

Equality Information and Objectives



Version	Date	Author	Comments
1	Sep 25	Mrs R Kidd	

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Approved By:	Mrs R Kidd (Headteacher)
Statutory Policy:	Yes
Review Cycle:	Annual

Equality information September 2025

Number of pupils on roll: 303

Age of pupils: 4-11

Race/ Ethnicity	Number	%
White – British	208	68.6%
White Other	41	13.5%
Black African	13	4.3%
Other Mixed Background	12	4%
Any other Ethnic Group	8	2.6%
Any other Black Background	5	1.7%
Indian	5	1.7%
Any other Asian Background	3	1%
NOBT	2	0.7%
White and Asian	2	0.7%
White and Black African	2	0.7%
Bangladeshi	1	0.3%
Pakistani	1	0.3%
Total	302	100.0%

Gender: Female 53.5% / Male 46.5%

Pupils eligible for Free School Meals (FSM): 26.1%

Pupils eligible for Pupil Premium Funding - Disadvantaged group: 31%

Pupils with Special Educational Needs SEN: 14.9%

Pupils with English as an additional language (EAL): 12.5%

Service Children: 5%

Young Carers: 2%

Looked after children: 0%

Previously looked after children: 0.9%

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1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share a relevant protected characteristic
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it. The protected characteristics are:
 - Age
 - Disability
 - Gender reassignment
 - Marriage or civil partnership
 - Pregnancy and maternity
 - Race
 - Religion or belief
 - Sex
 - Sexual orientation

Our school aims to promote respect for difference and diversity in accordance with our values, such as:

- Respect, tolerance, inclusion and community
- Our Learning Behaviours: **Pride, Resilience, Courage and Teamwork**
- Our Golden Rules: **Be kind in what you do and say; Look after our school (respect)**

2. Legislation and guidance

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](#),

the [technical guidance for schools from the Equality and Human Rights Commission](#) and

[guidance from the Government Equalities Office on meeting the specific duties that support the Public Sector Equality Duty](#).

3. Roles and responsibilities

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/carers
- 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

The equality link governor is Gareth Russell. They will:

- Meet with the Headteacher and other relevant staff members termly, to discuss any issues and how these are being addressed
- 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 amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors
- Have "due regard" when making a decision or taking an action to whether it may have particular implications for people with particular protected characteristics
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All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. Eliminating discrimination

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

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

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.

All staff receive refresher training every September. This can be online.

The equality link governor and headteacher regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. recognising and authorizing particular religious days, 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
- 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 bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

6. Fostering good relations

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
- Making pupils aware of our behaviour and anti-bullying policies
- 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
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

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

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions.

This is recorded at the same time as the risk assessment when planning school trips and activities.

The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

8. Equality objectives

Objective	Why we have chosen this objective	How we plan to achieve this objective	Progress we are making towards this objective
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<p>Increase the range and diversity of resources.</p>	<p>To reflect the increase of diversity within our community.</p> <p>To give pupils the opportunity to learn about different cultures, countries and people.</p>	<p>Encourage staff to be aware of the resources being purchased.</p> <p>When audits are undertaken, that diversity will be a consideration.</p> <p>Consider ways to further develop 'Country of the Month'</p>	<p>English LTPs reflect diversity and IAACW texts are more diverse and link to a range of peoples and cultures.</p> <p>Introduced Country of the Month to reflect our diverse community (assembly and display)</p>
<p>Ensure that pupils have the opportunity to learn about a range of other cultures and religions, other than Christianity incl. visit places of worship /hear from leaders of other faiths.</p>	<p>Our trips and visit programme does not include visits to other places of worship.</p> <p>Our assembly calendar does not include an assembly led by a non-Christian faith leader.</p>	<p>Plan a multicultural day, with a final assembly to show learning.</p> <p>Arrange and undertake a visit to a non-Christian place of worship for at least one year group and increase it in the coming years.</p> <p>Invite other faith leaders in to lead assemblies.</p> <p>Investigate ways to arrange more virtual visits to non-Christian places of worship.</p>	<p>Assembly calendar marks key celebrations and festivals of other religions.</p> <p>At least one assembly per term is led by a leader of a local Christian Church.</p> <p>Introduced Country of the Month to reflect our diverse community.</p>
<p>Increase awareness and understanding of invisible disabilities</p>	<p>We have seen an increased number of children being diagnosed with or presenting with neurodivergent conditions.</p>	<p>Staff training on supporting children with neurodivergent conditions.</p> <p>Have staff (and pupils) arrange and lead assemblies on the invisible disabilities.</p>	<p>Support offered in weekly newsletters – signposting to support groups etc.</p> <p>Training for staff and CPD opportunities shared by SENDCO.</p>
<p>Monitor wider opportunities offered to discourage gender stereotypes.</p>	<p>There is an apparent gender bias towards certain activities e.g. football.</p> <p>Boys' initial reactions to the Primary Steps sessions in Y3 can be that ballet is for girls.</p>	<p>Offer taster sessions to class groups</p> <p>Encourage children with a wider range of activities.</p> <p>Explore lunchtime provision to ensure children have a wider range of</p>	<p>Greater range of activities on offer</p> <p>Rejoined Bury School Games and compete in at least</p> <p>HAF activities during the holidays include a wide range of activities.</p>

9. Monitoring arrangements

The Headteacher will update the equality information we publish, at least every year.

This document will be reviewed by the governing body annually, to ensure continued compliance with the PSED.

School-specific equality objectives will be reviewed by the Equality Governor at least every 4 years.

This document will be approved by the Governing Body.

10. Links to other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- SEN Information report
- SEND Policy