Equality Information and Objectives 2026–2030

Document owner	Headteacher and governing body
Equality information	To be reviewed and updated at least annually
Equality objectives	Proposed cycle: 2026–2030; reviewed for progress annually and refreshed at least every four years
Approval date	October 2026

1. Our commitment

At Bewdley Primary School, our commitment to "Helping Everyone Achieve Their Best" means providing an inclusive, respectful environment in which pupils, families and staff are valued. We aim to remove barriers, promote participation and ensure that differences are recognised and respected. Equality is considered through our curriculum, school culture, policies and decisions.

This document sets out how we demonstrate due regard to the Public Sector Equality Duty and identifies our proposed equality objectives. It should be read alongside the school's SEND Information Report, SEND Policy, Accessibility Plan and other relevant policies.

2. Legal framework and responsibilities

The Equality Act 2010 requires the school, when exercising its functions, to have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a relevant protected characteristic and those who do not.
- Foster good relations between people who share a relevant protected characteristic and those who do not.

Protected characteristics under the Act include age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. Their application varies by duty and context: for example, age is relevant to employment but not generally to pupils in school, and marriage and civil partnership has a more limited application under the Public Sector Equality Duty.

Under the Equality Act 2010 (Specific Duties) Regulations 2011, the school publishes information demonstrating compliance with the duty at least annually and publishes one or more specific, measurable equality objectives at least every four years. Information is published proportionately, with due regard to confidentiality and the risk of identifying individuals in small pupil groups.

Who is responsible?

The governing body oversees compliance, approves the objectives and monitors progress. The headteacher leads implementation, considers equality implications in school decisions and reports to governors. All staff are responsible for promoting respectful and inclusive practice and following the school's policies. Pupils and families are invited to contribute views through existing school processes.

3. How we put equality into practice

Eliminating discrimination

The school promotes respectful conduct and addresses prejudice-related incidents through its behaviour, safeguarding and anti-bullying arrangements. Policies and day-to-day decisions are considered in light of equality duties. Reasonable adjustments for disabled pupils are considered in accordance with individual needs, including access to learning, activities and information.

Advancing equality of opportunity

Leaders use existing assessment, attendance, participation and pastoral information to identify possible barriers and differences in experience or outcomes. Relevant information is considered alongside pupil and family views, and teaching or provision is adapted where appropriate. The school's SEND arrangements and Accessibility Plan explain additional provision and plans to improve access.

Analysis of pupil groups is proportionate and interpreted carefully, particularly where numbers are small. The school does not publish information that could identify individual children.

Fostering good relations

Through the curriculum, assemblies, school values, relationships and wider opportunities, pupils are supported to develop respect for people with different backgrounds, beliefs, abilities and experiences. Curriculum and resource review considers whose lives and perspectives are represented. The school responds to prejudice and promotes a sense of belonging across its community.

Equality in decision-making

When making significant decisions, leaders and staff consider whether proposed arrangements may create barriers or disadvantage for particular groups, and what reasonable, proportionate steps could

address them. This includes decisions about curriculum access, activities, trips, communication, admissions and school routines. Relevant considerations are recorded within existing planning or decision-making processes where appropriate; this document does not introduce a separate universal form.

4. Proposed equality objectives: 2026–2030

The following objectives build on established school priorities and practice. Progress will be considered annually using existing monitoring and reporting arrangements; baseline evidence and appropriate measures will be confirmed during the first review.

Objective 1 — Inclusion and participation

To continue to improve access to learning, enrichment and wider school life for pupils with SEND and disabilities, identifying and reducing barriers to participation and promoting independence and inclusion.

Evidence of progress: existing SEND and accessibility monitoring; participation in learning and wider activities; pupil and parent voice; review of reasonable adjustments and their impact. Leaders will identify any specific participation barriers and record action and follow-up through existing processes.

Objective 2 — Equality of educational opportunity

To build on existing improvements in attainment and progress by continuing to identify, monitor and address differences in outcomes between pupil groups, particularly where disadvantage, disability or other relevant characteristics may create barriers to achievement.

Evidence of progress: existing attainment and progress analysis, group trends where reliable, evaluation of targeted support and reports to governors. Baselines and realistic measures will be established from current school data rather than assuming that every difference in outcomes can or should be eliminated.

Objective 3 — Representation, respect and belonging

To strengthen inclusive representation across the curriculum and wider school experience, ensuring pupils encounter diverse cultures, identities, experiences and perspectives.

Evidence of progress: curriculum and resource review, pupil voice, existing monitoring of personal development and behaviour, and evidence of action taken where representation or participation gaps are identified.

5. Monitoring and publication

The headteacher will oversee an annual review of the published equality information and progress towards these objectives, with appropriate reporting to governors. Objectives will be formally reconsidered and republished at least every four years, or earlier where school circumstances warrant. The school will consider the views of pupils, families, staff and governors through established channels.

The school will publish this document or equivalent accessible equality information and objectives on its website. Supporting evidence may be held within existing policies, monitoring records and governor reports rather than duplicated in a separate action plan. Published information will respect confidentiality and data-protection requirements.

6. Related school information

- SEND Information Report 2026–27 and SEND Policy 2026–27
- Accessibility Plan
- Behaviour, anti-bullying and safeguarding arrangements
- Admissions, attendance and complaints arrangements
- School Development Plan and curriculum information