths.</p> <p>To review assessments, provisions and approaches in all Pupil Tracking meetings with class teachers.</p> <p>To support communication with parents/ carers.</p> <p>SLT & subject leaders</p>	
To incorporate education about diversity, equality, and British values into the curriculum.	To extend the curriculum through awareness days, assemblies, PSHE lessons, Pupil parliament	

	activities and displays/posters around school.	
To promote a school environment where all pupils feel safe, valued, and a sense of belonging.	Pupil perception surveys, well-being data, and feedback from parent forums and staff meetings.	
To increase engagement and participation of parents/carers from all diverse backgrounds in school life and in supporting their child's education.	To achieve the Leading Parent Partnership Award (LPPA) and the goals set through Partnership for Inclusion of Neurodiversity in Schools (PINS) Programme with Herts Parents Carers.	

9. Monitoring arrangements

The headteacher will update the equality information we publish, at least every year.

This document will be reviewed and approved by FGB at least every 4 years.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Behaviour Policy
- Code of Conduct for Members of the Community
- Anti Bullying Policy
- Safeguarding and SEND information