

Equality Information and Objectives as at 1 July 2026

At Pinner High School, we are committed to providing equality of opportunity for all members of the school community whatever their age, disability, gender (including gender reassignment), marriage and civil partnership status, pregnancy, maternity or paternity, having or not having dependants, race, religion or belief, sex, sexual orientation or background.

1. Age

Students

The school roll currently includes students from age 11 (Year 7) to age 18 (Year 13). There are 1117 students on roll.

There are 180 places in year groups 7 to 11 and 250 spaces in the Sixth Form. There are 12 spaces for students with autistic spectrum disorder.

Staff

The age profile of current staff is shown below (headcount basis):

Age Range	No. teaching staff	No. non-teaching staff
>=20	0	2
21-30	37	10
31-40	32	9
41-50	22	24
51-60	10	29
61-70	0	4
Over 70	0	3

2. Disability

Students

The school has students with a range of disabilities including those with special educational needs. All staff are responsible for meeting the needs of these students. The Inclusion Team keeps detailed records of the needs of these students and closely monitors progress of students with disabilities together with Heads of Year, Heads of Department, Senior Leaders and teachers.

The school is additionally resourced for 12 students with autistic spectrum disorder.

Almost all of the space at school is accessible by wheelchair, via a combination of lift and ramps. There are accessible disabled toilets available. The staffroom and a single upstairs classroom and basement plant rooms are the only parts of the school which are not currently accessible. Alternative staff recreation spaces and workspaces are available. The school has recently been refurbished by the Department for Education (this completed in September 2021) and thus meets applicable accessibility requirements.

Staff

The school does not routinely collate information on staff with disabilities. Where this information is provided the school works with the member of staff to ensure their needs are met.

3. Gender Identity, Gender Reassignment, Sexual Orientation

Students and staff

The school does not collect data on gender identity, gender reassignment or sexual orientation about staff or students although there is a voluntary question on staff job application forms about sexual orientation.

4. Marriage and Civil Partnership

Students

No data is collected or held by the school about parents'/carers' marital status, apart from the titles and names given for home contacts and information about whether letters home and reports are to be sent to two addresses, unless specifically requested by a parent/carer or student.

Staff

The school includes a voluntary question on the staff job application form. No data is collected or held by the school about the marital status of members of staff, apart from the titles and names given on application forms and emergency contacts, unless specifically requested by the member of staff.

The school's absence policy allows time off with pay for marriages and civil partnerships.

5. Pregnancy and Maternity

Students

The school is committed to continuity of education for pregnant students.

Staff

The school operates the collective Harrow Academies' policies for maternity leave, paternity leave, shared parental leave and flexible working (reduced hours). Since September 2025:

- 7 members of staff have taken maternity leave
- 2 members of staff have taken paternity leave

6. Ethnicity

Students

The ethnic breakdown of the student body is shown below:

Ethnicity	Percentage
Indian	34.91%
White - British	11.91%
Any Other Asian Background	8.50%
Pakistani	4.74%
White - English	4.48%
Any Other White Background	4.30%
White and Asian	3.94%
Any Other Mixed Background	2.69%
<i>Refused</i>	<i>1.52%</i>
Sri Lankan Tamil	1.52%
White and Black Caribbean	1.43%
Black - African	1.25%
Asian - British	1.16%
White Eastern European	1.16%
White Other	1.07%

Afghan	0.90%
Bangladeshi	0.90%
Any Other Ethnic Group	0.81%
Arab Other	0.81%
Other Pakistani	0.81%
White and Indian	0.81%
Chinese	0.72%
White and Black African	0.72%
Asian and Any Other Ethnic Group	0.63%
Black Caribbean	0.63%
White and Any Other Ethnic Group	0.63%
Information Not Yet Obtained	0.45%
Sri Lankan Sinhalese	0.45%
White and Any Other Asian Background	0.45%
Any Other Black Background	0.36%
Other Asian	0.36%
Other Mixed Background	0.36%
Arab	0.27%
Black - Somali	0.27%
Chinese and Any Other Ethnic Group	0.27%
Hong Kong Chinese	0.27%
Nepali	0.27%
Other Black African	0.27%
Other Ethnic Group	0.27%
White Western European	0.27%
Albanian	0.18%
Black and Any Other Ethnic Group	0.18%
Greek Cypriot	0.18%

Iraqi	0.18%
Kurdish	0.18%
Other White British	0.18%
African Asian	0.09%
Asian and Chinese	0.09%
Black - Angolan	0.09%
Black - British	0.09%
Black - Nigerian	0.09%
Egyptian	0.09%
Gypsy / Roma	0.09%
Iranian	0.09%
Lebanese	0.09%
Malaysian Chinese	0.09%
Moroccan	0.09%
Sri Lankan Other	0.09%
Thai	0.09%
White - Irish	0.09%
White European	0.09%
White and Pakistani	0.09%

44% of students have English as an additional language

Staff

The staff includes members of various ethnicities. The school includes a voluntary question on the staff job application form regarding ethnicity and we also send a voluntary staff survey out in advance of the Department for Education staff census.

7. Religion or Belief

Students

The student body includes members of a wide range of religions and beliefs and none. The school collects and holds this information when it is supplied by parents/carers on admission (optional).

A room is designated for prayers and reflection during the school day.

The school's dress code is designed to be sensitive to the requirements of all religions.

Staff

The staff includes members of a wide range of religions and beliefs and none. The school includes a voluntary question on the staff job application form regarding religious belief. Where this data is provided, confidentiality is maintained.

The school's absence policy allows time off for major religious observance days for all faiths.

8. Sex

Students

The school has 49% girls and 55% boys

Staff

The teaching staff is 72 % female and 27 % male (basis FTE)

The non-teaching staff is 81% female and 15 % male (basis FTE)

9. Disadvantaged students

11.4% of students are known to be eligible for Free School Meals or Sixth Form Bursary.

11% of students are known to be eligible for Pupil Premium (% of KS3 and KS4).

Fixed term exclusions: from September 2025 to July 2026, 42% of the students that received a fixed term exclusion were eligible for Pupil Premium funding. The school is employing a number of strategies to reduce this, including outreach support and mentoring.

The school has a fund to provide financial support for disadvantaged students for items such as uniform, trips, music, educational resources.

10. Looked after Children

There is currently 1 looked after child on roll.

11. Exclusions and Incidents

Since September 2025-July 2026, there have been 0 permanent exclusions.

The school records and acts upon all incidents which contravene its Equal Opportunities Policy via a mixture of sanctions, restorative sessions and parent involvement. Since the school opened in September 2016 the number of such incidents has been very small.

12. Equality Objectives 2024/25

- **Promote Inclusive Education:**
 - Ensure that the curriculum is inclusive, representative, and accessible to all students, regardless of their gender, race, ethnicity, abilities, or socio-economic background.
 - Implement teaching practices that accommodate diverse learning styles and abilities to ensure every student has an equal opportunity to succeed.

- **Prevent Discrimination and Bullying:**
 - Develop and enforce anti-bullying policies that explicitly prohibit discrimination, harassment, and victimisation based on any characteristic such as race, gender, sexual orientation, disability, or religion.

- **Foster a Diverse and Inclusive School Community:**
 - Celebrate diversity by organising events and initiatives that promote understanding, appreciation, and respect for various cultures, religions, languages, and backgrounds within the school community.
 - Encourage student and staff representation from diverse backgrounds in decision-making bodies and leadership roles to ensure diverse perspectives are considered.

Pinner High School

8 July 2026