



Leamington Federation
Sydenham Primary School and Lighthorne Heath
Equality Policy and Objectives 2026–2030



UN convention on the Rights of the Child.

This policy reflects the principles of equality, dignity, respect, non-discrimination and participation. At Sydenham and Lighthorne Heath Primary Schools, we recognise achievement in putting the UN Convention on the Rights of the Child at the heart of our practice to improve well-being and help all children realize their potential. Children's rights are learned, taught, practiced, respected, protected and promoted in our schools.

This policy applies to both Lighthorne Heath and Sydenham Primary School, which together form the Leamington Federation. It sets out the Federation's approach to equality, diversity, equity, inclusion and the statutory equality objectives for 2026–2030.

1. Purpose and commitment

The Leamington Federation is committed to creating schools in which every pupil and adult is treated with dignity and respect, feels that they belong, and is able to participate fully. Equality is not treated as a separate initiative: it is integral to safeguarding, curriculum design, teaching, behaviour, attendance, SEND, personal development, recruitment, staff development and the wider life of each school.

We recognise that equality of opportunity does not always mean treating everybody in exactly the same way. Some pupils and adults may need different or additional support, reasonable adjustments, adapted communication, targeted intervention or positive action in order to remove barriers and secure equitable access, participation and outcomes.

Our approach is underpinned by high expectations for all. We seek to identify barriers to learning and/or wellbeing quickly and accurately, respond in a timely way, and review the impact of our actions. We aim to ensure that pupils who face disadvantage, pupils with SEND or disabilities, pupils known or previously known to children's social care, and pupils who face other barriers to learning and wellbeing have consistently positive opportunities and experiences across school life.

2. Legal and statutory framework

The Federation will comply with its duties under current legislation and statutory guidance, including, where applicable:

- the Equality Act 2010, including the Public Sector Equality Duty (section 149);
- the Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017;
- the Human Rights Act 1998;
- the Education Act 2002;
- the Children and Families Act 2014 and the Special Educational Needs and Disability Regulations 2014;
- the SEND Code of Practice: 0 to 25 years;
- the Children and Social Work Act 2017 and current statutory guidance for Relationships, Sex and Health Education;
- Keeping Children Safe in Education and Working Together to Safeguard Children;

- current DfE guidance on behaviour, attendance, suspensions and permanent exclusions, and supporting pupils with medical conditions;
- the Rehabilitation of Offenders Act 1974 and relevant exceptions legislation in relation to employment; and
- relevant employment, data protection and health and safety legislation.

Where legislation or statutory guidance is updated during the lifetime of this policy, the Federation will follow the current legal requirements and update this policy as necessary.

3. The Public Sector Equality Duty

In carrying out their functions, the Governing Body and school leaders will have due regard to the need to:

- eliminate unlawful discrimination, harassment, victimisation and other conduct prohibited by the Equality Act 2010;
- advance equality of opportunity between people who share a relevant protected characteristic and those who do not; and
- foster good relations between people who share a relevant protected characteristic and those who do not.

Advancing equality of opportunity includes having due regard to the need to remove or minimise disadvantage, take steps to meet different needs, and encourage participation where it is disproportionately low. Fostering good relations includes tackling prejudice and promoting understanding.

The Federation will publish information demonstrating compliance with the Public Sector Equality Duty and update this information at least annually. Equality objectives will be published at least every four years. The objectives in this policy cover the period September 2026 to September 2030 and will be monitored annually by leaders and governors.

How we meet the Public Sector Equality Duty in practice

- routinely analyse attainment, progress, attendance, behaviour, suspension, participation and pastoral information to identify differences in experience or outcome between groups and take proportionate action where patterns emerge;
- use both quantitative evidence and pupil, parent/carers and staff voice to understand barriers, including the experiences of pupils with SEND and disabilities, disadvantaged pupils, pupils known to social care, young carers, pupils with EAL and new arrivals, and pupils experiencing emotionally based school avoidance;
- make reasonable adjustments for disabled pupils and staff and remove or reduce barriers to access, participation, learning, wellbeing, employment and the wider life of the schools;
- ensure that curriculum content, resources, assemblies, displays and wider opportunities promote respect, challenge stereotypes and prejudice, and reflect the diversity of modern Britain and of our school communities;
- record, monitor and respond to discriminatory, prejudicial and identity-based incidents, including racist, sexist, homophobic, biphobic, transphobic, disablist and faith-based language or behaviour, and use patterns in this information to inform prevention and education;
- consider equality implications when developing or reviewing policies, provision, staffing structures, admissions arrangements, procurement, significant spending decisions and changes to the school environment or curriculum;
- provide accessible communication and, where appropriate, translation or interpretation so that families can participate meaningfully in school life and decision-making;
- apply fair and inclusive recruitment, employment, professional development and workplace practices, including reasonable adjustments for staff;
- consult and engage with pupils, parents/carers, staff, governors and relevant partners when reviewing equality priorities and evaluating their impact; and

- report progress against the published equality objectives to governors at least annually and use this evaluation to refine actions where impact is not yet strong enough.

This approach supports the Federation's wider commitment to inclusion: leaders seek to identify barriers accurately, act promptly to reduce them, maintain high expectations, and evaluate whether adaptations and targeted actions make a sustained difference to pupils' participation, achievement and wellbeing.

4. Protected characteristics

The Equality Act 2010 identifies nine protected characteristics: age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; and sexual orientation. The way in which particular provisions of the Act apply differs between education and employment. For example, age and marriage/civil partnership have a more limited application to pupils than to employees. The Federation will apply the law accurately in the relevant context.

We also recognise that pupils may experience barriers that are not themselves protected characteristics, including socio-economic disadvantage, being a young carer, being known or previously known to children's social care, being a child in care or previously in care, being new to English, experiencing high mobility, emotionally based school avoidance, or having other vulnerabilities. These factors may intersect with protected characteristics and will be considered within our wider inclusion work.

5. Our equality principles

- Every pupil is entitled to an ambitious, broad and balanced curriculum and to the wider opportunities of school life.
- Difference and diversity are valued. Prejudice, stereotyping, discriminatory language, harassment and victimisation are challenged.
- High expectations apply to all pupils. We do not lower expectations because a pupil has SEND, a disability, is disadvantaged, has English as an additional language or faces another barrier to learning or wellbeing.
- Everyday high-quality inclusive teaching is the starting point. Adaptations are made where needed so that pupils can access learning alongside their peers wherever appropriate.
- Pupils and parents/carers are listened to and their views are taken seriously, particularly when decisions affect support, reasonable adjustments or participation.
- Quantitative and qualitative information is used together to identify inequality, understand barriers, evaluate impact and adjust provision.
- Equality is promoted through curriculum content, relationships, routines, language, representation, resources, recruitment and leadership decisions.
- The Federation will make reasonable adjustments for disabled pupils, staff, parents/carers and visitors where required by law.

6. Equality, inclusion and the Ofsted inspection toolkit

From September 2026, Ofsted's state-funded schools inspection toolkit places a strong emphasis on inclusion. This policy supports the Federation's aim for practice that is consistent with the toolkit's 'strong standard'. In particular, leaders and staff will seek to establish strategies that consistently enhance the opportunities and experiences of pupils who face barriers; rigorously monitor their progress and participation; address barriers swiftly and effectively; and systematically adjust strategies so that they make a sustained difference.

Our decisions will be informed by well-analysed quantitative and qualitative information. Leaders will look beyond whole-school averages and consider the experience of different groups and individuals, including their sense of belonging, participation in the wider life of school, attendance, behaviour, wellbeing, achievement and readiness for the next stage.

This approach complements, rather than replaces, the Federation's legal duties under the Equality Act 2010 and other legislation. Inspection expectations do not alter the law; they provide an additional framework through which leaders can evaluate the quality and impact of inclusive practice.

7. Curriculum, teaching and learning

The curriculum is an entitlement for every pupil. Leaders and teachers will consider how curriculum design, teaching, resources and assessment can remove barriers and promote equality. This includes ensuring that pupils see a diverse range of people, families, cultures, faiths, identities, experiences and contributions represented appropriately across the curriculum.

Class teachers remain responsible and accountable for the progress and development of all pupils in their classes, including where pupils receive support from teaching assistants or specialist staff. Teaching assistants are deployed to enable access, participation and independence rather than to create unnecessary separation from teachers, peers or the curriculum.

Examples of inclusive adaptations used across the Federation include, according to individual need:

- whole-class and personalised visual timetables, Now and Next boards and items of reference to increase predictability;
- Makaton signs and symbols, visual prompts, picture cards, key vocabulary and communication supports;
- reduced, chunked and carefully sequenced spoken instructions, supported by modelling and visual demonstration;
- pre-teaching of vocabulary and concepts, concrete resources, visualisers, worked examples, scaffolds and alternative ways to record learning;
- personal copies of shared texts, story props, finger puppets or visual story cues to support participation;
- adapted seating, positioning and environmental arrangements, including sensory and regulation supports;
- Regulation Stations, movement or sensory breaks and graduated participation supported by timers where appropriate;
- adaptations to PE, trips, clubs, performances and other wider-curriculum opportunities so that pupils can participate as fully as possible;
- strategic peer support and opportunities to learn alongside peers, while avoiding over-dependence on adult support; and
- targeted interventions, where appropriate, including nurture provision, counselling, Drawing and Talking, Therapeutic LEGO/Brick-by-Brick, Forest School, yoga/relaxation, LEXIA and other evidence-informed support.

Adaptations will be reviewed for impact. Where an adaptation is not helping a pupil to access learning, participate, make progress or feel a sense of belonging, staff will consider what should change rather than continuing an approach simply because it is established.

8. SEND and disability equality

The Federation is committed to removing disability-related barriers and making reasonable adjustments. The Accessibility Plan, SEND Information Report and Inclusion and SEND Policy should be read alongside this policy.

Leaders will identify emerging or changing needs quickly and accurately, use the graduated approach of assess, plan, do and review, draw on specialist advice where necessary, and ensure that staff receive appropriate training and support. The SENDCo will have sufficient leadership authority to influence whole-school practice and provision.

We will seek to ensure that pupils with SEND and disabilities are included in classroom learning, social times, clubs, trips, performances, leadership roles and the wider life of school. Where highly individualised provision is required, staff will continue to identify meaningful opportunities for pupils to learn with, contribute alongside and belong to their peer group, where this is appropriate to their needs and best interests.

9. Race, ethnicity, language, faith and cultural inclusion

The Federation values multilingualism and cultural diversity. Pupils who use English as an additional language will not be assumed to have SEND solely because of their stage of English acquisition. We will use appropriate assessment, information about prior education and home-language skills, and specialist advice where necessary to distinguish language acquisition from additional learning needs.

New arrivals and families will be welcomed through structured induction and accessible communication. Where appropriate, translated information, interpreters, bilingual resources, peer support and the Young Interpreter approach will be used. Teaching will retain cognitive challenge while reducing linguistic barriers through visuals, modelling, structured talk, vocabulary teaching and strategic use of home language.

The schools' Rights Respecting and School of Sanctuary approaches support a culture in which pupils learn about rights, diversity, migration, belonging and respect. Religious education, assemblies, PSHE/RSHE and the wider curriculum provide structured opportunities to learn about different faiths, beliefs, cultures and family experiences in an age-appropriate and respectful way.

10. Sex, sexual orientation and gender reassignment

The Federation will not tolerate sexist, homophobic, biphobic or transphobic bullying, harassment or discriminatory language. Pupils will be taught, in an age-appropriate way and in accordance with current statutory RSHE guidance, that families and relationships can be different and that all people should be treated with dignity and respect.

The statutory protected characteristics of sex and gender reassignment will be considered accurately and sensitively. Where an individual pupil may need support relating to sex or gender reassignment, decisions will be made on a case-by-case basis, with appropriate regard to safeguarding, the Equality Act 2010, current DfE guidance, parental responsibilities and the child's age and circumstances. The school will not use stereotypes to limit pupils' opportunities, subjects, activities, leadership roles or aspirations.

11. Religion or belief

The Federation respects the lawful religious and non-religious beliefs of pupils, families and staff. We will make reasonable and proportionate arrangements where appropriate while meeting statutory curriculum, safeguarding, attendance and operational requirements. No pupil or adult should be subjected to discrimination or harassment because of religion or belief, or lack of religion or belief.

12. Pregnancy and maternity

The Federation will comply with the Equality Act 2010 in relation to pregnancy and maternity. Where relevant to pupils, parents/carers or employees, the schools will ensure that individuals are not treated unfavourably because of pregnancy or maternity and will consider appropriate support and reasonable arrangements in accordance with the law and relevant employment or education guidance.

13. Safeguarding, behaviour, bullying and discriminatory incidents

Equality and safeguarding are closely connected. Staff are expected to maintain an attitude that concerns can arise in any school and to act promptly where discriminatory behaviour, bullying, harmful sexual behaviour, harassment or victimisation may indicate a safeguarding concern.

Discriminatory incidents and prejudice-related language will be challenged, recorded and followed up appropriately. Leaders will consider individual incidents and patterns over time. Responses will be proportionate, educational and consistent with the Positive Behaviour Policy, Anti-Bullying Policy, Child Protection and Safeguarding Policy and Staff Behaviour Code of Conduct.

Reasonable adjustments and SEND-related needs will be considered when applying behaviour systems, without compromising safety or the rights of others. A consequence that appears identical for every pupil is not necessarily equitable if it fails to take account of disability or other relevant circumstances.

14. Attendance, participation and belonging

Leaders will analyse attendance information at whole-school, group and individual level and will pay particular attention to patterns involving pupils with SEND or disabilities, disadvantaged pupils, pupils known or previously known to children's social care and pupils facing other barriers, including emotionally based school avoidance. Support will combine high expectations with an understanding of individual barriers and appropriate reasonable adjustments.

The Federation will also monitor participation in clubs, trips, residential, performances, pupil leadership, enrichment and other aspects of personal development. Where groups are under-represented, leaders will explore the reasons and take proportionate action to improve access and participation.

15. Pupil voice, parent/carers partnership and accessible communication

Pupils' views are an important source of evidence about equality and belonging. Leaders will use pupil conferencing, surveys, school council, IEP/EHCP reviews and other appropriate methods to understand pupils' experiences, including those who may find it difficult to communicate verbally.

Parents and carers will be treated as partners. We will seek their views, make reasonable adjustments to communication and meetings, and use accessible formats, translated information or interpretation where appropriate. Information about equality, SEND, complaints and other key services will be made available through the schools' websites and offices.

16. Employment and workforce equality

The Governing Body and school leaders are committed to fair, lawful and inclusive employment practice. Recruitment, selection, training, appraisal, promotion, flexible working, reasonable adjustments, capability, disciplinary and grievance processes will be operated in accordance with current law and Warwickshire HR procedures where adopted.

Employees have the right to work in an environment free from unlawful discrimination, harassment and victimisation. Staff also have a responsibility to model inclusive language and behaviour, challenge discrimination and support the implementation of this policy. Concerns may be raised through line management, the Executive Headteacher, HR, the grievance procedure, safeguarding/whistleblowing routes or the Chair of Governors, depending on the nature of the concern.

17. Training and professional learning

Professional learning will be responsive to the needs of pupils and staff and will support high-quality inclusive practice. This may include training and advice through Warwickshire Educational Psychology Service, The National College, Warwickshire specialist services and nationally recognised organisations specialising in SEND, inclusion, safeguarding, mental health, communication and specific needs.

Training may include Makaton, autism, ADHD, speech and language, attachment and trauma-informed practice, Emotion Coaching, FASD, PDA-informed approaches, dyslexia/literacy difficulties, EAL, anti-racism, equality law, reasonable adjustments and other priorities identified through assessment and school improvement work.

18. Roles and responsibilities

The Governing Body will:

- ensure that the Federation complies with its statutory equality duties and that equality objectives are specific, measurable, published and reviewed;
- provide strategic challenge and support, including scrutiny of data, pupil experience and the impact of actions;
- ensure that equality considerations inform significant decisions, policies and resource allocation;
- monitor implementation of the Accessibility Plan and relevant inclusion strategies; and
- ensure that the schools meet their duties as employers.

The Head Teachers will:

- provide strategic leadership for equality and inclusion across the Federation;
- identify and act on barriers affecting pupils' learning, wellbeing, participation and belonging;
- ensure that quantitative and qualitative evidence is used to evaluate impact;
- ensure that staff receive appropriate training, guidance and support;
- challenge discriminatory practice, language and behaviour; and
- report progress against the equality objectives to governors at least annually.

Class Teachers and support staff will:

- maintain high expectations for all pupils and plan inclusive teaching and appropriate adaptations;
- know the pupils they teach and notice emerging barriers or changes in need;
- use additional adults actively and effectively to promote access, participation and independence;
- challenge prejudice, stereotyping and discriminatory language;
- record and report concerns through the appropriate safeguarding, behaviour or equality systems; and
- seek advice where they are unsure how best to meet an individual pupil's needs.

19. Equality information, monitoring and impact evaluation

Leaders will use proportionate information to understand equality across the Federation. This may include attainment and progress, phonics and early reading, attendance and persistent absence, suspensions, behaviour incidents, bullying and prejudice-related incidents, SEND identification, access to interventions, participation in enrichment, pupil and parent voice, complaints, admissions, exclusions and workforce information.

Data will be considered carefully. Small cohorts can make percentages misleading and may create a risk of identifying individuals. Leaders will therefore combine data with professional knowledge, case review, pupil voice and other qualitative evidence, and will publish only information that is proportionate and compatible with data protection requirements.

Where monitoring identifies an inequality or under-representation, leaders will consider the cause, identify appropriate action, assign responsibility, set a timescale and review impact. Actions will be adjusted if they are not making a sustained difference.

20. Equality Objectives 2026–2030

The Governing Body has agreed the following objectives. They reflect the Federation's current context, including high levels of SEND and additional need, pupil mobility, EAL and new arrivals, disadvantaged pupils, children known to social care, and the schools' commitment to Rights Respecting, School of Sanctuary and relational, trauma-informed practice. Progress will be reviewed at least annually and published in an appropriate form.

Objective 1: Remove barriers for pupils with SEND and disabilities so that they participate, belong and achieve across the full curriculum and wider life of school.

Actions and success measures:

- By July 2027, learning walks and provision reviews will show consistent use of agreed adaptations for pupils who need them, including personalised visual supports, Now and Next boards, communication supports such as Makaton where appropriate, and active deployment of teaching assistants.
- Termly monitoring will consider the participation of pupils with SEND/disabilities in classroom learning, PE, clubs, trips, performances, leadership opportunities and social times. Identified barriers will have a recorded action and review.
- IEP/EHCP review and pupil voice will evidence that pupils' views are considered and that provision supports both progress and a sense of belonging.
- Leaders will review attainment/progress and wellbeing information at least termly and will adjust support when evidence shows that an approach is not having sufficient impact.

Objective 2: Improve equitable achievement, attendance and access for pupils who face disadvantage or multiple barriers, including disadvantaged pupils, children known or previously known to social care, young carers and pupils experiencing emotionally based school avoidance.

Actions and success measures:

- At least termly, leaders will analyse achievement and attendance for key groups and individuals, using comparison with appropriate national and school benchmarks while taking cohort size and starting points into account.
- Pupil Premium, SEND, attendance and inclusion plans will be aligned so that pupils experiencing multiple barriers receive coherent support rather than disconnected interventions.
- Where a significant gap or pattern is identified, leaders will record the barrier, planned response, lead person and review point; strategies will be changed promptly where they are not securing improvement.
- Participation in enrichment and personal development will be tracked so that financial, SEND, attendance or family circumstances do not routinely prevent pupils from accessing wider opportunities.

Objective 3: Continue to strengthen the inclusion, language development and sense of belonging of pupils and families who are new to the schools, use English as an additional language or come from diverse racial, cultural, national or faith backgrounds.

Actions and success measures:

- All international/newly arrived pupils will receive a structured induction and initial assessment appropriate to their needs, with key information shared promptly with class staff.
- EAL provision will retain cognitive challenge while reducing linguistic barriers through explicit vocabulary teaching, visuals, modelling, structured talk, peer support and appropriate use of home language.
- Pupil and parent voice will be used at least annually to evaluate welcome, communication, belonging and access; identified barriers will inform school improvement actions.
- Curriculum and display monitoring will demonstrate positive, accurate and age-appropriate representation of a diverse range of cultures, faiths, families and contributions.

Objective 4: Sustain a respectful school culture in which prejudice and discrimination are challenged, pupils understand equality and protected characteristics in an age-appropriate way, and all pupils know that they can seek help from trusted adults.

Actions and success measures:

- The Jigsaw PSHE/RSHE curriculum, RE, assemblies, Protective Behaviours/Taking Care and wider curriculum will provide planned opportunities to learn about respectful relationships, rights, diversity, protected characteristics, stereotypes, discrimination and how to seek help.
- Prejudice-related incidents and discriminatory language will be recorded, reviewed termly for patterns and followed up appropriately with pupils and, where relevant, families.
- Annual pupil voice will evaluate whether pupils feel safe, respected and able to identify trusted adults; leaders will act on any significant difference in the experience of a particular group.
- Staff will receive regular updates and professional learning so that discriminatory language and behaviour are recognised and challenged consistently.

21. Equality impact in decision-making

When making significant decisions, leaders and governors will consider potential equality implications at a formative stage rather than after a decision has been made. This may include changes to provision, staffing structures, admissions arrangements, behaviour systems, premises, curriculum, uniform, trips, clubs, charging, communication systems or use of resources.

The level of recorded analysis will be proportionate to the significance of the decision. Where there is a potential adverse impact, leaders will consider whether it can be avoided, reduced or justified lawfully, and whether reasonable adjustments or alternative approaches are required.

22. Complaints and concerns

Any concern about discrimination, harassment, victimisation or the implementation of this policy will be taken seriously. Parents/carers may raise concerns through the school's Complaints Policy. Employees should use the appropriate line-management, grievance, safeguarding or whistleblowing process according to the nature of the concern. Safeguarding concerns about the conduct of an adult must be reported in accordance with the Child Protection and Safeguarding Policy and Staff Behaviour Code of Conduct.

23. Related policies and documents

- Inclusion and SEND Policy and SEND Information Report
- Accessibility Plan
- Child Protection and Safeguarding Policy
- Positive Behaviour Policy
- Anti-Bullying Policy
- Relationships, Sex and Health Education Policy
- EAL Policy
- Attendance Policy
- Safer Recruitment and Employment Policy
- Staff Behaviour Code of Conduct
- Whistle-Blowing Policy
- Complaints Policy
- Emotional Well-being and Mental Health Policy
- Preventing Radicalisation Policy
- Medicines in School and Supporting Pupils with Medical Conditions Policy
- Allergy Safety Policy

24. Publication and review

This policy and the Federation's equality objectives will be published on the schools' websites. Information demonstrating compliance with the Public Sector Equality Duty will be updated at least annually. The policy will be reviewed annually or sooner if legislation or statutory guidance changes. The equality objectives will be reviewed formally no later than September 2030, although they may be amended earlier where evidence shows that priorities have changed.

This policy was ratified: September 2026

This policy will be reviewed: September 2027

Equality objectives will be reviewed no later than: September 2030

Executive Headteacher: Juliette Westwood

Chair of Governors: Richard Butler