

Equality Policy and Objectives 2026

GOVERNING BODY
OCTOBER 2026

Equality Policy and Objectives 2026

Low Road and Windmill Music Federation

This policy sets out how the Federation will meet its equality duties, remove barriers to participation and respond to discrimination. It identifies responsibilities, measurable objectives and the arrangements for monitoring and publishing progress.

1 Introduction

1.1 On 1 October 2010, the Equality Act (EA) 2010 replaced and consolidated all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It simplified the law by getting rid of anomalies and inconsistencies and extended protection against discrimination in certain areas. The EA applies equally, where applicable, to adults and children in school.

1.2 The Federation will comply with the Public Sector Equality Duty (PSED). When exercising our functions, we will have due regard to the need to eliminate unlawful discrimination, harassment, victimisation and other prohibited conduct; advance equality of opportunity; and foster good relations between people who share a relevant protected characteristic and those who do not. Marriage and civil partnership is relevant to the first aim where applicable, but is not a relevant characteristic for the second and third aims.

An overview of the key points of the EA and PSED as they impact on schools is provided in Appendix 1.

1.3 The Act in particular deals with the way in which schools treat their pupils and prospective pupils and makes it unlawful for a school, including its employees 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, or
- by excluding a pupil or subjecting them to any other detriment.

1.4 Pupil-to-pupil conduct is not directly regulated by the schools discrimination provisions in the same way as the actions of the responsible body. However, the Federation must prevent and respond effectively to discriminatory bullying and harassment and must not discriminate in its response. Safeguarding and behaviour duties apply alongside equality law.

1.5 This policy applies to Low Road Primary School and Windmill Primary School and Daycare, their pupils and prospective pupils, staff and job applicants, governors, volunteers, and the Federation's dealings with parents, carers, visitors and contractors. The relevant legal duties differ between education, employment and services. It should be read with the following current policies and plans:

- School Accessibility Plan
- School Improvement Plan and School Development Plan
- SEND
- Supporting Pupils with a Medical Condition
- Behaviour Policy
- HR policies on recruitment and pay
- Complaints policy
- Safeguarding and child protection, including current Keeping children safe in education
- Anti-bullying, relationships and health education, and relevant grievance and dignity at work procedures

2 Roles and responsibilities

2.1 The Governing Body is responsible for ensuring that the Federation complies with equality legislation and that this policy is implemented. It will approve and publish specific, measurable equality objectives; receive termly progress reports; ensure equality information is updated and published annually; and oversee each school's accessibility plan. Before significant decisions, governors will consider equality implications and record the material evidence, implications and action agreed.

In particular the Governing Body continues to:

- Set high expectations for the behaviour, progress and attainment of all pupils
- Set high expectations for the conduct and professionalism of both staff and governors
- Promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs

2.2 The Executive Headteacher is responsible for implementation, staff awareness and training, appropriate action on reported discrimination, and ensuring sufficient resources for reasonable adjustments and accessibility planning. The Executive Headteacher will coordinate the annual equality information update and ensure that objectives and progress are available on the Federation website.

Concerns should be reported promptly to a Headteacher or the Executive Headteacher. Concerns about the Executive Headteacher should be directed to the Chair of Governors. Safeguarding concerns must be reported immediately through the safeguarding procedures. Parents and carers may use the complaints procedure; staff may use the relevant grievance or dignity at work procedure. Nobody will be victimised for raising or supporting an equality concern.

2.3 The senior leadership team is responsible for:

- coordinating equality work within staff teams
- responding to all reported discriminatory incidents, ensuring appropriate recording, support and follow-up, and reporting significant concerns to the Executive Headteacher
- monitoring outcomes and participation for relevant groups, including disabled pupils, and identifying barriers without stereotyping individuals
- allocating resources fairly and equitably, including recognising that some children may require more than others for an equal and fair chance to enjoy and achieve

Headteachers will oversee implementation in their school. The SENDCo will advise on disability barriers and reasonable adjustments; class teachers and relevant staff will implement and review agreed provision. The School Business Manager will support accessible premises, procurement and employment arrangements within their remit.

2.4 All staff are expected to:

- maintain the highest expectations of success for all pupils
- promote an inclusive and collaborative ethos in their classroom
- respond appropriately to incidents of discrimination and harassment
- plan and deliver curricula and lessons that reflect the school's principles and values
- adapting teaching and putting agreed reasonable adjustments into practice, especially for pupils with additional needs
- maintaining awareness of equality issues and completing relevant training

2.5 Parents, carers, visitors and contractors are expected to be aware of, comply with, support and uphold the Federation's commitment to equality.

3 The Federation policy

3.1 The Equality Policy outlines the commitment of the staff, pupils and governors to ensure that equality of opportunity is available to all members of the school community. This means not simply

treating everybody the same but understanding and addressing the different barriers which could lead to unequal outcomes for different groups of pupils in school.

3.2 The Equality Policy reflects strongly the core values held by the Federation:

- Create happy and inclusive settings that find strength in diversity and have a positive approach to learning in safe, caring, stimulating and high achieving environments.
- Develop attitudes of honesty, tolerance and respect, and promote the spiritual, cultural, moral and physical development of all.
- Develop a sense of belonging, stability and involvement, focusing on strong partnerships with parents, community groups and agencies in Belle Isle and Hunslet.
- Prepare pupils for life, for economic well-being, and able to make a positive contribution in the future, by achieving their full potential and high attainment.
- Provide a broad curriculum that aims to meet individual and collective needs, and that challenges, extends and excites, and has music making at its heart.
- Regularly provide many quality, first-hand experiences, with a range of appropriate teaching and learning strategies, to stimulate and motivate all types of learners.

The Federation fundamentally aspires to raise the attainment of all children encouraging them to achieve to the best of their ability. By promoting an ethos of mutual respect between children, staff and parents each play their part in the learning partnership. Children are encouraged to become confident and caring individuals who will make a positive contribution in their lives and enjoy future success.

3.3 The Federation will comply with the Equality Act 2010 and the specific equality duties. Advancing equality of opportunity includes:

- Removing or minimising disadvantages suffered by people due to their protected characteristics
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people
- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

3.4 Equality objectives

The following objectives will guide the Federation's equality work. Before adoption, governors will consider current school evidence and pupil, parent and staff views to confirm that these are relevant priorities. Baselines will be established in the first term following approval, and progress reported separately for each school.

Objective 1 Improve access for disabled pupils

By the end of the second term after approval, all disabled pupils with an identified barrier to curriculum, visits, performances or enrichment participation will have the barrier considered with the pupil and parent or carer, and reasonable adjustments recorded and put into practice. Where an adjustment cannot be delivered immediately, the record will state the interim provision, responsible person and completion date. Essential support will not be delayed to meet this reporting timetable.

Lead: SENDCo with Headteachers and class teachers. Evidence: adjustment records, participation information and pupil and parent feedback. Review: termly checks of implementation and effectiveness; unresolved barriers reported to governors.

Objective 2 Increase confidence in reporting prejudice

By the end of the first academic year following approval, at least 90% of Key Stage 2 pupils completing an accessible pupil survey or equivalent supported discussion will be able to identify a trusted adult or reporting route and describe an appropriate response to an age-appropriate example of discriminatory bullying. All Key Stage 2 pupils will be offered an accessible way to

participate; response rates and differences between relevant groups will be reported alongside results.

Lead: Headteachers with the relevant personal development lead. Evidence: a first-term baseline and repeat survey or supported discussion using consistent questions. Action: teach and revisit how to recognise prejudice, seek help and support others. Review: termly pupil feedback and an annual outcome report; pupils needing further support will receive it.

Objective 3 Reduce inequality in enrichment participation

During the first term following approval, leaders will establish participation rates in optional clubs, music and other enrichment, identify the most significant evidenced gap related to a protected characteristic, and record the priority group, baseline and action. By the end of the second academic year following approval, the identified percentage-point gap will be reduced by at least half. Governors will confirm the selected focus and publish it with the baseline at the first-term review. If no meaningful gap is found, governors will approve and publish a replacement specific, measurable objective based on the evidence.

Lead: Headteachers with enrichment and music leads. Evidence: participation records and accessible pupil and parent consultation. Action: address barriers such as communication, access arrangements, timing and resources, with lawful positive action where appropriate. Review: termly participation analysis. Small cohorts will also be considered individually and published information will protect confidentiality.

These targets are Federation improvement measures; the law does not prescribe these particular percentages. Reasonable adjustments and other legal duties apply immediately and are not conditional on meeting objective milestones.

3.5 We will treat pupils fairly and respond to individual needs. Equality does not always mean identical treatment: disabled pupils may need different provision or reasonable adjustments. The protected characteristics are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. Age and marriage and civil partnership are not protected characteristics under the schools pupil provisions, but are relevant to employment. Gender identity is not a separately named protected characteristic in the Act; the Federation's wider commitment to dignity and inclusion does not replace the statutory protections.

For the purposes of the Equality Act, sex means biological sex, following the Supreme Court judgment of 16 April 2025. Gender reassignment remains separately protected. We will apply the current law and relevant guidance on facilities and provision while protecting the dignity, privacy and safety of all pupils and staff, and seeking case-specific advice where necessary.

4 Practice and implementation

4.1 The Federation believes that 'equality' should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth.

4.2 The Federation promotes a welcoming atmosphere where everyone is respected and parents / carers feel fully engaged in the school. All pupils are encouraged to greet visitors to the school with friendliness and respect and are expected to behave with respect to one another.

4.3 Staff will challenge discriminatory language, prejudice and bullying, including racist, disablist, sexist, homophobic and transphobic behaviour and prejudice related to religion or belief. Concerns will be taken seriously, investigated fairly and addressed promptly. Affected pupils will receive support and staff will check whether the behaviour has stopped. Restorative work may support resolution where appropriate, but will not replace safeguarding action, investigation or proportionate consequences.

Incidents will be recorded through the appropriate Federation recording arrangements, with safeguarding concerns recorded on CPOMS. Records will identify the nature of the concern, action taken, support provided and follow-up. Governors will receive anonymised summaries and analysis of patterns and repeat incidents. An increase in reporting will not automatically be interpreted as worsening behaviour or used to discourage disclosure.

Concerns involving sexual harassment, violence, abuse or a risk of harm will be managed under safeguarding procedures. Staff must not wait for a complaint to be made before taking appropriate action.

4.4 The displays around the school are of a high quality and reflect diversity across all aspects of equality of opportunity and are frequently monitored

4.5 Assemblies, religious education and classroom activities will develop respect for different faiths, beliefs and the absence of religious belief. Visits and visitors will broaden understanding where appropriate. Religious observance and lawful withdrawal arrangements will be respected. Participation arrangements will be considered fairly and sensitively.

4.6 Behaviour, attendance, suspension and permanent exclusion decisions will take account of equality duties and relevant statutory guidance. Staff will consider disability-related needs, reasonable adjustments and whether conduct arises from disability, alongside the safety and rights of others. Decisions must not unlawfully discriminate. The Federation will monitor patterns and investigate disproportionate outcomes.

Reasonable adjustments and accessibility

The Federation will anticipate barriers faced by disabled pupils and prospective pupils, and will take reasonable steps to avoid substantial disadvantage. This includes reasonable changes to policies and practices and the provision of auxiliary aids or services where required. Disabled pupils will not be charged for reasonable adjustments. Duties do not depend on a pupil having an education, health and care plan or a formal SEND designation.

Adjustments will be considered with the pupil, parents or carers and relevant specialists as appropriate, recorded where needed for consistent implementation, communicated to relevant staff and reviewed for effectiveness. Needs may change; staff should raise concerns promptly. Disability and special educational needs can overlap, but are not interchangeable.

Each school will maintain, implement and regularly review an accessibility plan covering increased participation in the curriculum, improvements to the physical environment, and improved delivery of information to disabled pupils. Plans will identify actions, responsibilities, resources and timescales. Physical alterations for pupils are addressed through accessibility planning rather than the pupil reasonable-adjustment duty for physical features.

4.7 Curriculum teaching and learning

The content of the curriculum is exempt from the discrimination provisions in Part 6 of the Equality Act, but the way education is delivered is not. Our curriculum and its delivery will support respect for protected characteristics through age-appropriate, impartial teaching, taking account of the relevant statutory curriculum guidance. We will provide opportunities for every pupil to succeed.

To do this, we will:

- Collect reliable and timely data, monitor progress and standards for different groups and take action to close any gaps, for example, for those making slow progress in acquiring age-appropriate literacy and numeracy skills;
- Ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary;
- Prepare pupils for life in a diverse society, including understanding their rights, the rights of others and their responsibilities to one another;
- Promote spiritual, moral, social and cultural development and the personal qualities needed to contribute positively to society;

- Use resources that reflect diverse backgrounds, families, faiths, beliefs and disabilities and avoid stereotypes;
- Promote a whole school ethos and values that will challenge prejudice based discriminatory language, attitudes and behaviour;
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- Seek to involve all parents in supporting their child's education.

The School Council, Cultural Awareness Team and Eco Team will provide opportunities for pupils to identify barriers, share views and propose improvements. Leaders will seek the views of pupils who may be less likely to participate, using accessible communication. These activities support the Federation's equality work and do not substitute for its legal duties.

4.8 Policies and procedures

The Federation ensures the guiding principles are applied to its full range of policies and practices, including those that are concerned with:

- pupils' progress, attainment and achievement
- pupils' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions

Admissions and access to clubs, performances, trips and other benefits will be considered without unlawful discrimination. Leaders will review communication, selection criteria, costs and participation arrangements for avoidable barriers. Significant policy and resource decisions will take account of relevant equality evidence before a decision is made.

4.9 Equal opportunities for staff

4.9.1 Employment arrangements will protect staff and applicants against unlawful discrimination, harassment and victimisation. Recruitment, promotion, pay, development and access to employment benefits will be fair, based on relevant criteria and compliant with the law. Any positive action must meet the statutory conditions; it is not a general permission to prefer candidates because of a protected characteristic.

- We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.
- All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.
- We seek a workforce in which people from different backgrounds can contribute and progress, and will address evidenced barriers to recruitment, retention and development.
- As an employer, we will assess risks of sexual harassment, including risks arising from interactions with third parties, and take reasonable steps to prevent it. Measures will include appropriate training, clear reporting routes, prompt action and review of effectiveness. From 30 October 2026, we will comply with the strengthened requirement to take all reasonable steps to prevent sexual harassment and the duty not to permit third-party harassment, including the required preventative steps.
- We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.
- We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

Reasonable adjustments will be considered for disabled staff and applicants, including recruitment arrangements, equipment, working practices and access. Health or disability questions before a

job offer will be asked only within the lawful exceptions. Concerns will be handled through the relevant HR procedures, with protection against retaliation.

5 Monitoring and publication

5.1 We are an inclusive school, working towards greater equality in the whole school community. We use the curriculum and teaching to enhance the self-esteem of all those it serves and to provide a learning environment in which each individual is encouraged to fulfil her or his potential.

5.2 We make regular assessments of pupils' learning and use this information to track pupils' progress, as they move through the school. As part of this process, we regularly monitor the performance of different groups, to ensure that all groups of pupils are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary.

5.3 Resources are available to support groups of pupils where the information suggests that progress is not as good as it should be. The governing body receives termly updates on pupil performance information and the impact of additional support provided.

5.4 School performance information is compared to national data and local authority data, to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances.

5.5 As well as monitoring pupil performance information, we also regularly monitor a range of other information. This relates to:

- Attendance
- Suspensions and permanent exclusions
- All forms of bullying
- Parental involvement
- Participation in after school or other learning opportunities

This monitoring activity enables us to identify any differences in pupil performance and provide specific support as required, including pastoral support. This allows us to take appropriate action to meet the needs of specific groups in order to make necessary improvements.

Monitoring will be proportionate and lawful. Leaders will consider context and small cohort sizes and will not assume that a group difference proves discrimination. Personal and special-category data will be handled under UK GDPR and the Data Protection Act 2018, with appropriate access controls, a lawful basis and relevant conditions. Published information must not identify individuals through small numbers or sensitive details.

5.6 The Federation will publish accessible equality information on its website and update it at least annually. The update will explain how the three aims of the PSED are being met and report progress against the published objectives. It will draw on current evidence, including:

- Current pupil assessment, attendance, participation and behaviour information, including relevant group analysis where appropriate;
- The current School Improvement Plan and School Development Plan, and evidence of action to remove identified barriers;
- Anonymised pupil and parent feedback, relevant governor oversight and progress against equality objectives;
- Current equality, SEND, accessibility, behaviour and employment policies and evidence of their implementation.

Governors will receive reports on the objectives, significant equality concerns and action taken.

6 Review and concerns

6.1 Leaders and governors will monitor this policy and the impact of relevant policies, functions and strategies. Equality implications will be considered while decisions are being developed,

before implementation, and during subsequent review. Consideration will be proportionate to the decision; no particular equality impact assessment form is prescribed by this policy.

6.2 The policy will be reviewed routinely every three years from approval, and earlier if legislation, guidance, incidents or local evidence require changes. Separately, published equality information will be updated at least annually and specific, measurable equality objectives reviewed and published at intervals of no more than four years. Governors will review objective progress termly and may revise objectives sooner where justified by evidence.

6.3 Breaches will be considered fairly in their circumstances, taking account of pupils' ages and needs. The Federation will use the appropriate safeguarding, behaviour, complaints, grievance or disciplinary procedures and seek advice from Leeds City Council, HR advisers, the police or other agencies where appropriate. Restorative action will not prevent escalation where required. Access to statutory remedies is not removed by the Federation's procedures.

Appendix 1 Equality law and application

Protected characteristics

The Equality Act names nine protected characteristics: age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; and sexual orientation. Race includes colour, nationality and ethnic or national origins. Religion or belief includes a lack of religion or belief. Protection because of gender reassignment does not require medical treatment.

The pupil provisions cover disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. Age and marriage and civil partnership do not apply as protected characteristics under those provisions. Employment protections include all nine, subject to the Act's specific rules and exceptions. The general equality duty concerns eight relevant characteristics; marriage and civil partnership is additionally relevant to eliminating prohibited conduct where applicable.

The Federation also seeks to remove barriers connected with poverty, language, caring responsibilities and care experience. These commitments support inclusion, but these circumstances are not separately named protected characteristics under the Equality Act.

Direct and indirect discrimination

Direct discrimination generally means treating someone less favourably because of a protected characteristic than another person is or would be treated. Discrimination because of association with another person or a perceived characteristic is also prohibited where the relevant provisions apply.

Indirect discrimination may arise from a provision, criterion or practice that applies, or would apply, to others but puts people sharing a relevant protected characteristic, and the person concerned, at a particular disadvantage. It may be lawful if shown to be a proportionate means of achieving a legitimate aim. This requires consideration of the actual need, the disadvantage caused and less discriminatory alternatives. Particular statutory provisions and exceptions must be considered where relevant.

Harassment and victimisation

Harassment includes unwanted conduct related to a relevant protected characteristic that has the purpose or effect of violating dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment. The circumstances, the person's perception and whether it is reasonable for the conduct to have that effect are relevant. Sexual harassment and less favourable treatment following acceptance or rejection of certain harassment are also covered by the Act.

The pupil harassment prohibition in section 85 does not cover religion or belief, sexual orientation or gender reassignment. Pregnancy and maternity is not a relevant characteristic for the general

harassment definition in section 26. Harmful treatment on these grounds can nevertheless be unlawful discrimination, including sex discrimination where applicable, and may breach safeguarding and behaviour duties. The Federation prohibits discriminatory bullying and harassment on all grounds; these distinctions do not permit abusive behaviour. Employment harassment provisions have a different scope from the pupil provisions.

Victimisation means subjecting someone to a detriment because they have done, or are believed likely to do, a protected act, such as making a discrimination complaint or supporting another person's complaint. Protection does not require a comparison with another person. The Act also protects pupils against victimisation linked to relevant protected acts by parents or siblings. Bad-faith allegations or evidence are subject to the Act's specific rules.

Disability and reasonable adjustments

Disability generally means a physical or mental impairment with a substantial and long-term adverse effect on normal day-to-day activities, subject to the Act's provisions. Disabled people may lawfully be treated more favourably. Discrimination arising from disability concerns unfavourable treatment because of something arising from disability and is subject to the statutory knowledge and objective-justification tests. Failure to make a required reasonable adjustment is a distinct form of discrimination.

Pupil reasonable adjustments concern policies and practices and auxiliary aids or services; physical access improvements are addressed through school accessibility planning. Employment adjustment duties can include physical features. Staff should seek SENDCo or HR advice as appropriate rather than assume that a diagnosis, SEND label or education, health and care plan determines whether equality duties apply.

Public Sector Equality Duty

Decision-makers must consider eliminating prohibited conduct, advancing equality of opportunity and fostering good relations with sufficient information and before decisions are made. Advancing opportunity may involve removing disadvantage, meeting different needs and encouraging participation. Good relations include tackling prejudice and promoting understanding. A policy statement alone does not demonstrate that due regard has been given.

The Federation must publish information demonstrating compliance at least annually and prepare and publish one or more specific, measurable equality objectives at least every four years. The format can be proportionate and accessible. Equality objectives and published information do not replace the continuing general duty or individual protections against discrimination.