



EQUALITIES INFORMATION AND OBJECTIVES

Policy agreed on: ...04/12/25... ..

Signed:Becky Vousden..... Headteacher

Signed:Tim Hart..... Chair of Governors

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We welcome our duties under the Equality Act 2010 to eliminate discrimination. As a school, we celebrate differences and support each other so that everyone can reach their full potential regardless of disability, ethnicity, gender, religion, belief and sexual identify.

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.

In school we are guided by five principles:

Principle 1: All learners are of equal value

We see all learners, potential learners, and their parents and carers, as of equal value. We will not discriminate against anyone due to their protected characteristics.

- Age
- Being married or in a civil partnership
- Being pregnant or on maternity leave
- Disability
- Race including colour, nationality, ethnic or national origin or national status
- Religious or non-religious affiliation or faith background
- Gender or gender identity
- Sexual identity

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

Staff and governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training bi-annually.

The head teacher is the designated member of staff for monitoring equality issues and liaises with the Chair of Governors regarding any issues making senior leaders and the governors aware of these as appropriate.

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.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

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

The school aims to foster good relations between those who share a protected characteristic and those who do not share it 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/reading, pupils will be introduced to literature from a range of cultures.
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute.
- 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.
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures where a need is identified.
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

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 for boys and girls

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:

- whatever their age
- 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. We will achieve this by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic, for example, children with hidden disabilities.
- Taking steps 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 societies)

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

- Publish attainment data each academic year showing how pupils with different characteristics are performing where the number of children is statistically significant.
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

Roles and responsibilities to ensure we follow our principles:

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 daily basis to the headteacher
- 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

Our Current Equality Objectives are:

- 1) To ensure that all groups of pupils make good progress from their starting points.
- 2) To ensure fair and equal access to school clubs and extra-curricular activities for all children.
- 3) To ensure that children increase their cultural capital by exposure to the best of what has been said and done by a range key figures representative of a diverse society.
- 4) To ensure that all children understand our school values and how they promote respect of the protected characteristics.

Equality data

Chilton County Primary school has used the following process to assist in identifying some of the barriers to our pupils in accessing educational provision.

Stage 1: Understanding out school community – pupils

Total on roll: 321	Girls: 47% (152)	Boys: 53% (169)
Seedlings	45%	81%
Year R	49%	51%
Year 1	40%	60%
Year 2	40%	60%
Year 3	62%	38%
Year 4	43%	57%
Year 5	41%	59%
Year 6	53%	47%

Languages spoken in our school (15 languages)

Languages with 3 or less speakers: Bulgarian, Cantonese, English, Greek, Hindi, Igbo, Japanese, Korean, Kurdish, Pashto/ Pakhto, Polish, Romanian, Russian, Sinhala, Urdu.

Ethnicity

The school has pupils from 17 different ethnic groups.

Number of children	SEND support	EHCP's	Pupil Premium	Free School Meals	English as an Additional Language	Service
321	17%	3.4%	8%	6.4%	7%	1%
Num of pupils if more than 10	50 Pupils		26 Pupils	20 pupils	23 Pupils	

2024-25 Year 6 Outcomes including SATs

Y6 ARE+ (ARE and GD) (34)

	R	W	M	Com
National 2025	75%	72%	74%	62%
2024-25 SATs	85%	82%	74%	65%

Y6 Greater depth

	R	W	M	Com
National 2025	33%	13%	26%	8%
2024-25 SATs	26%	21%	29%	9%

Y6 PP ARE + (3) 67% (2 out of 3) of whom are SEN

	R	W	M	Com
National 2025	63%	59%	61%	47%
2024-25 SATs	66%	66%	34%	34%

Y6 PP GD (3) 67% (2 out of 3) of whom are SEN

	R	W	M	Com
2024-25 SATs	0	0	0	0

Y6 SEN ARE + and GD (7)

	R	W	M	Com
National 2025 SEN	42%	32%	40%	24%
2024-25 SATs ARE+	71%	57%	43%	29%
2024-25 SATs GD	29%	0	29%	0

Y6 Boys ARE+ (16)

	R	W	M	Com
National 2025 Boys	72%	66%	75%	59%
2024-25 SATs	75%	69%	69%	38%

Y6 Boys GD

	R	W	M	Com
National 2025 Boys	31%	10%	30%	7%
2024-25 SATs	19%	6%	25%	6%

Y6 Girls ARE+ (18)

	R	W	M	Com
National 2025 Girls	78%	78%	73%	65%
2024-25 SATs	94%	94%	83%	83%

Y6 Girls GD

	R	W	M	Com
National 2025 Girls	36%	16%	22%	9%
2024-25 SATs	33%	33%	33%	11%

Equalities Objectives

	Equality Objective	Success Criteria	Actions required to achieve objective	Aims of equality Duty	Protected characteristics
	Ensure full access to the school and facilities for children with physical and sensory impairment	Access is as full as practically possible for disabled pupils.	The needs of individual pupils are assessed and appropriate action is taken. Any changes to the building/ facilities are evaluated for access where appropriate.	Eliminate unlawful discrimination Advance equality of opportunity	Disability
	To ensure that all groups of pupil make good progress from their starting points.	The attainment of groups identified as being at risk make good progress from their starting points and achieve at least as well as those groups nationally.	Focus on teaching, learning and pedagogy as outlined in our School Development Plan. A focus on SEND and PP in every monitoring activity, for example, book monitoring, pupil conferencing. Termly assessments are analysed by pupil characteristics so that their progress is tracked and monitored. Interventions are planned to target individuals or groups identified to be under achieving.	Eliminate unlawful discrimination Advance equality of opportunity Foster good relations.	Race Disability Gender
	To ensure that all children have strong oracy which in turns supports	Children who are most disadvantaged by limited vocabulary	Engage in whole school oracy development including inset day training. All staff receive training to ensure that they have a good understanding of tier two	Advance equality of opportunity	Age Disability

	them to achieve strong academic outcomes.	knowledge and understanding will be supported to 'close the gap'	words and build these into both planning and teaching. All staff can echo children's sentences and use these to further vocabulary within context.		
	To ensure that children increase their cultural capital by exposure to the best of what has been said and done by a range key figures representative of a diverse society.	All children are exposed to experiences and knowledge which will broaden their cultural capital including knowing about a diverse range of key influential figures and their impact.	By the end of the academic year ending July 2025, we will have embedded a broad range of experience and key influential figures capturing the best of what has been said and done across our two-year curriculum cycle. We will have taught the second year of our two-year cycle. Subject leaders will complete medium term planning for each unit of work where they will capture how the work builds on children's cultural capital as outlined in our cultural capital maps.	Advance of equality of opportunity and development of cultural capital Foster good relations Eliminate unlawful discrimination	Race Disability Gender Religion Sexual Orientation Age
	To ensure that all children understand our school values and how they promote respect of the protected characteristics	Through our value assemblies, Religious Education and Relationships and Health Education children develop an understanding and respect for	To promote our values and respect for diversity through our whole school assemblies and wider curriculum. Teachers actively make the most of teaching points within our curriculum to ensure that children understand the importance of respecting protected characteristics and that discrimination against these groups is unlawful.	Eliminate unlawful discrimination Advance equality of opportunity Foster good relations.	Race Disability Gender Religion Sexual Orientation

		the protected characteristics.	Any suspected incidents involving discriminatory language or behaviour are fully investigated and recorded.		Age
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