

Equality Information And Objectives – September 2026
Beecroft Primary School

1. Vision and values

At Beecroft Primary School we are committed to providing an environment free from discrimination, bullying and harassment where all members of its community are treated with respect and dignity. Equality underpins the ethos of our school where all individuals are valued for their contribution to the school and the wider community.

We are an inclusive school where the learning, achievements, attitudes and well-being of every pupil are valued.

The school seeks to enable all children to achieve high standards of work, behaviour and attitudes to others.

All Round Development

- To create an environment in which children feel happy and secure.
- To promote the opportunity for success and a feeling of achievement across the whole curriculum.
- To promote an exciting and stimulating learning environment. Within this environment the school promotes the all round intellectual, moral, emotional, social and physical development of the child.
- To enable each individual to reach their full potential across a broad range of activities and achieve high standards in mathematics, reading and writing.

Understanding

- To develop in each individual a feeling of belonging and a desire to care for the school and its environment.
- Children are helped to understand the world and to look after the wider environment.

Confidence

- The school aims to help children to acquire understanding, knowledge and skills that will be useful to them in adult life and to give them the confidence to apply these effectively in a variety of challenging situations.

Courtesy And Respect

- To encourage and foster good manners and politeness towards peers, members of staff and visitors.
- The school aims to foster an awareness and respect for moral values and for all religions.
- To promote British values.
- To encourage courtesy, kindness and consideration for all people, their beliefs, feelings and property and to encourage care for people in the community.

Equal Opportunities

- Equal access to the whole curriculum is ensured for all, regardless of sex, race, disability, religious beliefs, **sexual orientation** or ability.

Our aims are to promote equality of opportunity in line with the Public Sector Equality Duty (PSED) and The Equality Act 2010. This policy describes how the school is meeting these statutory duties and is in line with national guidance.

2. School Context

Beecroft Primary School is a community situated in the Kirkstall district of Leeds. The school admits pupils aged from 4 to 11. The school serves a diverse, multicultural community encompassing a wide variety of ethnic groups and a significant proportion of pupils who speak English as an additional language (EAL).

In accordance with our Public Sector Equality Duty, detailed and updated pupil demographic profiles are monitored and published annually on our website.

3. The legal framework

We welcome our duties under:

- I. The Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations.
 - For pupils and the wider school community, these duties apply to the protected characteristics of: disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.
 - For staff and recruitment, these protections extend across all nine protected characteristics, additionally including: age, and marriage and civil partnership.
- II. The Public Sector Equality Duty (PSED) to assess the impact of our policies and practices on staff and pupils, having due regard to:
 - Eliminating unlawful discrimination, harassment and victimisation.
 - Advancing equality of opportunity between people who share a protected characteristic and people who do not share it.
 - Fostering good relations across all protected characteristics between people who share a protected characteristic and people who do not share it.

In fulfilling our statutory duties at Beecroft Primary School, we are guided by seven principles.

Principle 1: All members of Beecroft Primary School and wider community are of equal value

We see all members of the school and wider community of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin, or socio- economic circumstances
- whatever their sex, gender reassignment, or sexual orientation.
- whatever their religious or non-religious affiliation or background
- whatever their age

Principle 2: At Beecroft Primary School we recognise and respect diversity

Treating people equally does not involve treating them all the same. Our policies, procedures and activities must not discriminate, but are differentiated, as appropriate, to take account of differences in life experience, outlook, background, and the barriers or disadvantages people may face, in relation to:

- Disability, ensuring that reasonable adjustments are actively made.
- Race and ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised.
- Sex, gender and sexual orientation so that the unique needs and experiences of girls and boys, women and men, and LGBTQ+ individuals are met.
- Religion, belief or faith background.
- Age.

Principle 3: At Beecroft Primary School we foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities promote:

- Positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of disability-related harassment.
- Positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, or national origin, and an absence of prejudice-related bullying and incidents.
- Mutual respect and good relations between all sexes, genders, and sexual orientations, and an absence of sexual and homophobic harassment; and
- Positive intergenerational attitudes and relationships.

Principle 4: At Beecroft Primary School we will ensure that the recruitment, retention, and ongoing development of staff is undertaken in a fair and equitable manner to support our school's vision and values

Our employment policies and procedures actively benefit all employees and potential employees in recruitment, promotion, and in continuing professional development:

- Whether or not they are disabled.
- Whatever their ethnicity, culture, religious affiliation, or national origin.
- Whatever their sex, gender reassignment, or sexual orientation, with full respect for legal rights relating to pregnancy and maternity; and

- Whatever their age, marriage, or civil partnership status.

Principle 5: At Beecroft Primary School we aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding negative impacts, we maximise opportunities to reduce and remove existing inequalities and barriers between groups defined by disability, race, sex, gender reassignment, sexual orientation, religion or belief, and age (where applicable to staff).

Principle 6: At Beecroft Primary School we consult widely

People affected by a policy or activity are involved in the design of new policies and the review of existing ones. We consult and involve individuals from a diverse range of backgrounds across all relevant protected characteristics.

Principle 7: We feel that the community as a whole should benefit

We intend for our policies and activities to benefit society both locally and nationally by fostering greater social cohesion and expanding public life participation across all protected characteristics.

4. Practical application of these principles – equality objectives

Objective 1: All groups of pupils to achieve highly

All groups of pupils will achieve highly both in the quality of work produced and in national assessments. The Senior Leadership Team will systematically monitor and analyse pupil achievement and progress termly, filtered by sex, race, disability, and Pupil Premium status. We aim to actively identify and eliminate any emerging attainment gaps in reading, writing, and mathematics to ensure all pupil demographic groups achieve or exceed national expectations.

Objective 2: Inclusive Enrichment Access

To promote complete equity of opportunity for all pupils to attend extracurricular clubs and enrichment provisions. We will achieve this by completing pupil club questionnaires, auditing termly activity uptake data, ensuring a diverse range of activities that match our multicultural community, and deploying targeted outreach to underrepresented groups with protected characteristics to remove barriers to engagement.

Objective 3: Diverse and Representative Curriculum

To deliver an inclusive curriculum that reflects the diversity of contemporary Britain, teaching children to respect differences in race, sex, disability, religion, and family structures. We will conduct annual audits of classroom literature and media resources and use high-quality inclusive teaching to ensure every child sees themselves reflected in their learning to enable them to reach their full potential.

Objective 4: Active School Participation

To ensure all pupils, including those with SEND or from disadvantaged socio-economic backgrounds, make a positive contribution to school life e.g., through involvement on the

School Council, class assemblies, community fund raising, and participating in concerts and performances.

Objective 5: Proactive Site Accessibility and Safety

To ensure all aspects of health, safety, and the physical school environment are proactively adapted to guarantee the safety, dignity, and independence of disabled pupils, staff, and visitors. We will achieve this by implementing our Statutory Accessibility Plan, writing clear comprehensive Individual Healthcare Plans (IHCPs) and personalised risk assessments, and collaborating continuously with external local authority inclusion specialists.

These objectives are published on the school's website.

5. The curriculum

At Beecroft Primary School we actively seek opportunities to review the curriculum to ensure that teaching and learning reflect the seven principles outlined above.

Promoting tolerance, friendship, and an understanding of different religions and cultures is essential to the Beecroft ethos. This is delivered through assemblies dealing with relevant issues, through our Personal, Social, Health and Economic (PSHE) education, and across other curriculum subjects. For example, as part of English and reading lessons, pupils are introduced to literature from a range of cultures and texts addressing diverse themes. Trips and visits within the local community include active collaboration with local faith and community groups.

6. Attainment

At Beecroft Primary School, we are committed to giving all our children every opportunity to achieve the highest possible standards—regardless of their sex, race, disability, religion or belief, or SEND status.

As part of fulfilling our Public Sector Equality Duty, the school rigorously analyses internal and national pupil attainment data each academic year. We evaluate the performance of different demographic groups (such as gender, ethnic groups, EAL, and disadvantaged pupils) and, where gaps are identified, implement targeted strategic interventions. National accountability metrics demonstrate that there are no statistically significant differences in pupil achievement at the end of Key Stage 2 based on these personal characteristics.

7. Training and development

We ensure that staff, leaders, and governors are regularly offered targeted training and professional development opportunities. This training ensures the school community understands its legal obligations under the Equality Act 2010 and effectively upholds the school's core equality principles.

8. Ethos and organisation

We ensure that our equality principles apply comprehensively to the full range of school policies, procedures, and everyday practices, including those concerned with:

- Pupils' progress, attainment and assessment.
- Pupils' and staff personal development, welfare and well-being.
- Inclusive teaching styles, strategies, and classroom environments.
- Admissions and attendance monitoring.
- Staff and governor recruitment, retention and professional development.
- Pastoral care, guidance and support.
- Behaviour management, discipline and exclusions.
- Working in partnership with parents, carers and guardians.
- Engaging actively with the wider community.
- Ensuring equal participation of all pupil groups in extra-curricular and wider school activities.
- Preparing all members of the learning community for living and positively contributing to a diverse society.

9. Addressing prejudice and prejudice-related bullying

At Beecroft Primary School, we are opposed to all forms of prejudice and discrimination which stand in the way of fulfilling our statutory duties. We take a zero-tolerance approach to:

- Prejudices related to disability and special educational needs
- Prejudices related to racism, xenophobia, and faith-targeted discrimination, including anti-Semitism, Islamophobia, and bias directed against Travellers, refugees, and asylum seekers.
- Prejudices reflecting sexism, homophobia, biphobia, and transphobia (HBT).

There is clear, actionable guidance in the staff handbook detailing exactly how prejudice-related incidents must be identified, challenged, recorded on our safeguarding systems, and rigorously resolved.

10. Roles and responsibilities

The governing body is responsible for ensuring that:

- the school complies with current legislation, and that this policy statement and its related procedures and strategies are implemented.
- the published equality information is updated at least annually, and that the objectives are reviewed and updated at least every four years.

The Equality Governor is responsible for:

- Monitoring the implementation and impact of this policy.
- Meeting with the Designated Equality Lead at least annually to review trends, data, and school actions.
- Engaging in regular, appropriate equality and diversity training.
- Reporting back to the full Governing Body regarding compliance and progress.

The head teacher is responsible for:

- The day-to-day implementation of this policy.
- Ensuring that all staff, governors, and visitors are aware of their responsibilities and provided with appropriate training and support.
- Taking immediate, appropriate action in any cases of unlawful discrimination, harassment, or victimisation.

The designated member of staff for equality is responsible for:

- Co-ordinating the daily implementation and oversight of this policy.
- Meeting with the Equality Governor annually to review incident logs, attainment trends, and objectives.
- Ensuring equality initiatives are embedded within the school's development plan.

All staff are expected to:

- Promote an inclusive, respectful, and collaborative ethos in their classrooms and across the school.
- Actively challenge, record, and respond to any prejudice-related or discriminatory incidents.
- Identify and challenge bias, omission, and stereotyping within curriculum resources and delivery.
- Support pupils for whom English is an Additional Language (EAL) to access the full curriculum.
- Keep up to date with equalities and safeguarding legislation relevant to their work.
- Ensure all pupils have safe, structured opportunities to have their voices heard on equality issues.

11. School Council

Our School Council has democratically elected representatives from all year groups, ensuring a diverse composition of pupils from a wide range of backgrounds. Through the School Council, we actively promote the fundamental British values of democracy, individual liberty, and

mutual respect, ensuring that our pupils play an active role in shaping our inclusive school community.

12. Information and resources

- The content of this policy is shared regularly with all staff and governors and, as appropriate, with pupils, parents, and carers.
- Our statutory responsibilities under the Equality Act 2010 are explicitly embedded within our School Development Plan (SDP), school self-evaluation (SEF), and the school website, and are regularly communicated in newsletters.
- All staff and governors have continuous access to professional resources, guidance, and training materials that explain concepts of equality, diversity, and community cohesion in appropriate detail.

13. Religious observance

We deeply respect the religious beliefs, faiths, and practices of all staff, pupils, and families. The school actively complies with reasonable requests relating to religious observance and practice.

14. Equality considerations in decision making

At Beecroft Primary School, we ensure that full "due regard" is given to equality considerations whenever significant decisions, policies, or budget allocations are made.

The school actively assesses the potential impact of significant decisions on specific protected groups. To demonstrate compliance with the Public Sector Equality Duty (PSED), we record equality considerations when planning major changes or activities. For example, when a school trip or extra-curricular activity is planned, the school formally reviews whether it:

- Conflicts with major religious holidays or observances.
- Is fully accessible to pupils with disabilities or special educational needs (SEND), ensuring anticipatory reasonable adjustments are made.
- Offers equivalent and fully inclusive facilities and opportunities for both boys and girls.

15. Breaches of the policy statement

Breaches of this policy, including incidents of harassment, bullying, or discrimination, will not be tolerated. Breaches will be dealt with through the relevant policies and procedures, as determined by the head teacher and governing body.

16. Monitoring and review

We systematically collect, review, and analyse both quantitative and qualitative data to monitor the implementation and impact of this policy, making adjustments to school practices where inequalities are identified.

In compliance with our legal duties, we collect, analyse, and utilise data in relation to pupil attendance, behaviour, and academic achievement. This data is filtered, as appropriate, according to:

- Disabilities and Special Educational Needs (SEND).
- Race, ethnicity, culture, and national origin.
- English as an Additional Language (EAL) status.
- Religious affiliation or belief.
- Socio-economic circumstances (including Pupil Premium status).
- Sex.

17. How we developed our policy

The development and ongoing review of this policy actively involves the whole of our school community, ensuring a collaborative and transparent approach to equality.

Our pupils

- My Health My School Survey: Completed annually to track pupil well-being, safety, and inclusion trends.
- Pupil Questionnaires: Distributed periodically to gather feedback on school culture and safety.
- School Council: regular meetings used as a forum to discuss pupil-led equality initiatives.
- Key Stage 2 Mentors: Providing peer-led feedback on playground inclusion and pupil relationships.

Our staff

- Staff Meetings: Weekly briefings used to discuss inclusive teaching practices.
- Health and Wellbeing Staff Meetings: Regular meetings and discussions regarding staff welfare and policy impact.
- SEND Staff: Continuous input from our team to ensure accessibility and tailored support.

- Whole-School Training: Continuous professional development, including trauma-informed practice and statutory requirements for Children Looked After (CLA).

Our school governors

- Health and Wellbeing Representatives: Active oversight of policies.
- Governor Meetings: Termly review sessions to monitor equality data and objective progress.
- Governor Training Feedback: Updates from training modules, including Child Protection, Safer Recruitment, and SEND.

Parents/carers

- Parental Feedback: Gathered via structured surveys and open-door communications.

Minority, marginalised and potentially vulnerable groups

- Parents with Disabilities / Families of Disabled Children: Informal discussions and targeted feedback sessions to ensure robust accessibility.
- Annual Reviews: Consultations for vulnerable children in school to track equity of provision.
- Virtual School Team: Active collaboration to safeguard and accelerate the progress of care-experienced children.
- Leeds City Council (LCC) Complex Needs Service: Consultation with external local authority specialists to meet complex accessibility and learning needs.

18. What impact have we already had on disability equality in our school?

As part of the school's strategic planning for continuous improvement, we actively develop school cultures, policies, and practices that ensure the full inclusion of all learners.

Teaching and Learning

- Targeted Visual Aids: Deployment of coloured overlays to support partially sighted and dyslexic children.
- Inclusive Resources: Universal use of visual, tactile, and kinaesthetic learning resources across classrooms where appropriate.
- Alternative Communication: Embedding the Picture Exchange Communication System (PECS) to support non-verbal or communication-impaired pupils.

- **Audiological Adjustments:** Consistent use of radio aids, roaming microphones, and assistive hearing technology by staff when required.
- **Collaborative Planning:** Updating Individual Education Plans (IEPs) / SEN Support Plans in line with national best practices following direct 1:1 consultation meetings with parents and carers.
- **Expert Partnership:** Active collaboration with external local specialist agencies, including the Leeds City Council Inclusion Advisory Team, the Deaf and Hearing Impairment Team (DAHIT), and Speech and Language Therapy (SLT) services.
- **Differentiated Tracking:** Implementing B-Squared assessment frameworks to accurately track and celebrate the minor-step progress of children working below age-related expectations.
- **Workforce Expertise:** Completing updated Neuroinclusive Education Network (NEN) and Autism Awareness training for all teaching and support staff.
- **Targeted Funding Delivery:** Allocating dedicated 1:1 support and robust provision mapping across all year groups.

Accessibility

- Full installation and maintenance of an operational passenger lift.
- Readily accessible, fully compliant disabled toilet facilities designated for both staff and pupil use.
- Individual pupil risk assessments in place for complex physical needs.
- Providing clearly marked, dedicated accessible parking adjacent to the main school entrance.

Administration of medicines

All procedures are executed in strict accordance with the DfE statutory guidance for Supporting pupils at school with medical conditions.

- **Anaphylaxis Preparedness:** Staff members receive regular, certified auto-injector (EpiPen) training to support children with severe allergies. (See training record)
- **Allergy Management:** Emergency allergy and antihistamine medications are securely stored in a centralised location, accompanied by formal emergency administration records.
- **Respiratory Care:** The school Asthma Policy is updated annually in line with national clinical guidelines, backed by whole-staff asthma training during INSET sessions.

- Healthcare Mapping: Individual Healthcare Plans (IHCPs) are completed annually, with parents, for all children with ongoing medical needs.

19. What impact have we already had on race equality in our school?

All pupils at Beecroft Primary School achieve highly at the end of Key Stage 1 and Key Stage 2. Robust internal tracking and national data demonstrate that there are no statistically significant gaps in achievement and attainment between students who have English as an Additional Language (EAL), those whose first language is English, and those from ethnic minority backgrounds.

Beecroft Primary School sets ambitious, individualised targets for all pupils to prevent equity gaps from forming, and we maintain an unwavering expectation that every child will meet or exceed these.

The school is proud to have historically achieved the Stephen Lawrence Education Standard. We actively maintain the core principles of this standard across our whole school community, placing a continuous focus on the equality, visibility, and celebration of every individual while fostering deep, proactive race equality awareness.

At Beecroft we have:

- High Expectations: We have the belief that no barrier to learning is insurmountable.
- Pupil Focus: We place pupil well-being, personal development, and inclusion at the centre of our school standards.
- Targeted Provision: We use timely classroom interventions to immediately address any emerging underachievement among pupils from minority ethnic backgrounds.
- Language-Rich Curriculum: We maintain a rigorous, school-wide focus on language acquisition, communication, and vocabulary development across all subjects to support both EAL and first-language learners.
- Community Cohesion: The school cultivates close, mutually supportive links with diverse local community and faith groups within Leeds.
- Inclusive Curriculum Design: We embed creative curriculum links to key cultural heritages, including Black History Month. Diverse cultures are woven directly into core subjects, including English, PSHE, History, and Geography.
- British Values: Fundamental British values—including mutual respect and tolerance for those with different faiths and beliefs—are integrated seamlessly into the daily life and curriculum of the school.
- Religious Education (RE): The RE curriculum is carefully planned to cultivate a deep understanding, respect, and empathy for a wide range of global faiths and worldviews.

- **Representative Media:** The school library has a regularly refreshed catalogue of books and texts that reflect and celebrate racial, cultural, and geographic diversity.
- **Inclusive Environment:** Positive, diverse, and inspiring imagery is displayed throughout the school to celebrate multi-ethnic heritages and foster a profound sense of belonging.

Racial Equality – Systems and Procedures

- **Incident Management:** The school enforces a zero-tolerance policy toward racism. We maintain a clear, rigorous procedure for recording, escalating, and responding to prejudice-related or racist incidents.
- **Statutory Safeguarding Compliance:** In strict accordance with Keeping Children Safe in Education, all staff undergo regular Prevent duty radicalisation awareness training and Female Genital Mutilation (FGM) recognition training, ensuring a comprehensive understanding of vulnerability, risk indicators, and statutory reporting pathways.

20. What impact have we already had on sex and gender equality in our school?

At Beecroft Primary School, we are committed to eliminating gender stereotypes and ensuring absolute equity of opportunity across all aspects of learning, leadership, and extra-curricular participation.

Curriculum development and achievement tracking

- Teachers deliberately structure learning activities and lesson planning to fully engage, motivate, and accelerate the progress of both boys and girls across all curriculum areas.
- **Diverse Role Models:** Core learning texts, historical references, and visitor assemblies are curated to challenge traditional stereotypes, spotlighting prominent male and female leaders, scientists, and creators.
- **Data:** The school analyses data to look for trends and patterns with relation to sex, carrying out more in-depth analysis as required.

Clubs

- **Balanced Provisions:** Lunchtime and after-school enrichment options are monitored and regularly updated to maximise engagement across all pupil groups.
- **Formats:** Competitions and active play sessions prioritize mixed-sex teams to model positive collaboration.
- **Targeted Sports:** The school participates actively in promoting female mainstream sports, including girls' football development initiatives.

Adult role models in school

The school values balanced workforce representation across our Early Years Foundation Stage (EYFS), Key Stage 1, and Key Stage 2 teams, providing pupils with consistent, diverse professional role models throughout their primary education.

21. Links to other policies

To ensure a consistent approach across the school, this policy must be read alongside our other statutory frameworks, including the:

- Accessibility Plan
- Special Educational Needs and Disabilities (SEND) Policy
- Behaviour and Anti-Bullying Policy
- Child Protection and Safeguarding Policy
- Staff Recruitment and Selection Policy

22. Publishing information on the school's public sector equality duty

To satisfy regulatory transparency and disclosure obligations under the Public Sector Equality Duty (PSED), this policy is:

- Accessible on the Beecroft Primary School website.
- Kept in hard copy at the main school office for distribution upon request.
- Embedded within our core Staff Handbook and Governor Induction materials to ensure immediate compliance across our workforce.

Date approved by the Governing Body: September 2026

Review date: September 2027