



Dundale Primary School & Nursery

'Belonging, Achieving, Flourishing'

Equality Information & Objectives

Policy Review	
Review schedule	Every four Years
Date of Last Review	September 2026
Date of Next Review	September 2030

Dundale Primary School is committed to equality of opportunity for all pupils, staff, parents and carers. This policy has been written and reviewed with due regard to the Equalities Act 2010.

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 and other conduct that is prohibited by the Equality Act 2010
 - Advance equality of opportunity between people who share a protected characteristic and people who do not share it
 - Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the Public Sector Equality Duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

This document also complies with our funding agreement and articles of association.

Roles and responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a day-to-day basis to the headteacher

The equality link governor will:

- Meet with the designated member of staff for equality every term, and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors

The designated member of staff for equality will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Meet with the equality link governor every term to raise and discuss any issues.
- Support the headteacher in identifying any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

2. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct. Staff are encouraged to challenge unconscious bias and promote equality of access.

Staff and governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings.

Staff responsible for recruitment receive training on the Equality Act. All staff participate in CPD to ensure an ethos of equality.

The Senior Leadership Team are responsible for monitoring equality issues, along with the equality link governor.

3. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to make adjustments to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school clubs and activities)

In fulfilling this aspect of the duty, the school will:

- Analyse attainment data each academic year showing how pupils with different characteristics are performing
- Evaluate the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Identify any trends and improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying.)

4. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures

through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English, pupils will be introduced to literature from a range of cultures

- Holding assemblies to celebrate individuality and broaden pupils' awareness beyond their own first hand experiences.
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Staff seeking advice from people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.

5. Equality considerations in decision-making

The school ensures 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, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities regardless of gender

6. Links to other policies

This Equality Information and Objective plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives (public sector equality duty)
- Special educational needs (SEN) information report
- Special Educational Needs Policy
- Inclusion Policy
- Supporting pupils with medical conditions policy
- Allergy & Anaphylaxis policy
- Accessibility Plan
- Equality Policy (RLP Policy)

[Please see Accessibility Action Plan for current objectives](#)

Equality Information: School Context

Dundale Primary School & Nursery is a one-form entry primary school. On 1st September 2021 the school converted to Academy status and joined the Ridgeway Learning Partnership Multi Academy Trust. Most pupils are from White British backgrounds.

Characteristic	Total	Breakdown <i>(based on school data Sept 2026 or latest January census)</i>
Number of pupils	182	50.55% Female 49.45% Male
Number of staff	39	92.3% - Female (36) 7.7% - Male
Number of governors	13	92.4% - Female 7.6% - Male
Religious character		Non-denominational
Attainment on entry		Lower than Herts average and lower than the national average
Stability Percentage	83.33%	Close to average Most children join in Reception (those in nursery tend to move up to reception, but currently nursery numbers are low) and remain at the school until transition at Year 6. There is natural movement due to house moves etc.
Pupils eligible for FSM	32.97% 60/182	FSM Expanded - 18.68% (34 children) FSM Targeted - 14.29% (26 children)
Deprivation factor (IDACI)	0.12%	Below Average
Pupils with SEND (non ECHP)	17.6%	32 children out of 182
Pupils with ECHP	7.1%	13/182
Disabled staff	0.0%	None declared
Disabled pupils – (SEN)	0%	
Disabled pupils – (no SEN)	0%	
Minority Ethnic Groups - pupils	11.5%	
Minority Ethnic Groups - staff	10.2%	4/39
Pupils who speak English as an additional language	3.85%	7/182
Average attendance rate	94.6%	Academic Year 25/26
Significant partnerships, extended provision, etc.		Dundale Deers After School provision; Dundale is one of three schools in The Ridgeway Learning Partnership alongside Tring School, Grove Primary School; Orchard Children's Centre; DSPL8; Integrated Services for Learning; Children's Services

Equality Objectives Action Plan

Equality Objective	Protected Characteristic	Lead Person	Success indicator
Promote equal participation and achievement for all groups in the school community	All characteristics	SLT	Data analysis and tracking shows little or no difference in access, participation or achievement for any groups
Ensure that the school environment better represents diversity so that all pupils can 'see themselves' and feel they belong.	All characteristics	SLT	Pupils are exposed to varied representation of all people, beyond what is typical for the local community. Through pupil voice, BAME, EAL and pupils with additional needs state that they feel better represented - they 'see themselves' more and feel they belong
Ensure the curriculum offer at Dundale Primary School better represents the diverse society in which we live	All characteristics	SLT & Subject Leaders	Pupils are exposed to varied representation of all people, beyond what is typical for the local community. The curriculum shows developing countries in a more positive and less stereo-typical way. Pupils feel increasingly confident to talk about their global perspectives, showing a developing understanding of multicultural issues and how their lives compare and contrast with other children across the UK and around the world.
Track any trends with regard to race, gender and disability within recruitment data, to help address any under-representation of any groups within the school workforce	All characteristics	SLT	Analysis of recruitment data and trends with regard to race, gender and disability shows no groups have been excluded