



The Leys Primary & Nursery School

Learning TodayLeading Tomorrow

Equality information and objectives

(From January 2026)

DOCUMENT DETAILS	
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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 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 Cabinet 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 attainment gap between all pupils and EAL pupils in reading, writing and maths.	Track teacher assessment for all pupils V EAL pupils, termly for all years, for Reading, Writing and Maths. To review assessments, provisions and approaches in all Pupil Tracking meetings with class teachers. To support communication with parents/ carers. SLT & subject leaders	EXS+ data July 2025 <table><tr><td></td><td>Read</td><td>Writ</td><td>Math</td></tr><tr><td>EAL</td><td>69.8%</td><td>70.2%</td><td>74.6%</td></tr><tr><td>All chn</td><td>68.3%</td><td>65.0%</td><td>70.8%</td></tr><tr><td>diff</td><td>1.5%</td><td>5.24%</td><td>3.8%</td></tr></table> EXS+ data July 2026 <table><tr><td></td><td>Read</td><td>Writ</td><td>Math</td></tr></table>		Read	Writ	Math	EAL	69.8%	70.2%	74.6%	All chn	68.3%	65.0%	70.8%	diff	1.5%	5.24%	3.8%		Read	Writ	Math
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		<table><tr><td>EAL</td><td>53%</td><td>56.1%</td><td>63.6%</td></tr><tr><td>All chn</td><td>59.8%</td><td>60.6%</td><td>68.3%</td></tr><tr><td>diff</td><td>-6.8%</td><td>-4.5%</td><td>-4.7%</td></tr></table> The method of collecting and analysing this data has changed between the two years. However, this data reflects the level of need and increased number of EAL children entering school with lower levels of English and additional needs.	EAL	53%	56.1%	63.6%	All chn	59.8%	60.6%	68.3%	diff	-6.8%	-4.5%	-4.7%
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diff	-6.8%	-4.5%	-4.7%											
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.	Children, especially those in KS2, have an increased awareness of British Values and protected characteristics. These are an area of weekly focus in assembly, and British Values were a whole-school class focus in Sept 2025. Class authors represent a wide range of diversity, and throughout the curriculum children learn about a range of real-world experts that reflect culturally diverse role models.												
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.	Through the wellbeing survey in February 2026, 71% of KS1 children said that they feel liked by others and 85% of KS2 children generally agreed with this statement. 89% of children in KS1 said that they had friends in school who they could talk to and play with. 83% of children in KS2 said they were happy and things												

		at school were going well. 98% of staff and 97% of parents said that children were safe at the school.
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.	School achieved the Leading Parent Partnership Award Sept 2026. Parent sessions and a survey were offered as part of the PINS project and school wide actions identified and implemented.

Targets for 2026-27

Objectives Intent	Activities / training implications / resources / costs / time/ responsibilities Implementation	Success criteria / monitoring / evaluation Impact																
To narrow the attainment gap between EAL pupils and Non EAL pupils in reading, writing and maths.	Track teacher assessment for EAL v Non EAL pupils, termly for all years, for Reading, Writing and Maths. To review assessments, provisions and approaches in all Pupil Tracking meetings with class teachers. To have a new EAL leader with responsibility for monitoring this group and support staff with reducing their barriers. To support communication with parents/carers. EAL leader, SLT & subject leaders.	EXS+ data July 2026 <table><tr><td></td><td>Read</td><td>Writ</td><td>Math</td></tr><tr><td>EAL</td><td>53%</td><td>56.1 %</td><td>63.6 %</td></tr><tr><td>Non-EAL</td><td>62.2 %</td><td>62.2 %</td><td>69.9 %</td></tr><tr><td>diff</td><td>-9.2%</td><td>-6.1%</td><td>-6.3%</td></tr></table>		Read	Writ	Math	EAL	53%	56.1 %	63.6 %	Non-EAL	62.2 %	62.2 %	69.9 %	diff	-9.2%	-6.1%	-6.3%
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diff	-9.2%	-6.1%	-6.3%															
To further establish children’s understanding of diversity, equality, and British values.	To ensure the subject curriculum represents a diverse range of role-models. To increase awareness through assemblies, PSHE lessons, Pupil parliament discussions and																	

	displays/posters around school.	
To promote children's individual self-esteem and sense of themselves through - This Is Me Project.	To identify personal strengths and skills. To create artwork based on individual likes and interests. For children in upper school to create a CV. For children to identify their progress and personal development.	
To increase engagement and participation of parents/carers from all diverse backgrounds in school life and in supporting their child's education.	Provide half termly opportunities for parents to see/support children's learning. Ensure CT/TA support important communication through face to face/Google translate/family member or friend. Provide short workshops /videos to help EAL parents' understand how to support their child's reading.	

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