



SPARKEN HILL ACADEMY

Equality Policy

Public Sector Equality Duty, Equality Information and Objectives

How Sparken Hill Academy promotes equality, meets the Public Sector Equality Duty and sets measurable equality objectives for pupils, staff, families and visitors.

2026-27

Document control

Policy	Equality Policy
Version	1.6
Author	Mr R.Lilley, Principal
Approved by	Trust Board
Date approved	08 October 2026
Next policy review	October 2027 (annually, alongside the equality information)
Equality information	Published annually each autumn term; 2026-27 information is at Appendix A
Equality objectives period	October 2026 to October 2030 (reviewed annually; fully reset by October 2030)

Revision record

Rev	Date issued	Prepared by	Approved	Comments
1.2	Feb 2021	RTL	Not recorded	Policy adopted.
1.3	Sept 2023	KG	Dec 2023	Update plan. Update acronyms.
1.4	Sept 2024	KG	Dec 2024	Update plan. (Previously numbered 1.3 in error.)
1.5	March 2026	RTL	March 2026	Standalone SAT status confirmed; RSHE updated; gender-questioning guidance; PSED duties; review dates updated. (Previously numbered 1.4.)
1.6	Oct 2026	RTL	Oct 26	Annual equality information added; SMART equality objectives 2026-2030; terminology, glossary and numbering corrected. See summary of changes.

Summary of changes in version 1.6

Section	Change
Cover and title	New 2026-27 cover. Title changed from "Single Equality Policy" to "Equality Policy".
Document control	Revision numbers corrected (two entries were both 1.3). Next review date and objectives period added.
1 Statement and principles	"Local governors" replaced with Trustees. Protected characteristics now use the wording of the Equality Act 2010 (race, sex). Protected characteristics table moved here and corrected ("Gender" changed to "Sex").
2 Public Sector Equality Duty	New table showing how and when each specific duty is met, including annual publication of equality information.
3 Monitoring and review	Monitored groups updated (disadvantaged, looked-after and previously looked-after, Gypsy, Roma and Traveller). Prejudice-related bullying wording corrected. Link Trustee role named.

Section	Change
4 Policy commitments	Typographical errors and an empty bullet removed. KCSIE reference changed to "the current edition" so it does not date. Anti-bullying commitments aligned with incident categories in Arbor.
5 Responsibility for the policy	Governing Body and local governing committee replaced with the Trust Board. Equality Link Trustee role added (Chair holds it until appointed).
6 Equality objectives 2026-2030	All five objectives rewritten to be specific and measurable, with baselines, targets, dates and leads. RSHE review marked complete.
7 Related documents	Updated to current policy titles.
Appendix A (new)	Equality information 2026-27: pupil profile, outcomes for groups, and evidence of due regard.
Appendix B Glossary	Misaligned definitions corrected (FSM, LGBTQ+). Duplicate EAL, and unused terms (SIAMS, GST, QESO, LGC, ASP), removed. PSHE and RSHE separated.

1. Statement and principles

This policy sets out the commitment of Sparken Hill Academy, its staff and Trustees to promote equality. As a standalone primary academy (single academy trust), Sparken Hill Academy is directly responsible for meeting its obligations under the Equality Act 2010 and the Public Sector Equality Duty. This involves tackling the barriers that could lead to unequal outcomes for pupils, staff, parents and carers, Trustees and visitors, ensuring equality of access, and celebrating and valuing the strengths of our community.

We believe that equality should run through every aspect of academy life and is the responsibility of every member of the academy and wider community. Every member of our community should feel safe, secure, valued and of equal worth. At Sparken Hill Academy, equality is a key principle for treating people with dignity and respect, whatever their protected characteristics.

1.1 Protected characteristics

The Equality Act 2010 protects people from discrimination because of nine protected characteristics:

• Age • Disability • Gender reassignment • Marriage and civil partnership • Pregnancy and maternity	• Race (including colour, nationality and ethnic or national origin) • Religion or belief • Sex • Sexual orientation
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In schools, the provisions on age and on marriage and civil partnership do not apply to pupils, but they do apply to staff and others.

2. Public Sector Equality Duty

As a public body, the academy is subject to the Public Sector Equality Duty (PSED) under section 149 of the Equality Act 2010 and the Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017. The general duty requires the academy to have due regard to the need to:

- eliminate unlawful discrimination, harassment and victimisation;
- advance equality of opportunity between people who share a protected characteristic and those who do not;
- foster good relations between people who share a protected characteristic and those who do not.

The Principal and Trust Board have due regard to the equality implications of decisions before they are made. Equality analysis (equality impact assessment) is carried out when developing, reviewing or revising any policy or procedure that may affect pupils, staff, parents or carers with protected characteristics.

2.1 How we meet the specific duties

Specific duty	How the academy meets it	When
Publish information showing compliance with the general duty	Equality information statement covering the pupil profile, outcomes for groups and evidence of due regard (Appendix A), published on the Policies page of the website	Every year, by the end of the autumn term
Prepare and publish equality objectives	Five specific and measurable objectives with baselines, targets, dates and leads (section 6)	Set October 2026; progress reported annually; reset by October 2030

Specific duty	How the academy meets it	When
Publish in an accessible way	Policy and equality information published on the website as accessible PDFs; paper, large-print and translated copies available from the school office	On approval and on request

3. Monitoring and review

The Principal, with the Trust Board, is responsible for co-ordinating the monitoring and evaluation of this policy. The academy is also advised by its legal and HR consultants, CEFM, who:

- provide updates on equality legislation and the academy's responsibilities;
- work closely with the Equality Link Trustee;
- support the evaluation of how the policy affects different groups, in the areas listed below.

The groups monitored include pupils with special educational needs and disabilities (SEND); disadvantaged pupils, including those eligible for free school meals and the pupil premium; looked-after and previously looked-after children; pupils with English as an additional language (EAL); minority ethnic pupils, including Gypsy, Roma and Traveller pupils; and boys and girls. Where a group has fewer than 10 pupils, results are not published, so that individuals cannot be identified.

The areas monitored are:

- pupils' progress and attainment;
- teaching and learning;
- behaviour, suspensions and exclusions;
- attendance;
- admissions;
- prejudice-related incidents and bullying, including racist, homophobic, biphobic, transphobic, sexist, disability-related and faith-related bullying;
- parental involvement;
- participation in extra-curricular and extended activities;
- staff recruitment, development and retention;
- visits and visitors.

4. Policy commitments

4.1 Promoting equality: curriculum

We aim to give all pupils the opportunity to succeed and to reach the highest level of personal achievement. To achieve this we will ensure that:

- curriculum planning reflects a commitment to equality;
- the curriculum prepares pupils for life in a diverse society and reflects the backgrounds and experiences of pupils and families in the academy;
- there are opportunities in the curriculum to explore concepts and issues related to identity and equality;
- attitudes and values that challenge discriminatory behaviour and language are promoted;
- materials are non-stereotyped and accurately reflect a range of cultures, identities and lifestyles.

4.2 Promoting equality: achievement

We hold consistently high expectations of all pupils, whatever their sex, race, disability, social background or any other characteristic. To secure the best possible outcomes we recognise that:

- adults in the academy are expected to be positive role models in their approach to equality of opportunity;
- it is important to identify the needs of individuals and groups and to use targeted interventions to narrow gaps in achievement;
- provision for special educational needs, disability and disadvantage is a high priority;
- a range of teaching methods is used so that learning is effective for all pupils at every stage, and pupils are encouraged to be actively involved in their own learning.

4.3 Promoting equality: ethos and culture

- Those who lead the academy community demonstrate mutual respect between all its members.
- There is a feeling of openness and tolerance that welcomes everyone to the academy.
- Pupils are encouraged to greet visitors to the academy with respect.
- Displays around the academy are of high quality and reflect diversity across all aspects of equality.
- Reasonable adjustments are made to ensure access for pupils, parents and visitors with disabilities, in line with the Accessibility Plan 2025-28.
- Provision is made for the spiritual, moral, social and cultural needs of all pupils through collective worship, classroom-based and off-site activities.
- Pupils have an effective voice, for example through the School Council, the termly pupil voice survey and Year 6 Worry Ambassadors.
- Positive role models are used throughout the academy so that different groups of pupils see themselves reflected in the academy community.

4.4 Promoting equality: staff recruitment and professional development

- All posts are advertised formally and open to the widest pool of applicants.
- Everyone involved in recruitment and selection is trained to avoid discrimination, linked to safer recruitment practice, and ensures good equality practice throughout the process.
- Access to professional development is monitored on equality grounds.
- Supply staff and contractors are made aware of the academy's equality policy and practice.
- Employment policies and procedures are reviewed regularly for compliance with legislation and for their impact.

4.5 Promoting equality: countering and challenging harassment and bullying

- The academy counters and challenges all types of discriminatory behaviour, and this is made clear to staff, pupils, parents and Trustees.
- The academy continues to develop a coherent approach to tackling gender, race and LGBTQ+ themes across the school that challenges stereotypes at all levels.
- In relation to gender-questioning pupils, the academy follows the safeguarding framework in the current edition of Keeping Children Safe in Education (KCSIE) and any guidance issued by the DfE. It takes a careful, child-centred approach informed by the recommendations of the Cass Review (2024), engages with parents and carers as a matter of priority, and involves the Designated Safeguarding Lead in all relevant decisions.

- An anti-bullying week is held every November to inform pupils and challenge discriminatory behaviour.
- The academy has a clear procedure for dealing with prejudice-related incidents. The Principal is the nominated member of staff responsible for recording, reporting and monitoring incidents, which are logged on Arbor by type.
- The academy reports the number and type of prejudice-related incidents to the Trust Board each term.

4.6 Promoting equality: partnerships with parents, carers and the wider community

Sparken Hill Academy aims to work in partnership with parents and carers. We:

- take action so that parents and carers from all backgrounds are encouraged to take part in the full life of the academy;
- keep good channels of communication so that parents' views are captured and acted upon;
- encourage members of the local community to join in academy activities and celebrations;
- make sure parents and carers of newly arrived pupils, including EAL families, Gypsy, Roma and Traveller families and families of disabled pupils, are made to feel welcome, with interpreting and translated information where needed.

5. Responsibility for the policy

All members of the academy community share responsibility for promoting equality.

5.1 The Trust Board

The Trust Board is responsible for ensuring that:

- the academy complies with all equality legislation relevant to the academy community;
- this policy is kept up to date, the equality information is published every year and the equality objectives are easy to identify;
- the actions, procedures and strategies related to this policy are implemented;
- named Equality Link Trustees (Mrs Sue Sparks & Mr Graham Eden); until appointed, the Chair of Governors) has an overview, on behalf of the Board, of prejudice-related incidents and breaches of this policy, and makes sure appropriate action is taken.

5.2 The Principal and senior leadership team

The Principal and senior leadership team are responsible for:

- providing leadership and vision on equality, in partnership with the Trust Board;
- overseeing the implementation of this policy and the equality objectives;
- co-ordinating equality activity and evaluating its impact;
- making sure everyone who enters the academy is aware of, and complies with, equality legislation;
- making sure all staff understand their responsibilities and receive relevant training and support;
- taking appropriate action in response to prejudice-related incidents, disability discrimination, sexual harassment and discrimination.

5.3 All staff

All staff are responsible for:

- implementing this policy and the equality objectives;

- dealing with incidents of discrimination, and knowing how to identify and challenge bias and stereotyping;
- not discriminating on the grounds of any protected characteristic under the Equality Act 2010;
- keeping up to date with equality legislation by attending training organised by the academy or a recognised training provider.

5.4 Measuring the impact of the policy

This policy and all other relevant policies are evaluated and monitored for their impact on pupils, staff, parents and carers from the different groups in our academy. Equality impact assessments are carried out when policies are written or reviewed, following the timeline in the policy review schedule. The main findings are summarised in the annual equality information (Appendix A) and used to make improvements.

6. Equality objectives 2026-2030

Objectives were set in October 2026 and run to October 2030. Progress is reported to the Trust Board every year in the autumn term and published with the equality information. Items in yellow need a baseline or confirmation before approval.

Ref	Objective	Measured by (baseline and target)	Activity	Lead	Milestones
1	Ethos and culture: staff understanding of diversity All staff understand and promote diversity, so that pupils of every background feel respected.	100% of teaching and support staff complete equality, diversity and inclusion training each year (training records) - Pupils agreeing "everyone is treated fairly and with respect at school": baseline [autumn 2026 pupil survey]; target 90% or more by July 2028, sustained to 2030	Annual INSET on cultural diversity and celebrating it, so we retain our identities and beliefs while working together as one community. Included in induction for new staff.	Principal; CPD Lead (Mrs H Brentnall)	- Training delivered by 31 December each year - Pupil survey each summer term - Annual report to Trust Board
2	Ethos and culture: good relations and prejudice-related incidents Foster good relations between all members of the school community and respond well to every prejudice-related incident.	100% of prejudice-related incidents logged on Arbor by type and followed up within 5 school days, with parents informed - Pupils who know how to report a concern and trust adults to act: baseline [termly pupil voice survey, autumn 2026]; target 90% or more by July 2028 - Fewer repeat incidents by the same pupil year on year from the 2025-26 baseline	Circle time and RSHE activities that promote positive behaviour. Anti-bullying week each November. Community Team support for vulnerable groups. Staff training on recording and responding to incidents.	Principal; Senior Family Worker (Mrs K Gardiner)	- Termly incident report to Trust Board - Termly pupil voice survey - Annual review of trends by type
3	Partnerships with parents and carers All new families feel welcome, and parents' views are heard and acted on.	100% of new families offered a welcome meeting with the Community Team, with interpreting or translation where needed - Parents agreeing they feel welcome and listened to: baseline; target 90% or more by July 2027, sustained each year - New-entrant transition survey each autumn	Staff training on cultural diversity, including the LGBTQ+ community. On joining, parents are told how we communicate and asked whether any adjustments are needed. Community Team supports new entrants at welcome meetings and afterwards. Parent Champion meetings.	Community Team; EYFS Lead	- Transition survey results each autumn - Annual parent survey each summer - Parent Champion minutes and actions

Ref	Objective	Measured by (baseline and target)	Activity	Lead	Milestones
4	Achievement: closing gaps for groups All pupils achieve the best possible outcomes, and gaps for disadvantaged pupils, pupils with SEND and boys in the early years continue to close.	- EYFS good level of development: gap between girls and boys narrows from 24.2 percentage points (2026) to under 15 by 2028 and in line with the national gap by 2030 - KS2 reading, writing and maths combined: in-school gap for disadvantaged pupils and for pupils with SEND narrows each year from the 2026 baseline - Phonics by end of Year 2: disadvantaged pupils and pupils with SEND stay at or above the Nottinghamshire equivalent (2026: above by 10.9 and 22.2 points)	Termly progress reviews for disadvantaged pupils, pupils with SEND and pupils with disabilities. Early-years focus on boys' communication, language and literacy (SIP 2026-27). Targeted interventions through the pupil premium strategy. RSHE review against the 2025 statutory guidance completed: RSHE Policy 2026-27 adopted.	Principal (RTL); Assistant Principals; phase SENCOs; PP Trustee (Mrs C Middleton)	- Termly pupil progress meetings - Statutory results each summer - Annual report to Trust Board
5	Challenging stereotypes A coherent approach to tackling gender, race, disability and LGBTQ+ themes that challenges stereotypes at all levels across the school.	- RSHE and assembly map covers every protected characteristic in every year group by July 2027 (curriculum map) - Fewer reports of racist and homophobic language, tracked through objective 2 - Pupil survey and Ambassador feedback show pupils use appropriate language and recognise diversity in everyday life	Build on established practice on gender, LGBTQ+ and race equality, working towards the Rainbow Flag Award. Continue to upskill staff in equality and diversity.	Principal (RTL); RSHE Co-ordinator (Miss H Bridges); Senior Family Worker (Mrs K Gardiner)	- Curriculum map complete July 2027 - Monitoring of RSHE books each term - Ambassador and pupil survey feedback

7. Related documents

- Accessibility Plan 2025-28
- Anti-Bullying Policy 2026-27
- Relationships and Behaviour Regulation Policy
- Attendance Policy 2026-27
- Admission Arrangements
- SEND Policy and SEND Information Report 2026-27
- RSHE Policy 2026-27
- Child Protection Policy 2026-27
- Pupil Premium Strategy Statement
- School Improvement Plan 2026-27
- Equality impact assessments and the policy review schedule

Appendix A: Equality information 2026-27

This appendix is the academy's annual equality information under the Public Sector Equality Duty. It shows who our pupils are, how different groups are achieving, and how we pay due regard to equality in our decisions. Groups of fewer than 10 pupils are not reported. Data is taken from Arbor (September 2026) and the Nottinghamshire County Council summary dashboards (August 2026).

A1 Pupil profile (September 2026)

Group	Pupils	% of roll
Number on roll (Nursery to Year 6)	517	100%
Eligible for free school meals	236	45.6%
Pupils with special educational needs	100	19.3%
Pupils with English as an additional language	93	18.0%
Pupils with SEN who are also eligible for free school meals	59	11.4%
Pupil premium	235	46%
Looked-after children	Fewer than 5	Under 1%
Boys and girls	255 Boys / 259 Girls	49.61% B / 50.39% G
Minority ethnic pupils (all groups other than White British)	106	20.6%

The academy also hosts Sparklers, a Local Authority Enhanced Provision Unit for children from Reception to Year 3 with communication and interaction needs.

A2 Outcomes for groups (2026)

- **Early years:** 65.2% of children reached a good level of development (national 72.3%), up from 60.3% in 2024. Girls 77.1%, boys 52.9%: a gap of 24.2 percentage points, addressed in objective 4.
- **Phonics:** 84.7% of Year 1 pupils met the standard (national 82.0%); 95.1% by the end of Year 2. Disadvantaged pupils and pupils with SEN outperformed their Nottinghamshire equivalents by the end of Year 2.
- **Key Stage 2:** 64.5% met the expected standard in reading, writing and maths combined (national 63.0%). Pupils with SEN outperformed Nottinghamshire pupils with SEN in maths.
- **EAL and minority ethnic pupils** achieve well across phases, except in full marks in the Year 4 multiplication tables check.

A3 How we have paid due regard in 2025-26

- Equality impact assessments completed as part of the 2026-27 policy review.
- Sparklers granted Enhanced Provision Unit status, extending specialist provision for communication and interaction needs across Bassetlaw.
- Accessibility Plan 2025-28 in place; reasonable adjustments made for pupils, parents and visitors.
- Free breakfast club for all pupils through the DfE programme; free in-school music tuition and instrument loans, removing cost as a barrier.
- Pupil premium strategy targeted at language, attendance, wellbeing and attainment for disadvantaged pupils.

- Prejudice-related incidents logged on Arbor and reported to the Trust Board termly; anti-bullying week held in November.
- Pupil voice through the School Council, a termly pupil voice survey and Year 6 Worry Ambassadors.
- Community Team welcome and support for new families, including EAL families.

A4 Staff profile

Gender pay gap reporting is not required as the academy employs fewer than 250 staff.]

A5 Progress on equality objectives

Objectives were reset in October 2026. Progress against the baselines in section 6 will be reported here in the 2027-28 equality information.

Appendix B: Glossary

Term	Meaning
EAL	English as an additional language
EIA	Equality impact assessment
EPU	Enhanced Provision Unit
Equality Act 2010	The law that brought previous equality legislation together and protects people from discrimination because of protected characteristics
EYFS	Early Years Foundation Stage
FSM	Free school meals
KCSIE	Keeping Children Safe in Education (statutory safeguarding guidance)
KS	Key Stage
LGBTQ+	Lesbian, gay, bisexual, trans, queer or questioning, and other identities
PP	Pupil premium
PSED	Public Sector Equality Duty
PSHE	Personal, social, health and economic education
RSHE	Relationships, sex and health education (statutory guidance)
SEF	Self-evaluation form
SEND / SEN	Special educational needs and disabilities / special educational needs
SENCO	Special educational needs co-ordinator
SIP	School Improvement Plan
SLT	Senior leadership team