



Equality information and objectives

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Member of staff responsible: Headteacher

Governor responsible: Mark Ackford

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Equality and Inclusion Policy

School Year 2025-2026

From Small beginnings come great things.

The parable of The Mustard Seed. Matthew 13:31-32

We will apply our Christian and British values, complemented by our small-school benefits; balancing each child's educational, pastoral and emotional needs delivering an exceptional, personalized journey, enabling them to flourish in our family, our community and in the future.

1. Aims

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination 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 it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

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.](#)

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, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governor is Mark Ackford. They will:

- Meet with the designated member of staff for equality every term and other relevant staff members, 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

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, and all staff receive refresher training at the start of every academic year.

The school has a designated member of staff (the headteacher) for monitoring equality issues, and an equality link governor.

They 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. 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 homophobic or transphobic 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:

- Creating a whole school culture that ensures equality and equal opportunity through our mission statement and school values
- 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
- 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 where money is an issue
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls
- Provides experiences that they may not experience

The school keeps a written record of all trips 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

New Objectives for 2026-2030

Objective 1:

To sustain and further reduce attainment gaps for vulnerable pupils, including disadvantaged pupils, pupils with SEND and pupils from Gypsy Roma backgrounds, ensuring strong progress across the full curriculum.

Why we have chosen this objective:

The school has successfully secured strong progress in reading, writing and maths for vulnerable groups. The next phase is to sustain this success and ensure equitable progress across foundation subjects, enabling all pupils to develop knowledge, confidence and independence.

How we will evidence progress:

- Termly analysis of progress and attainment for key vulnerable groups
- Monitoring of progress in foundation subjects as part of curriculum review
- Evidence that pupils with SEND and disadvantaged pupils access and achieve well within the whole curriculum

Success will look like:

- Vulnerable pupils make progress in line with, or better than, their peers
- Gaps between groups remain narrowed or are eliminated
- Pupils demonstrate growing independence and confidence as learners

Objective 2:

To strengthen inclusive teaching practice so that all pupils, particularly those with SEND and additional needs, consistently receive high-quality, adaptive teaching within the classroom.

Why we have chosen this objective:

With a high proportion of pupils with SEND and increasingly complex needs, consistently strong quality first teaching is essential to ensure inclusion, reduce reliance on adult support and promote independence.

How we will evidence progress:

- Monitoring of adaptive teaching strategies through lesson visits and learning walks
- Staff confidence and understanding reflected in professional dialogue and CPD evaluation
- Review of reasonable adjustments and accessibility within daily practice

Success will look like:

- Adaptive teaching strategies embedded consistently across classes
- Reduced over-reliance on adult scaffolding where appropriate
- Positive feedback from parents of pupils with SEND regarding provision and support

Objective 3:

To ensure all pupils and families can fully participate in school life, removing barriers linked to disadvantage, SEND, culture or circumstance.

Why we have chosen this objective:

As a small school serving a diverse community, inclusion must extend beyond the classroom to trips, enrichment, leadership opportunities, communication and engagement with families.

How we will evidence progress:

- Monitoring participation in trips, clubs, leadership roles and enrichment activities
- Review of accessibility and affordability when planning activities
- Ongoing engagement with families who may be harder to reach

Success will look like:

- No group of pupils under-represented in school activities or experiences
- Strong engagement from families across the school community
- Clear consideration of equality and inclusion within decision-making

9. Monitoring arrangements

Inclusion governor and the Headteacher will update the equality information we publish, described in sections 4-7 above, at least every year.

This document will be reviewed by Inclusion governor and the Headteacher at least every 4 years.

Objectives will be reviewed termly and renewed when complete.

This document will be approved by Full Governing body.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- SEN
- Behaviour Policy
- Relational Policy