

Aston Clinton School

Together we: Aspire, Care and Succeed



Equality, Diversity and Inclusion Policy

Date agreed by the Governing body	Spring 2026
Date to be reviewed	Spring 2029
Governors' committee accountable for review	Personnel

Statement of intent

Aston Clinton School recognises that certain groups in society can be disadvantaged because of unlawful discrimination they may face due to their race, sex, disability, gender reassignment, marriage or civil partnership, religion or belief, sexual orientation, age, or pregnancy and maternity.

The school has a statutory duty to publish an Equality Information and Objectives Statement. This policy sets out how the school determines its equality objectives.

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 prohibited by the Equality Act 2010.
- Advance equality of opportunity between people who share a protected characteristic and people who do not.
- Foster good relations across all characteristics between people who share a protected characteristic and those who do not.
- Advance equality of opportunity by identifying and addressing barriers faced by vulnerable pupils so they can achieve outcomes comparable to their peers.

2. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Equality Act 2010 (Specific Duties) Regulations 2011
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- Public Sector Equality Duty (PSED)
- Data Protection Act 2018
- The UK General Data Protection Regulation (GDPR)

This policy also has due regard for non-statutory guidance, including the following:

- DfE (2014) 'The Equality Act 2010 and schools'

This policy operates in conjunction with the following school policies:

- Complaints Procedures Policy
- Grievance Policy
- Data Protection Policy
- SEND policy
- Accessibility plan
- SEN information report
- Risk assessment
- Educational Visits
- Uniform
- Lettings Policy
- Behaviour and Anti-bullying
- Pupil Premium Strategy

For the purpose of this policy, the Equality Act 2010 will be referred to as 'the Act'. The school fully understands the principles of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equal opportunities. Protected characteristics, under the Act, are as follows:

- Age
- Disability
- Race, colour, nationality or ethnicity
- Sex
- Gender reassignment
- Maternity and pregnancy
- Religion and belief
- Sexual orientation
- Marriage and civil partnership

The Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil:

- In relation to admissions.
- In the way it provides education for pupils.
- In the way it provides pupils access to any benefit, facility or service.
- By excluding a pupil or subjecting them to any other detriment.

The responsible body for the school is the governing board or the LA.

The school's liability not to discriminate, harass or victimise does not end when a pupil has left the school, but will apply to subsequent actions connected to the previous relationship between school and pupil, such as the provision of references on former pupils or access to former pupils' communications and activities.

The school will promote equality of opportunity for all staff and job applicants.

3. Roles and responsibilities

The governing board will:

- The governing board will ensure that the published equality information is updated at least annually and that the equality objectives are reviewed and updated at least every 4 years.
- The governing board will designate an equality link governor to monitor implementation and impact.
- Ensure that the school complies with the appropriate equality legislation and regulations.
- Meet its obligations under the PSED to:
 - Publish equality objectives at least every four years commencing on the date of the last publication.
 - Update and publish information every year to demonstrate school compliance with the PSED.

- Ensure that the school's policies and procedures are developed and implemented with appropriate equality impact assessments informing future plans.
- Ensure that the school's Admissions Policy does not discriminate in any way.
- Ensure equal opportunities in its staff recruitment and promotion practices, professional development programmes and in membership of the governing board.
- Proactively recruit high-quality applicants from under-represented groups.
- Provide information in appropriate and accessible formats.
- Ensure that the necessary disciplinary measures are in place to enforce this policy.

The headteacher will:

- Implement and champion this policy and its procedures.
- Ensure that all staff members receive the appropriate equality and diversity training as part of their induction and CPD.
- Ensure that all parents, visitors and contractors are aware of, and comply with, the provisions of this policy.
- Actively challenge and take appropriate action in any case of discriminatory practice.
- Address any reported incidents of harassment or bullying in line with DfE guidance.
- Produce an annual report on the progress of implementing the provisions of this policy and report it to the governing board.

Employees will:

- Be mindful of any incidents of harassment or bullying in the school.
- Track and monitor any instances of discrimination and deal with these in a consistent manner, making a report to the headteacher as necessary and following up with pupils as required.
- Identify and challenge bias and stereotyping within the curriculum and the school's culture.
- Promote equality and good relations, and not harass or discriminate in any way.
- Monitor pupils' progress and needs to ensure the appropriate support is in place.
- Keep up-to-date with equality legislation and its application by attending the appropriate training.
- Champion diversity and inclusion.

Pupils will:

- Not discriminate or harass any other pupil or staff member.
- Actively encourage equality and diversity in the school by contributing their cultural experiences and values.
- Report any incidences of bullying or harassment, whether to themselves or to others, to the head of year or to another member of staff.
- Abide by all the school's equality and diversity policies, procedures and codes.

The school will have an equality page on its website, in order to demonstrate how it is complying with the PSED in the Equality Act 2010, and advancing equality of opportunity.

4. Fostering good relations

We promote tolerance and understanding through the curriculum (including PSHE, RE and citizenship), assemblies and community links, and by implementing behaviour and anti-bullying policies.

5. Equality considerations in decision-making (Equality Impact Assessments)

The school ensures that it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned. Examples of what teachers should consider when planning a trip include:

- Do trips cut across any religious holidays?
- Is the venue accessible to pupils with disabilities?
- Do venues have equivalent facilities for boys and girls?
- Is any content whilst on a trip likely to upset any children from a particular group?

All school policies are routinely reviewed to assess their impact on groups with shared protected characteristics. This helps ensure that our policies, practices, and decision-making processes are fair, inclusive, and free from discrimination. It also enables us to identify opportunities to actively promote equality.

6. Definition of Vulnerable Children (Public Sector Equality Duty)

In fulfilling our duties under the Public Sector Equality Duty (Equality Act 2010), the school recognises that some pupils may be vulnerable to disadvantage, harm, or reduced educational outcomes due to personal, family or social circumstances.

Vulnerable children are those who may be at greater risk of physical or emotional harm, barriers to learning, or poorer life chances. This may include children who are in need of social care support, looked-after children, young carers, pupils with Special Educational Needs and Disabilities (SEND), those with medical or mental health needs, and pupils experiencing family challenges such as domestic abuse, parental illness, substance misuse, offending, poverty or housing instability, barriers linked to language, culture or prior attainment. Vulnerability may be temporary or long-term, and a child's circumstances may change over time.

Further guidance on these contributing factors is outlined in the school's Mental Health Pathways document.

In line with our equality duties, the school seeks to eliminate discrimination, advance equality of opportunity and foster good relations by identifying and addressing barriers that vulnerable pupils may face. Decisions about provision, support and resource allocation are therefore made with careful consideration of pupils' individual needs and best interests, ensuring that all children have equitable access to learning, wellbeing support and opportunities to succeed.

7. Equality objectives

The school is committed to promoting the welfare and equality of all its staff, pupils and other members of the school community.

The school sees all members of the school community as of equal value, regardless of any protected characteristic or vulnerability. The school's policies, procedures and activities will not discriminate but must nevertheless take account of differences in life experience, outlook and background, and in the kinds of barriers and disadvantages which people may face in relation to any protected characteristic.

The school's Equality Information and Objectives Statement sets out how the school is meeting the PSED and outlines how equality of opportunity is ensured for all members of the school community.

To achieve this, the school has established the following objectives:

1. Strengthen pupils' sense of belonging and inclusion

SMART Objective:

By **July 2029**, increase the proportion of pupils (including disadvantaged, SEND and EAL) reporting a strong sense of belonging and safety in school (via annual pupil voice surveys) from the 2025 baseline by **at least 15 percentage points**, and ensure their participation in clubs, trips and leadership roles is **proportionate to or exceeds their representation within the school population**.

Success measures:

- ≥85% positive responses on belonging/safety across all groups
- Participation rates of vulnerable groups match or exceed cohort proportions
- Annual curriculum audit evidences **full representation and diversity coverage**

Key actions (refined):

- Implement and review an **annual inclusive curriculum audit cycle**
- Embed **diverse representation across all subjects**, not just literacy/PSHE
- Track and remove barriers to enrichment participation (financial, social, SEND access)
- Establish **termly pupil inclusion forums** representing vulnerable groups

2. Promote emotional regulation and wellbeing

SMART Objective:

By **July 2029**, reduce behaviour incidents linked to emotional dysregulation among disadvantaged and SEND pupils by **30% from the 2025 baseline**, and ensure that **at least 90% of pupils can independently identify and use two or more self-regulation strategies**, evidenced through pupil voice and classroom practice.

Success measures:

- 30% reduction in recorded dysregulation-related incidents
- ≥90% pupils demonstrate use of regulation strategies
- Annual wellbeing survey shows **measurable improvement (≥15%)**

Key actions (refined):

- Deliver a **progressive emotional literacy curriculum (EYFS–KS2)**
- Standardise **co-regulation and de-escalation approaches** across staff
- Provide **targeted interventions** (e.g., ELSA, nurture, sensory support)
- Monitor impact through **half-termly behaviour and wellbeing reviews**

3. Improve engagement and attendance of vulnerable pupils

SMART Objective:

By **July 2029**, reduce persistent absence (PA) for disadvantaged and SEND pupils to **below 10%**, and increase overall attendance for these groups to **at least national average**, through early intervention and targeted pastoral support.

Success measures:

- PA reduced to <10% for all vulnerable groups
- Attendance gap between vulnerable and non-vulnerable pupils reduced by **at least 50%**
- Improved engagement evidenced through **lesson participation and behaviour data**

Key actions (refined):

- Implement **real-time attendance tracking and rapid response protocols**
 - Deliver structured **family engagement plans** for identified pupils
 - Introduce **attendance mentoring and incentive systems**
 - Align attendance strategy with **safeguarding and SEND provision mapping**
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4. Develop pupils' understanding of fairness, equality and respect

SMART Objective:

By **July 2029**, ensure that **100% of pupils** can articulate age-appropriate understanding of fairness, equality and respect, and reduce incidents of discriminatory language or behaviour by **at least 50% from the 2025 baseline**, as recorded in behaviour logs.

Success measures:

- Pupil voice demonstrates secure understanding across all year groups
- 50% reduction in recorded discriminatory incidents
- Increased pupil participation in **equality, diversity and inclusion (EDI) initiatives**

Key actions (refined):

- Deliver a **sequenced PSHE/RSHE curriculum** with explicit anti-racism content
 - Track and respond to incidents using a **clear anti-discrimination protocol**
 - Establish **pupil equality ambassadors or councils**
 - Use assemblies and curriculum to explore **protected characteristics and justice**
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5. Close attainment gaps for vulnerable pupils

SMART Objective:

By **July 2027**, reduce the Key Stage 2 combined reading and maths attainment gap between disadvantaged and non-disadvantaged pupils from the 2024/25 baseline by **at least 10 percentage points**, through high-quality teaching, targeted intervention and termly progress monitoring.

Success measures:

- Gap reduced by ≥ 10 pp
- $\geq 90\%$ of vulnerable pupils make **expected progress**, with $\geq 30\%$ making **accelerated progress**
- Termly data shows **consistent narrowing of gaps across year groups**

Key actions (refined):

- Embed **adaptive teaching as standard practice**
 - Deliver **evidence-based interventions** with entry/exit data
 - Conduct **termly pupil progress reviews** focused on vulnerable groups
 - Align SEND, Pupil Premium and curriculum planning
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6. Embed an anti-racist, inclusive school culture

SMART Objective:

By **July 2029**, ensure that all staff demonstrate competence in anti-racist and inclusive practice (100% completion of annual training), and that curriculum, policies and behaviour systems consistently reflect **zero tolerance of discrimination and active promotion of equality**, evidenced through monitoring and stakeholder feedback.

Success measures:

- 100% staff trained annually in equality, diversity and anti-racism
- Reduction in racist incidents (tracked and reviewed termly)
- Stakeholder surveys show **improved perception of inclusivity (≥15%)**

Key actions (refined):

- Implement **mandatory annual equality and anti-racism training**
- Review policies through an **equality impact assessment cycle**
- Audit curriculum to ensure **representation and challenge to bias**
- Engage parents and community in **cultural awareness initiatives**

7. Increase cultural capital and achievement for vulnerable groups

SMART Objective:

By **July 2029**, ensure that **100% of disadvantaged and SEND pupils access at least two high-quality enrichment experiences per year**, and demonstrate improved attainment and aspiration, with measurable increases in progress and engagement outcomes.

Success measures:

- Full participation in enrichment (tracked centrally)
- Improved attainment and engagement data for targeted pupils
- Pupil voice reflects increased **aspiration and cultural awareness**

Key actions (refined):

- Map and guarantee **equitable access to trips, visits and experiences**
- Provide **financial and logistical support** to remove barriers
- Integrate **cultural capital into curriculum planning**
- Track impact through **progress, attendance and pupil voice**

8. Collecting and using information

In accordance with the requirements outlined in the UK GDPR and Data Protection Act 2018, personal data will be lawfully collected and processed in line with the principles and practices outlined in the Data Protection Policy and only for specified, explicit and legitimate purposes, e.g. to comply with the school's legal obligations.

The school will collect equality information for the purpose of:

- Identifying key issues, e.g. unlawful discrimination in teaching methods.
- Assessing performance, e.g. benchmarking against similar organisations locally or nationally.
- Taking action, e.g. adapting working practice to accommodate the needs of staff who share protected characteristics.

The school will build an equality profile for staff to assist with identifying any issues within their recruitment regime. The school will obtain the following information from their staff:

- Recruitment and promotion
- Numbers of part-time and full-time staff
- Pay and remuneration
- Training
- Return to work of staff members on parental leave
- Return to work of disabled employees following sick leave relating to their disabilities
- Appraisals
- Grievances (including about harassment)
- Disciplinary action (including for harassment)
- Dismissals and other reasons for leaving

The school will use the information it obtains to analyse any gaps present in its equality documentary.

Pupil Data

Aston Clinton School collects data on the achievements of all pupils. This generic information gathering will be disaggregated for pupils from diverse groups to reveal if current policies and practices are differentially affecting any group of pupils' achievements and attainments. We will monitor, for example:

- Admission and Transfer Procedures
- Pupil attainment and progress
- Attendance
- Access to the environment, including access to equipment
- Access to the curriculum, teaching and learning
- Access to written communication
- Personal development and pastoral care
- School values
- Behaviour, discipline and exclusion
- Harassment
- Bullying (including racist and homophobic bullying)
- PSHE
- Health, sport and obesity

Aston Clinton School also gathers information on 'opportunities' and 'achievements' of pupils from diverse groups. Possible examples include:

- which pupils are in positions of responsibility
- satisfaction and enjoyment levels across a range of school activities
- aspirations and ambitions of pupils for the future
- access to school trips
- involvement in after school clubs and activities
- Opportunities for enrichment activities (both in / out of school)

Employee Data

Aston Clinton School gathers the following information annually in relation to all employees, as part of its diversity monitoring process:

- staff in post
- applicants for employment, training and promotion

Parent Data

Under the requirements of the general duties it is useful for us to collect detailed information on parents of children at Aston Clinton School. In doing this we would be in a better position to show how we are promoting equality for all parents who are part of the school community. We will do this by monitoring:

- attendance at parents evenings
- membership of Aston Clinton governing body
- access to information, services and resources for parents and guardians

9. The Role of Aston Clinton School in promoting community cohesion

As economic change, regeneration, migration and other factors continue to alter the shape of our local communities and neighbourhoods, the role of Aston Clinton School is more important than ever. All research and guidance on community cohesion recognises the central role of schools in breaking down barriers between young people; developing their sense of belonging; and building their understanding of their rights and responsibilities. Schools also play a vital part in promoting cohesion in the wider community. Therefore, Aston Clinton School can contribute to cohesion in the following ways:

- through our ethos and curriculum (e.g. British Values and PSHE), our promotion of shared values and a common sense of identity, and our commitment to supporting diversity and equality.
- through our engagement with parents, with the wider community and with other schools.
- For our school, the term community has a number of dimensions including:
 - The school community
 - The community in which the school is located
 - The community of Britain
 - The global community

10. Equality Self Evaluation for Aston Clinton School

In order to see how effective we are in meeting our duties and to identify any gaps in our provision in relation to equality, Aston Clinton School will produce an annual Equality Report to highlight our existing strengths and any areas for future development.

This will be done by:

- Gathering Information
- Consultation
- Equality Impact Assessment
- Identifying any exceptions to the duties appropriate to our school
- Looking at any additional implications for our school
- Feedback (Sharing information with the school community)

11. Addressing prejudice-related incidents

The school is opposed to all forms of prejudice. The school will ensure that pupils and staff are aware of the impact of prejudice. The school will address any incidents immediately and, where appropriate, report them to the LA.

Any reports of bullying and prejudice will be carefully monitored and dealt with accordingly. Annual training will be given to all staff to ensure that they are aware of the process for reporting and following up incidents of prejudice-related bullying.

12. Complaints procedures

The school aims to resolve all complaints at the earliest possible stage and is dedicated to continuing to provide the highest quality of education possible throughout the procedure. Any person, including a member of the public, is able to make a complaint about the provision of facilities or services that the school provides.

The school will adhere to the Complaints Procedures Policy to ensure a straightforward, impartial, non-adversarial process, that allows a full and fair investigation, respects confidentiality, and delivers an effective response and appropriate redress. If a complaint has completed the school's process and the complainant remains dissatisfied, they have the right to appeal, as outlined in the Complaints Procedures Policy.

The school works to develop good professional relationships between colleagues; however, the school understands that sometimes conflicts may arise. Through maintaining open communication, the school wants its employees to feel able to raise any grievances so that appropriate and effective solutions can be put in place. Grievances raised by staff members will be processed in accordance with the school's Grievance Policy.

13. Monitoring and review

The headteacher will review this policy annually, to ensure that all procedures are up-to-date.

The Governing board will update the published equality information at least annually and review the equality objectives at least every 4 years. These will be published on the website

14. References

- Public Sector Equality Duty: guidance for public authorities (GOV.UK, 18 December 2023): <https://www.gov.uk/government/publications/public-sector-equality-duty-guidance-for-public-authorities/public-sector-equality-duty-guidance-for-public-authorities>
- <https://www.gov.uk/government/organisations/department-for-education/about/equality-and-diversity>
- The Equality Act 2010 (Specific Duties) Regulations 2011: <https://www.legislation.gov.uk/ukxi/2011/2260/contents/made>

- Equality Act 2010: advice for schools (DfE):
<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>
- EHRC Technical guidance for schools in England (updated 2023/2024):
<https://www.equalityhumanrights.com/equality/equality-act-2010/technical-guidance-schools-england>
- Gender pay gap reporting – when to report (GOV.UK):
<https://www.gov.uk/government/publications/gender-pay-gap-reporting-guidance-for-employers/when-to-report>
- Citizens Advice – What’s the public sector equality duty?:
<https://www.citizensadvice.org.uk/law-and-courts/discrimination/public-sector-equality-duty/what-s-the-public-sector-equality-duty/>

Appendix 1: Glossary

Antisemitism	A certain perception of Jews, which may be expressed as hatred toward Jews.
Biphobia	Prejudice or negative attitudes, beliefs or views about bisexual people.
Cisgender	Someone whose gender identity is the same as the sex they were assigned at birth.
Disability	A physical or mental impairment, which has a substantial and long-term adverse effect on someone's ability to carry out typical day-to-day activities.
Discrimination	This can be direct: When someone is treated less favourably than another person or other people because: • they have a particular protected characteristic • someone thinks they have that protected characteristic (discrimination by perception) • they are connected to someone with that protected characteristic (discrimination by association) Or indirect: There is a policy that applies in the same way for everybody but disadvantages a group of people who share a protected characteristic.
Gender identity	Someone's internal sense of their own gender, whether man, woman, or some other gender. This may or may not align with their assigned sex.
Gender reassignment	If someone is proposing to undergo, is undergoing, or has undergone a process (or part of a process) to change sex and/or gender. This might involve medical intervention, but it can also mean changing names, pronouns, dressing differently and living in their self-identified gender.
Harassment	Unwanted conduct, related to a relevant protected characteristic, which violates a person's dignity and/or which creates an intimidating, hostile, degrading, humiliating or offensive environment for that person.
Homophobia	Prejudice or negative attitudes, beliefs, or views about lesbian, or gay people.
Islamophobia	A type of racism that targets expressions of Muslimness or perceived Muslimness. Further information here.
Prejudice-related incident	Any incident which is perceived to be prejudice-related by the victim or any other person.
Race and ethnicity	Includes skin colour, nationality and ethnic or national origins.
Racism	Prejudice or negative attitudes, beliefs, or views about someone based on their skin colour, nationality, ethnic or national origin.

Reasonable adjustments	Taking reasonable steps to remove disadvantages faced by disabled people by: • changing provisions, criteria, or practices • changing or removing a physical feature or providing a reasonable alternative way to avoid that feature • providing auxiliary aids
Religion or belief	Religion is a formalised system of belief that aims to relate humanity to spirituality. Beliefs included are philosophical beliefs, which are considered to be similar to a religion. We include people who have no religion or a lack of belief.
Sex	Whether someone is male, female or intersex.
Sexism	Prejudice or negative attitudes, beliefs or views about someone based on their sex.
Sexual orientation	Who someone is emotionally, mentally, and physically attracted to in relation to their sex/gender, this includes heterosexual, lesbian, gay, bisexual, pansexual and asexual.
Transgender	An umbrella term to describe people whose gender identity differs from what is typically associated with the sex they were assigned at birth.
Transphobia	Prejudice or negative attitudes, beliefs or views about transgender people including refusal to accept their gender identity
Victimisation	Treating someone badly because they are: • making a claim or complaint of discrimination • helping someone else to make a claim by giving evidence or information Or because they intend to do so.

Appendix 2: Equality Impact Assessment

Name and/or brief description of policy/practice				
What evidence/information has been used to help identify the likely impact on different groups of people?				
Which relevant groups have we engaged/consulted with as part of our assessment?				
Protected characteristic	Impact on this group			Explain and give examples of evidence
	Positive	Negative	Neither	
age				
disability				
gender reassignment				
marriage and civil partnership				
pregnancy and maternity				
race				
religion or belief				
sex				
sexual orientation				

Barriers/disadvantages/discrimination identified?	Yes (tick)	No (tick)
If "yes" how will the policy/practice be adapted/changed to eliminate this?		
Date completed	Review date	