Kymbrook and Thurleigh Federation

Equality Information and Objectives

Statutory status	Statutory
Policy owner	Executive Headteacher, Debonair Brown
Approved by	Federation Governing Board
Approval date	To be completed following governing board approval
Effective from	October 2026
Review date	October 2030

Introduction

This policy and statement applies to Kymbrook Primary School and Thurleigh Primary School, including nursery and reception provision. It sets out how we will meet our equality duties, remove barriers and evaluate the experiences and outcomes of pupils, families and staff at each school.

Working in partnership with families to unlock the potential of every individual. Together, we nurture a self-belief and a lifelong passion for learning.

1. Purpose and equality duties

We will have due regard to the need to eliminate unlawful discrimination, harassment, victimisation and other prohibited conduct; advance equality of opportunity between people who share a relevant protected characteristic and those who do not; and foster good relations, including tackling prejudice and promoting understanding. Equality will inform everyday practice and decisions before they are made.

Equality does not always mean identical treatment. We will respond to individual barriers and make lawful reasonable adjustments. We will maintain ambitious expectations and support pupils to participate, achieve and develop independence.

2. Legal framework and protected characteristics

The framework includes the Equality Act 2010, particularly Part 6, section 149 and Schedule 10; the Equality Act 2010 (Specific Duties) Regulations 2011 as applicable to maintained schools; the Children and Families Act 2014; and the SEND Code of Practice. We will use current DfE and EHRC guidance and binding case law when interpreting these duties.

The Act protects age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

SEN and disability overlap but are distinct. Not all pupils with SEN are disabled and not all disabled pupils have SEN. Poverty, disadvantage and being care-experienced are not themselves protected characteristics, but we will address these barriers alongside equality duties and consider overlapping needs.

3. Responsibilities across both schools

Governing Body

The Governing Body will approve this policy and the objectives, ensure annual equality information is published, scrutinise progress separately for each school and oversee resources. It will designate an equality lead governor or committee and record that allocation in its responsibilities register. The Executive Headteacher will report termly; strategic accountability remains with the full board.

Executive Headteacher and senior leaders

The Executive Headteacher is accountable for implementation, publication and reporting across both schools. Senior leaders will identify inequalities, agree actions and check their impact. They will record equality considerations in significant decisions, consult affected people and ensure staff understand the policy.

SENCO and curriculum leaders

The SENCO will coordinate advice on disability and SEND barriers, reasonable adjustments, pupil and parent participation and reviews. Curriculum and subject leaders will check access, representation and progress, supporting teachers to adapt teaching while retaining ambition. Class teachers remain responsible for the learning of every pupil in their class.

Operations and business staff

The operations and business lead will coordinate accessible communications, premises actions and fair employment processes with the Executive Headteacher, using employer and HR advice where required. Recruitment, induction, training, procurement and contracts will reflect equality duties.

All staff and the school community

Staff will implement agreed adjustments, challenge discriminatory language and behaviour, record concerns promptly and seek advice when needed. Pupils and families will have opportunities to explain their experiences and contribute to reviews. Staff responsibilities will be covered at induction and revisited through training.

4. Eliminating discrimination and responding to concerns

We will prevent and respond to discrimination, including discrimination by association or perception where the law applies. Reports of racist, disability-related, sexist, homophobic, biphobic, transphobic or religion-related incidents will be taken seriously, recorded and investigated. Support, proportionate responses and review will follow through the relevant behaviour, anti-bullying, safeguarding or staff procedures.

Staff will consider whether behaviour, attendance or access difficulties are linked to disability or unmet needs, make reasonable adjustments and seek specialist advice when appropriate. No blanket rule will replace individual consideration. We will check that pupils can access lessons, clubs, trips and wider opportunities, including where personal care or medical support is needed.

Parents and pupils can raise concerns with the class teacher, SENCO or Executive Headteacher. Formal concerns will follow the Federation Complaints Policy; concerns about staff will follow the appropriate safeguarding or employment procedure. Families may seek SENDIASS or other independent advice. These procedures do not remove statutory rights or external routes of redress.

5. Advancing opportunity and fostering good relations

We will identify barriers through assessment, pupil and parent views and evidence of participation. Teaching, resources, communication and the environment will be adapted where needed. Reasonable adjustments are anticipatory: leaders will plan for foreseeable barriers and review whether agreed adjustments work. The Accessibility Plan 2026–2029 will provide the detailed programme for curriculum, premises and information access.

Leaders will review attainment and progress from starting points alongside attendance, behaviour, suspensions, participation and wellbeing. They will examine differences by school and relevant groups where evidence permits, using pupil-level analysis where cohorts are small. They will avoid treating a difference as proof of discrimination or assuming that a protected characteristic explains an outcome.

Our curriculum, books, assemblies and wider experiences will promote respect and understanding of people, families, cultures, beliefs and disabilities. Curriculum leaders will audit representation and challenge stereotypes in age-appropriate teaching. Pupils will learn to recognise prejudice, seek help and treat others respectfully. Staff will create opportunities for children to learn and work together.

Employment decisions will use fair criteria and accessible processes. Reasonable adjustments will be considered for applicants and staff. Equality concerns in workload, professional development and employment practice will be addressed through leadership and employer procedures, protecting confidentiality.

6. Equality considerations in decisions

Before significant decisions about policies, budgets, staffing, admissions arrangements, curriculum, premises or visits, the decision-maker will consider who may be affected, the evidence of disadvantage, consultation needed and any reasonable adjustments or alternatives. The reasoning, actions and review date will be recorded proportionately in meeting papers, minutes, planning or risk assessments. A separate equality impact assessment form is not required for every decision, but the duty must be exercised in substance.

7. Equality information and publication

Equality information will be published at least annually on the relevant website pages for both schools. A shared statement may be used, but it must identify evidence and actions for Kymbrook and Thurleigh separately where their needs or outcomes differ. The objectives must be accessible and refreshed at least every four years. Paper or alternative-format copies will be available on request.

The annual statement will summarise the evidence considered, barriers identified, actions taken, their effect and next steps. It will include objective progress, participation and pupil/parent voice; relevant findings from attainment, attendance and behaviour; disability access and adjustments; curriculum representation; and relevant complaints or decision-making themes. Workforce information will be published where legally required, with advice from the employer on the applicable thresholds.

We will use lawfully held data and protect personal information. Small groups will be suppressed or described carefully where publication could identify individuals. Governors may receive confidential detail to support scrutiny. Sensitive information will not be collected solely to populate this statement without an appropriate purpose and lawful basis.

8. Equality objectives for 2026 to 2030

The following objectives apply to both schools. Governors will review the baseline by 18 December 2026 and refine targets where needed without delaying reasonable adjustments or support. Baseline findings and progress will be reported by school. Training and policy audits support these outcomes rather than substitute for them.

Objective and intended outcome	Lead	What we will do	Positive outcomes and measures of success
1. Improve achievement and independence for children with SEND, including disabled pupils, through consistently inclusive teaching.	SENCO, class teachers, curriculum leaders and operations staff.	Strengthen teachers' understanding of individual barriers and effective adaptations. Use assessment and pupil plans to identify meaningful next steps in reading, writing and mathematics, alongside communication and independence where appropriate. Review whether classroom teaching and additional support are helping children learn.	**By July 2027**, children demonstrate progress against clearly assessed starting points and agreed individual outcomes. Reviews show what they can now understand or do, including tasks they can complete with greater independence. Where progress is insufficient, provision changes and its effect is evaluated. Governors receive the proportion meeting agreed milestones at each school and explanations of any shortfalls.
2. Develop children's understanding of diversity, mutual respect and tolerance so that they are prepared for life in modern Britain.	Executive Headteacher, SENCO and curriculum leaders.	Plan deliberate, progressive teaching about race, cultures, religions and beliefs, disability and different families through the curriculum, literature, assemblies and meaningful encounters. Teach children to recognise stereotypes and prejudice, disagree respectfully and challenge discrimination safely. This is particularly relevant in the predominantly White British context you describe.	**By July 2027,** comparison with autumn baseline discussions shows stronger age-appropriate understanding. Children can explain that people may have different backgrounds and beliefs while having equal dignity and rights; recognise unfair treatment in suitable scenarios; and explain how to respond or seek help. Curriculum evidence shows that this learning develops across year groups and is revisited throughout the year.
3. Widen participation and aspirations by challenging stereotypes and removing barriers to opportunities.	Senior leaders, curriculum leaders and class teachers.	Review participation in clubs, sport, performances, visits and pupil leadership. Identify whether disability, sex or other protected characteristics are associated with restricted opportunities. Adapt provision and deliberately encourage children to explore interests and roles beyond stereotypes.	**By July 2027**, identified participation barriers have been reduced and previously underrepresented children have taken up opportunities they choose. Children can explain that interests, responsibilities and future ambitions should not be limited by stereotypes. Participation records and pupil feedback show the impact at each school, with support for children who still experience barriers.

9. Monitoring and adoption

Leads will report progress termly to the Executive Headteacher and Governing Body. Reports will show the starting position, action, evidence of impact, differences between schools and next steps. Governors will challenge unexplained differences and overdue actions. The annual review will include accessible consultation with pupils, parents and staff.

On approval, record the actual approval date, allocate governor oversight, publish the adopted document and brief staff. The annual equality information statement must be completed with verified evidence; adopting this policy alone does not demonstrate that all equality duties have been met. Review sooner following relevant legal change, a serious equality concern or a material change in provision.

10. Related Federation documents

Accessibility Plan 2026–2029; SEND Policy and SEN Information Report; curriculum and assessment policies; behaviour and anti-bullying policies; safeguarding policy; supporting pupils with medical conditions and allergy arrangements; attendance, educational visits and intimate care policies; complaints policy; recruitment, staff conduct and employment procedures; data protection and privacy notices. Check the current titles and approval status in the Federation policy register.

11. Sources and verification record

DfE Equality Act advice for schools — https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools

DfE maintained school website requirements — https://www.gov.uk/guidance/what-maintained-schools-must-publish-online

Government guidance on the Public Sector Equality Duty — https://www.gov.uk/government/publications/public-sector-equality-duty-guidance-for-public-authorities/public-sector-equality-duty-guidance-for-public-authorities