Ashfield Junior School

Inspiring our children to dream big, be extraordinary and to change the world

Equality Scheme 2026-2027

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1: Vision and Values

Refer to Toolkit Part 5.1
Copy the schools vision/mission/values statements from the SEF or other relevant documents and amend as necessary. Ensure disability, gender, race and community cohesion are explicitly mentioned.

Can schools publish this section of the form? Yes

Our equality vision and the values that underpin school life

At Ashfield School we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Ashfield School we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Our school vision and motto is 'Inspiring our children to dream big, be extraordinary and to change the world'. Our school values are respect, kindness, cooperation and resilience. We expect all stakeholders of our school community to model our school values. They are explicitly taught to children in our Personal Development lessons, assemblies and modelled by staff.

Guiding principles
In fulfilling the legal obligations in section 3, we are guided by the following principles:

Principle 1: All learners are of equal value
We see all learners and potential learners, and their parents and carers, as of equal value:

- whether or not they are disabled

- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity.

Principle 2: We recognise and respect difference

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- religion, belief or faith background
- sexual identity.

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

Principle 4: We observe good equalities practice in staff recruitment, retention and development

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status

- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

Principle 5: We aim to reduce and remove inequalities and barriers that already exist
In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men.

Principle 6: We consult and involve widely
We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones.
We consult and involve:

- disabled people as well as non-disabled
- people from a range of ethnic, cultural and religious backgrounds
- both women and men, and girls and boys.
- gay people as well as straight.

Principle 7: Society as a whole should benefit
We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- both women and men, girls and boys
- gay people as well as straight.

Principle 8: We base our practices on sound evidence
We maintain and publish quantitative and qualitative information showing our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.

Principle 9: Objectives
We formulate and publish specific and measurable objectives, based on the evidence we have collected and published (principle 8) and the engagement in which we have been involved

(principle 7). The objectives which we identify take into account national and local priorities and issues, as appropriate. We keep our equality objectives under review and report annually on progress towards achieving them.

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2: School Context

Refer to Toolkit Part 5.2
Where possible include disaggregated information, showing number and percentage for gender, race and disability.

Can schools publish this section of the form? Care should be taken when sharing information from this section. We suggest – the brief initial description and certain basic facts, e.g. numbers of pupils, staff, governors broken down by gender; school achievements; extended schools activities etc.

The characteristics of our school

A brief description of our school and its community setting

Ashfield is a 2-form entry Voluntary Controlled school with no affiliation to the Church. The school is 180 years old (1845-2025) and is set on the side of a hill in between Bushey Village and Bushey Heath. Bushey Village itself has retained its village feel, in spite of being so close to Watford. The land occupied by the buildings is owned by the Ashfield Foundation, while the playgrounds and playing fields are the property of the Local Authority. Accommodation is a single-story building on 6 different levels. This makes for an interesting site, but can cause challenges for pupil mobility.

There are currently 211 children on roll**,** with 17.14%% of children entitled to free school meals. After "White-British", the next largest group is "White-other". Between us we speak 25 different languages. There are 33 children on the SEND register.

Date (Sept 2026)

Characteristic	**Total**	**Breakdown (number and %)**
Number of pupils	211	Male 47% Female 53%
Number of staff	28	Female 82.14 Male 17.86
Number of governors	12	Female 67% Male 33%
Religious character		Non-denominational

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Attainment on entry		Above average
Mobility of school population		Low
Pupils eligible for FME	33	14.9%
Disabled staff	0	
Disabled pupils (SEN/LDD)	0	0 boys, 0 girls
Disabled pupils (no SEN)	0	0 boy, 0 girl
BME pupils	82	
BME staff	8	
Pupils who speak English as an additional language		16.19%
Attendance	95.66 %	(Attendance for 2026-27)
Significant partnerships, extended provision, etc.		SW Herts Partnership The Elms Sport in Schools Herts Music Service Safe Space
Awards, accreditations, specialist status		Sports Mark Gold Award

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Ethnic groups by school

Ethnic groups within school populations

DfE Main Category	Ashfield Junior School
White	127
Asian, Asian British or Asian Welsh	55
Mixed or multiple ethnic groups	14
Black, Black British, Black Welsh, Caribbean or African	10
Other ethnic group	3
Total	209

3: Legal Background

Refer to Toolkit Part 5.3.
Amend the wording below as necessary.

Can schools publish this section of the form? Yes

The duties that underpin our scheme

Our school is committed to meeting its public sector statutory duties as detailed below. We understand that the duties apply to service delivery and employment and staff management as well as policy development and implementation.

General Duty under the Equality Act 2010:

The purpose of this policy is to set out how our practice and policies have due regard to the need to:

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- **eliminate discrimination**, harassment, victimisation and any other conduct that is prohibited by or under this Act.
- **advance equality of opportunity** between persons who share a relevant protected characteristic and persons who do not share it
- **foster good relations** between persons who share a relevant protected characteristic and persons who do not share it.

The Specific Duties of the Act enable schools to meet their obligations under the Public Sector Equality Duty (PSED)

The specific duties require schools to:

- Publish annually information quantitative and qualitative, showing compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.
- To set every four years one or more specific measurable equality objectives that further the aims of the equality duty.

Protected Characteristics

The Equality Act 2010 protects pupils from discrimination and harassment based on protected characteristics. The protected characteristics for school provisions are:

- age (for staff only)
- disability
- ethnicity and race
- gender (sex)
- gender identity and reassignment
- pregnancy, maternity and breast feeding
- religion and belief
- sexual orientation
- marriage and civil partnership (for staff only)

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Disability

At Ashfield School we implement accessibility plans which are aimed at:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided;
- improving the availability of accessible information to disabled pupils.

Community Cohesion

At Ashfield we believe that it is the duty of all schools to address issues of 'how we live together' and 'dealing with difference' however controversial and difficult they might sometimes seem.' (The Diversity and Citizenship Curriculum Review, February 2007)
Community Cohesion supports good practice in educating pupils/students about equality and diversity. It contributes to the school's efforts to provide a broad, balanced curriculum.

At Ashfield we are committed to working towards a harmonious society; one where we all feel valued and respected irrespective of background and personal circumstances, one where all feel they belong. This is reflected in our vision and values built up by all the members of the school community.

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4: Roles and Responsibilities and Publish Information

Refer to Toolkit Part 5.3.
Amend the pro-forma as necessary.

Don't forget to insert Headteacher name, reporting deadlines and the names and job titles of key people responsible for each area.

This list is not a model list and should be amended as appropriate.

Can schools publish this section of the form? Yes, summarised as necessary.

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Chain of accountability

The Governing Body, supported by the Headteacher and staff, is responsible for ensuring the implementation of this scheme.

Commitment to implementation

The Headteacher retains overall responsibility for ensuring that the action plan is delivered effectively. Every 12 months there will be a report on equality and diversity to the Governors meeting.

All staff are responsible for delivering the scheme both as employees and as it relates to their area of work.

Responsibility for	Key person
Single equality scheme	Headteacher
Disability equality (including bullying incidents)	Headteacher & SENCo
SEN/LDD (including bullying incidents)	SENCo
Accessibility	Headteacher & SENCo
Gender equality (including bullying incidents)	Headteacher
Race equality (including racist incidents)	Headteacher
Equality and diversity in curriculum content	Subject Leaders
Equality and diversity in pupil achievement	Headteacher
Equality and diversity – behaviour and exclusions	Headteacher
Participation in all aspects of school life	Headteacher
Impact assessment	Headteacher
Engagement /Stakeholder consultation	Headteacher
Policy review	Headteacher & SENCo
Communication and publishing	Headteacher

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Commitment to review

The school equality scheme will be aligned with the School Development Plan. Its implementation will be monitored within the school's self-evaluation and other review processes

Commitment to publish

At Ashfield School we will publish information annually. The basic principle underlying the new specific duties is that of 'transparency' which ensures that we fulfil the aims of the Equality Duty to eliminate discrimination, advance equality of opportunity and foster good relations between different groups. Transparency means being open about the information on which we base our decisions, on what to publish and how.

At Ashfield School we will publish information annually on our school website

Commitment to action

Governors will:

- Provide leadership and drive for the development and regular review of the school's equality and other policies
- Provide leadership and ensure the accountability of the Headteacher and senior staff for the communication and implementation of school policies
- Highlight good practice and promote it throughout the school and wider community
- Provide appropriate role models for all managers, staff and pupils
- Congratulate examples of good practice from the school and among individual managers, staff and pupils
- Ensure a consistent response to incidents, e.g. bullying cases and racist incidents
- Ensure that the school carries out the letter and the spirit of the statutory duties (and ensuring the provision of 'returns' to the local authority)

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Headteachers and senior staff will:

- Initiate and oversee the development and regular review of equality policies and procedures
- Consult pupils, staff and stakeholders in the development and review of the policies
- Ensure the effective communication of the policies to all pupils, staff and stakeholders
- Ensure that staff are trained as necessary to carry out the policies
- Oversee the effective implementation of the policies
- Hold staff accountable for effective policy implementation
- Provide appropriate role models for all staff and pupils
- Be accountable for the behaviour of the staff team, individual members of staff and pupils
- Highlight good practice, individual staff and pupils
- Provide mechanisms for the sharing of good practice
- Behave in accordance with the school's policies, leading by example
- Respond appropriately to the behaviour of pupils and staff, as a whole, and individuals (praising/challenging as necessary)
- Ensure a consistent response to incidents, e.g. bullying cases and racist incidents
- Ensure that the school carries out its statutory duties effectively

All staff: teaching and non-teaching will:

- Contribute to consultations and reviews
- Raise issues with line managers which could contribute to policy review and development
- Maintain awareness of the school's current equality policy and procedures
- Implement the policy as it applies to staff and pupils

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- Behave with respect and fairness to all colleagues and pupils, carrying out the letter and spirit of the school's equality scheme
- Provide a consistent response to incidents, e.g. bullying cases and racist incidents
- Contribute to the implementation of the school's equality scheme

The school operates equality of opportunity in its day to day practice in the following ways:

Teaching and learning

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- Monitor achievement data by ethnicity, gender and disability and action any gaps;
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping;
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- 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;
- Encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

Admissions and exclusions

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Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors.

Exclusions will always be based on the school's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

Equality and staff

We comply fully with legislation which protects our staff (including teachers, teaching assistants, supervisors and student teachers) from discrimination on the grounds of gender, transsexual status, race, disability, sexual orientation, religion or belief, or age. With regard to disability, we make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with a person who is not disabled. This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures.

- We make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society.
- We will ensure the safety and well-being of our staff and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators.
- We will provide regular training for staff to enable them to deal effectively with prejudice-related incidents
- Tackling discrimination and anti–bullying reporting and recording all forms of prejudice-related incidents for example racism, homophobia, negative views of disabled people or sexism.

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5: Engagement

Refer to Toolkit Part 5.5.
This section should include details of the school's plans to consult on disability, gender and race.

Don't forget to mention that there is a stakeholder consultation objective in the Action Plan.

Record any stakeholder consultation already carried out.

Can schools publish this section of the form? Yes

Involving our learners, parents/carers and others

We have welcomed the participation and involvement of people from broad and diverse backgrounds and of different abilities.

We have achieved this by using the following to shape the plan:

- Feedback from parent questionnaires, Parent Focus Group and SEND Parent Focus Group meetings, and parent-consultation meetings
- Input from staff through staff meetings and INSET
- Feedback from the school council, PD lessons, pupil voice
- Issues raised in annual reviews or reviews of progress relating to Personal Provision Maps (PPMs) / Pupil Passports / mentoring and support
- Feedback at Governing body meetings

When deciding what to do to tackle equality issues, we will consult and engage both with people affected by our decisions - parents, pupils, staff, members of the local community – and with people who have special knowledge which can inform the school's approach, such as disability equality groups and other relevant special interest organisations.

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6: Using information – Equality Impact Assessment, data and other information

Refer to Toolkit Part 5.6.
This section should include details of the school's plans to measure the impact of its policies on disability, gender and race and other equality strands.

Don't forget to mention that there is an impact assessment objective in the Action Plan.

Can schools publish this section of the form? We suggest sharing the broad statement as well as a summary of impact assessment plans and results as available.

Evaluating the impact in terms of the outcomes

Equality Impact Assessment (EQIAs)

EQIAs help us to ensure that there is no unlawful discrimination against certain individuals or groups and that the positive duties are promoted. It is a way to ensure we meet diverse needs of our pupils/students and staff and that diversity, equality and inclusion run through all areas of school life.

At Ashfield we analyse:

- SIMS Reports and internal tracking data to assess the impact of our policies on all groups of learners
- Accident and incident reports
- Pupil and parents surveys
- Comments and reports from staff and governors meetings
- Monitoring of lessons, playtimes, lunchtimes and after school clubs
- Responses and opinion of our school council
- Records/reports on monitoring systems e.g. CPOMS

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7: Our School's Equality Objectives

Refer to Toolkit Part 5.7.
This section should include information about which areas the school has identified as priority areas – and why. You must include actions for disability, race and gender, plus the four additional areas, policy review, stakeholder consultation, impact assessment and communication and publishing.

Can schools publish this section of the form? Yes, taking care to safeguard confidentiality.

Key priorities for action

Equality Objective for 2026-27

To ensure that equity is prioritised in every aspect of school life so that children have the greatest opportunities to achieve, belong and thrive.

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8: Setting Equality Objectives Action Plan

Refer to Toolkit Part 5.8.
Identify objectives for each priority area. List your planned tasks, when they will be completed and the members of staff responsible. Make sure there are objectives for at least, disability, gender and race.

Can schools publish this section of the form? There is no requirement to publish the details of your Action Plans – just to demonstrate that action has been taken. So, sharing your objectives and, later on, your achievements, will normally be enough.

Making progress on equality issues -2025-2026 Objective and Review

Equality Objectives	Protected Characteristic	R	A	G	General Duty	Responsibility	Measurable success Indicator	Timing	Review date

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To ensure that equity is prioritised in every aspect of school life so that children have the greatest opportunities to be  successful.	Disability		A		To eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act.	All staff, led by SENCo & Headteacher	Reasonable adjustments clearly indicated on the Overcoming Barriers framework and consistently implemented All staff to clearly understand, and demonstrate in their practice, the difference between equality and equity. For children to recognise equity as 'giving everyone what they need to be successful.'	Sept 2025	July 2027
Review notes: Outcomes: ● Greater understanding amongst all staff, as to the difference between equality and equity. ● Equality/equity poster being displayed around school and being referred to by adults and children.									

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- Sense of a greater tolerance from children about how their peers may need alternative provisions in order for them to access the environment/learning. E.g. pupil voice in Y3 showed that children understood that some children needed wobble cushions or a safe space to help them in the classroom and that not everyone needed this but it was also evident that children weren't too bothered about this as it was just 'the norm.'
- Reduced racist incidents in 25-26 compared to the previous year following the work on Protected Characteristics

Making progress on equality issues -2025-26 Objective

Equality Objectives	Protected Characteristic	R	A	G	General Duty	Responsibility	Measurable success Indicator	Timing	Review date

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To ensure that our curriculum promotes role models and "heroes" that our children can identify with and which reflect the school's diversity. To raise the expectation of tolerance towards all differences and dispel any misconceptions about cultural beliefs and practises. To continue work on ensuring that children understand what the importance and significance of 'protected characteristics'	Ethnicity & race		A		To eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act.	All staff, led by Headteacher & SENCO	Curriculum reviewed to ensure our diversity is reflected. Evidence of worldwide events involving racial and cultural issues through the use of Newsround and My Week Junior etc. Reduction in the number of reported cases of inappropriate racial or cultural comments All staff to actively challenge any misconceptions with confidence through exploring the facts and establishing the facts from the myths.	Sept 2026	July 2027

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							Assemblies and/or workshops delivered to promote diversity across the school and in celebrating diversity in newsletters to parents.		

Review notes:

Focus assemblies personal development including the Equality Code and Protected characteristics. Chn celebrated in achievement assembly.
Opportunities for 'mirrors and windows' by focusing on successful individuals in assemblies from a range of backgrounds.
25-26 assemblies and focus on Protected Characteristics and teaching children what these are and the significance of these. Holding children to account for comments that are made and linking these with the PC and British Values. However, this needs to be firmly embedded into our school culture for 26-27
A range of assemblies celebrating different aspects of everyday life in Modern Day Britain including a range of religious assemblies to teach children

Outcomes:
Chn learning more about different cultures and diversity in modern day Britain and how this is reflected in our school
Chn being proud of where they come from and identifying role models
Raising self-esteem of children (e.g. celebrations in achievement assembly)