Beamish and Pelton Federation of Schools

Public Sector Equality Duty Annual Equality Report

September 2026

Introduction

Beamish and Pelton Federation of Schools share the commitment of Connect Multi-Academy Trust to ensure that individuals are valued for themselves and everyone has the same opportunities. This commitment is detailed in the Trust's Equality, Diversity and Inclusion Policy.

Connect Multi-Academy Trust welcomes the opportunity to be transparent and accountable and supports its schools to fulfil the specific duties of the Equality Act and publish their equality information and objectives on their individual websites.

This annual equality report details the objectives set by Beamish and Pelton Federation of Schools and how the schools intend to meet these objectives and fulfil their duties for the academic year September 2026 to August 2027.

The report also includes pupil and employee data from the last academic year which will be updated annually.

For further information about how the schools and Trust fulfil their equality responsibilities and duties is available on the websites.

Equality objectives

The Trust has set strategic equality objectives which the individual schools apply to their own setting. Beamish and Pelton Federation of Schools has agreed the following specific equality objectives for the period September 2025 to September 2028.

- To ensure that staff, governors and trustees are aware of the current legislation surrounding equality and diversity and understand their responsibilities and those of the Trust.
- To promote more visitors to the Federation from diverse backgrounds.
- To celebrate the cultures of minority ethnic pupils.
- To celebrate the beliefs of all religious groups in the Federation.
- To arrange more educational visits to religious buildings associated with minority ethnic groups.
- To consider building adjustments needed to accommodate the needs of disabled pupils/visitors.

Progress towards equality objectives

We actively promote equality and diversity across our entire curriculum, in assemblies and acts of collective worship, in break and lunchtimes, in pastoral support and in before and after school activities, and by creating an environment which champions respect for all.

Equalities issues are always considered when decisions are being made and policies developed or reviewed.

Educational Provision

As part of our work to promote equality, we aim to ensure that within our educational provision:

- We prepare our pupils for life in a diverse society and ensure that there are activities across the curriculum that promotes the spiritual, moral, social and cultural development of our pupils.
- We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHE and citizenship and across the curriculum.
- We teach pupils to recognise and challenge prejudice and discriminating attitudes and behaviour.
- We use materials and resources that reflect the diversity of the school, population and local community in terms of race, gender, sexual identity, disability and avoiding stereotyping.
- We promote a whole school ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour.
- We teach about the power of language particularly relating to verbal abuse due to race, disability, sexual orientation or social standing.
- We provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.
- We support pupils to develop an understanding and appreciation of other religious beliefs and cultures.
- We include the contribution of different cultures to world history and that promote positive images of people.
- We provide opportunities of pupils to develop an understanding of global citizenship.
- We provide opportunities for pupils to develop an understanding of their rights, the rights of others, and their responsibilities to each other.
- We provide opportunities for pupils to listen to a range of opinions and sympathise with different experiences.
- We provide opportunities for pupils to develop emotionally and intellectually with the personal qualities and attributes required to make a successful life in a diverse society.
- We promote positive messages about equality and diversity through displays, assemblies, visitors and whole school events.

Meeting the need of all pupils

- We take account of equality issues in relation to admissions and exclusions; the way we provide education for our pupils and the way we provide access for pupils to facilities and services.
- Our admissions arrangements are fair and transparent, and we do not discriminate against pupils by treating them less favourably on the grounds of their sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity.
- We collect, analyse and use data in relation to behaviour, attendance and exclusions, monitoring closely for evidence of over-representation of different groups, linked to protected characteristics, and we take action promptly to address concerns.
- We are aware of the Reasonable Adjustment duty for disabled pupils – designed to enhance access and participation to the level of non-disabled pupils and stop disabled children being placed at a disadvantage compared to their non-disabled peers.
- We have procedures, working in partnership with parents and carers, to identify children who have a disability through our pupil admissions meetings and home visits.

- We know the needs of our school population very well and collect and analyse data in order to inform our planning and identify targets to achieve improvements. We take action to close any gaps, for example, for those making slow progress in acquiring age-appropriate literacy and number skills. We also ensure children from all groups are challenged to reach higher levels.
- We use a range of teaching strategies that ensures we meet the needs of all pupils.
- We ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary.
- We ensure equality of access for all pupils to a broad and balanced extra-curricular offer, removing barriers to participation where necessary.
- We support pupils with SEND to access the curriculum in a variety of ways including specialist teaching provisions, interventions and Nurture groups within both schools.
- We will take positive and proportionate action to address the disadvantage faced by particular groups of pupils with particular protected characteristics, such as targeted support. The actions will be designed to meet the school's Equality Objectives.

Meeting the needs of all adults in school

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 give due regard to this policy and are made on the basis of merit and ability and in compliance with the law. No one is discriminated against when it comes to employment, promotion or training opportunities.
- Wherever possible, we are concerned to ensure that the staffing of the school reflects the diversity of our community.
- We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality.
- We strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.
- We respect the religious beliefs and practice of all staff, pupils and parents, and aim to 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 around equalities, both as individuals and as groups or teams.
- We ensure that governors receive appropriate training and opportunities to develop their understanding around equalities.
- Our schools have accessibility plans that are renewed every 3 years when a significant change has taken place.

Meeting the needs of the wider school community

In order to ensure that the work we are doing on equalities meets the needs of the whole school community we:

- Review relevant feedback from the annual parent questionnaire, parents' evening, parent-school forum and/or focus meetings or governors' parent-consultation meeting;
- Secure and analyse responses from staff surveys, staff meetings and training events;
- Review feedback and responses from the children and groups of children from the School Council;
- Ensure that we secure responses and feedback at Academy Committee meetings.

Responsibilities

The individuals with specific responsibilities within our schools are:

Karen Telfer	Executive Headteacher, DSL
Judith Russell	Deputy Headteacher, SENDCo, DSL, Equalities Lead, Pupil Premium Lead
Rachel Henry	Deputy Headteacher, SENDCo, DSL
Helen Faulds	Governor with responsibility for equalities

Equality information

The school maintains confidentiality and works to the principles set out in data protection legislation. Data is published in a way so that no pupil or staff member can be identified.

Pupil data – Beamish

- Beamish Primary School is a very small primary school within the Connect Multi Academy Trust.
- The school PAN (published admission number) is 15, and has 52 pupils on roll, including nursery.
- The proportion of pupils whose first language is not English is 3.8%.
- The proportion of pupils identified with special education needs and disability support is 59.6%.
- The proportion of pupils supported with a SEND EHC Plan is 7.7%.
- The gender balance is 59.6% boys and 40.4% girls.

Pupil data - Pelton

- Pelton Community Primary School is an average sized primary school within Connect Multi Academy Trust.
- The school PAN (published admission number) is 55, and has 286 pupils on roll, including nursery.
- The proportion of pupils whose first language is not English is 1.4%.
- The proportion of pupils identified with special education needs and disability support is 49.3%.
- The proportion of pupils supported with a SEND Statement or EHC Plan is 3.5%.
- The gender balance is 51.7% boys and 48.3% girls.

Pupil attainment and performance data, including analysis for disadvantaged pupils, those for whom English is an additional language (EAL) and for girls and boys, is available on the DfE website.

Employee data as at 1st September 2026

Employee data has not been provided at school level due to the low number of staff in some categories which may enable individual identification.

Gender pay gap data is published at Trust level and is available here: Connect Multi Academy Trust - Policies