

Austhorpe Primary School



EQUALITY INFORMATION AND OBJECTIVES 2026

AUSTHORPE PRIMARY SCHOOL

EQUALITY INFORMATION AND OBJECTIVES 2026-2030

Status: Statutory

Approved: Autumn 2026

Review: Autumn 2030

Owner: Headteacher (Amanda Lightfoot) and SENCO (I. Griffith)

Committee: Governing Body

1. Statement of Commitment

At Austhorpe Primary School, we are committed to ensuring equality, diversity, inclusion and belonging for all members of our school community. Our vision is that every child has the opportunity to **SHINE** through an inclusive, nurturing and ambitious learning environment where everyone is valued, respected and supported to achieve their full potential.

We recognise that equality is central to effective education. We are committed to removing barriers to participation and achievement so that every child can flourish regardless of background, need or circumstance.

This document demonstrates how the school complies with its duties under the Equality Act 2010 and the Public Sector Equality Duty (PSED) by:

- Publishing equality information.
- Setting measurable equality objectives.
- Monitoring the impact of our work.
- Promoting equality, diversity and inclusion throughout school life.

2. Legal Framework

This document has been developed in accordance with:

- Equality Act 2010
- Public Sector Equality Duty (PSED)
- Equality Act 2010 (Specific Duties) Regulations
- Children and Families Act 2014
- SEND Code of Practice: 0-25 Years (2015)
- Human Rights Act 1998
- Education Act 2011

The Equality Act 2010 requires schools to have due regard to:

- **Eliminating discrimination**
Removing unlawful discrimination, harassment, victimisation and other prohibited conduct.
- **Advancing equality of opportunity-**
Removing disadvantages experienced by people who share a protected characteristic.
Taking steps to meet differing needs.
Encouraging participation where participation is disproportionately low.
- **Fostering good relations**
Promoting understanding, mutual respect and positive relationships between people from different backgrounds.

3. School Context

As part of Red Kite Learning Trust, Austhorpe Primary School promotes inclusion, wellbeing, achievement and belonging. Equality considerations are embedded within school improvement planning, SEND provision and safeguarding arrangements. Everybody at Austhorpe Primary School believes every child has the potential to SHINE.

Our school values emphasise:

- Inclusion
- Respect
- Resilience
- Wellbeing
- Achievement
- Belonging
- Collaboration

Through our curriculum, wider opportunities and pastoral support, we seek to create a culture where differences are celebrated and all members of our community feel safe, valued and respected.

We believe that diversity enriches learning and strengthens our school community.

4. Equality Information

The school analyses attainment, progress, attendance, behaviour, exclusions, participation, SEND information, safeguarding information and stakeholder feedback to identify potential inequality and inform actions.

The school analyses information relating to equality annually to ensure that no group experiences disadvantage.

Information considered includes:

Pupil Achievement

- Attainment data
- Progress data
- SEND outcomes
- Disadvantaged pupil outcomes
- Assessment information

Participation

- Educational visits
- Clubs and enrichment activities
- Pupil leadership opportunities
- Extra-curricular activities

Attendance and Behaviour

- Attendance rates
- Persistent absence
- Behaviour incidents
- Exclusions and suspensions

Inclusion

- SEND data
- Accessibility arrangements
- Intervention participation
- Safeguarding information

Stakeholder Voice

- Parent surveys
- Pupil voice
- Staff feedback
- Governor monitoring

This information helps identify barriers and informs future planning.

5. Protected Characteristics

The school recognises the protected characteristics defined within the Equality Act 2010 and seeks to ensure no individual experiences discrimination.

The Equality Act 2010 defines disability as:

A physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.

This may include, but is not limited to:

- Physical disabilities
- Medical conditions
- Sensory impairments
- Autism Spectrum Condition
- Learning difficulties
- Social, emotional and mental health difficulties where they meet the legal definition

The school recognises its duty to make reasonable adjustments for disabled pupils, staff and visitors.

6. How We Meet the Public Sector Equality Duty

- Eliminate discrimination, harassment, victimisation and other prohibited conduct.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations and mutual respect within the school community.
- Deliver the One Life Curriculum- teaching empathy, tolerance and compassion.
- Provide reasonable adjustments for disabled pupils, staff and visitors.
- Ensure accessibility planning supports participation and achievement.

7. Accessibility and Reasonable Adjustments

The school is committed to making reasonable adjustments for disabled pupils, parents, staff and visitors.

Adjustments may include:

- Adapted learning materials
- Assistive technology
- Specialist equipment
- Flexible teaching approaches
- Environmental adaptations
- Alternative communication formats

- Individual support plans

The curriculum promotes equality and diversity by:

- Reflecting a wide range of cultures, experiences and perspectives.
- Challenging stereotypes and discrimination.
- Promoting respect for differences.
- Encouraging empathy and understanding.
- Celebrating diversity throughout the year.
- Teaching children about rights, responsibilities and respectful relationships.

Austhorpe actively promotes inclusion through assemblies, curriculum content, educational visits and wider opportunities

8. Roles and Responsibilities

Governors monitor compliance. The Headteacher leads implementation. The SENCO supports inclusion and accessibility. All staff are responsible for promoting equality through daily practice.

The Governing Body will:

- Ensure compliance with equality legislation.
- Monitor equality objectives.
- Challenge discrimination.
- Review equality information and progress.

The Headteacher will:

- Lead implementation of this document.
- Ensure equality considerations inform decision-making.
- Monitor outcomes and report to governors.
- Address incidents of discrimination appropriately.

The SENCO will:

- Promote inclusion.
- Coordinate SEND provision.
- Support accessibility arrangements.
- Advise staff on reasonable adjustments.

All Staff will:

- Promote equality through daily practice.
- Challenge discriminatory behaviour.

- Maintain high expectations for all pupils.
- Contribute to an inclusive culture.

9. Equality Objectives 2026-2030

Objective	Actions	Success Measure	Review
Improve outcomes for pupils with SEND and disabilities	Monitor progress, targeted support, staff training and timely interventions.	Progress and attainment data demonstrate sustained improvement.	Annual
Increase participation in enrichment opportunities	Monitor participation in visits, clubs and leadership roles and remove barriers.	Increased participation of vulnerable groups.	Annual
Embed an inclusive curriculum	Review curriculum content and celebrate diversity through assemblies and curriculum themes.	Pupil voice demonstrates positive understanding and respect.	Annual
Improve attendance of vulnerable groups	Attendance monitoring and targeted family support.	Reduction in persistent absence.	Termly
Promote wellbeing and belonging	Develop wellbeing provision and pupil voice opportunities.	Positive wellbeing feedback from pupils and families.	Annual

10. Monitoring

Equality information will be reviewed annually and reported to governors. Objectives will be reviewed at least every four years.

Progress towards equality objectives will be monitored through:

- Attainment and progress reviews
- Attendance monitoring
- Behaviour analysis

- SEND monitoring
- Pupil voice
- Parent feedback
- Staff surveys
- Governor monitoring visits

An annual review will be undertaken and reported to the Governing Body.

11. Complaints

Any concerns relating to discrimination, harassment or victimisation will be addressed through the school's complaints procedures and behaviour procedures where appropriate.

The school takes all concerns seriously and will investigate promptly and fairly.

12. Commitment to Equality

At Austhorpe Primary School, we are committed to ensuring that every member of our community is treated with dignity, fairness and respect.

Through our SHINE values, high aspirations and inclusive practice, we will continue to eliminate discrimination, advance equality of opportunity and foster positive relationships so that all members of our school community can thrive.

13. Publication

This document will be published on the school website alongside accessibility, SEND and equality information. This will be reviewed every four years.

Date	Author	Approved By	Review Date
Autumn 2026	Headteacher (Amanda Lightfoot) / SENCO (Imogen Griffith)	Governing Body	Autumn 2029