Equality Information and Objectives Policy 2026–2030

"Let your light shine" • Matthew 5:16

Respect • Courage • Love • Trust

Approved by	Governing Body
Date approved	Autumn 2026
Equality information reviewed	Annually (next review Autumn 2027)
Equality objectives review period	2026–2030 (full review Autumn 2030)

1. Our commitment to equality

At St Edmund's Church of England Primary School, equality and inclusion are rooted in our Christian vision: "Let your light shine" (Matthew 5:16). We believe that every child and adult is precious, valued and capable of flourishing. Our values of Respect, Courage, Love and Trust shape the way we seek to remove barriers, celebrate difference and enable every member of our community to participate fully in school life.

Equality does not mean treating everybody in exactly the same way. It means understanding individual needs, recognising where barriers or disadvantage exist, and taking appropriate and proportionate action so that everyone has the opportunity to belong, participate, achieve and flourish.

We aim to ensure that equality, diversity and inclusion are reflected throughout:

- teaching, learning and assessment;
- the curriculum, Religious Education, collective worship and spiritual development;
- pastoral care, safeguarding, behaviour and attendance;
- provision for pupils with SEND and the work of The Lighthouse specialist resource provision;
- enrichment, clubs, visits, sport, pupil leadership and wider opportunities;
- recruitment, employment and professional development;
- relationships with parents, carers, the Church and the wider community; and
- leadership, governance and decision-making.

2. Public Sector Equality Duty

St Edmund's Church of England Primary School has due regard to its responsibilities under the Equality Act 2010 and the Public Sector Equality Duty. In carrying out our functions, we have due regard to the need to:

- eliminate unlawful discrimination, harassment, victimisation and other conduct prohibited by the Equality Act 2010;
- advance equality of opportunity between people who share a protected characteristic and those who do not; and
- foster good relations between people who share a protected characteristic and those who do not.

Equality is considered when policies are developed, provision is planned, resources are allocated, significant decisions are made and the impact of our work is evaluated.

3. Our school community

St Edmund's serves a community with a range of backgrounds, needs and experiences. Our 2026–27 demographic information provides an important baseline for understanding potential barriers and monitoring equality.

- 206 pupils are on roll;
- 50.5% of pupils are boys and 49.5% are girls;
- 25.7% of pupils are from minority ethnic backgrounds;
- 2.9% of pupils have English as an Additional Language (EAL);
- 25.7% of pupils have identified Special Educational Needs and/or Disabilities (SEND), compared with 19.5% nationally;
- 37 pupils (18.0%) receive SEN Support;
- 16 pupils (7.8%) have an Education, Health and Care Plan (EHCP), compared with 4.1% nationally; and
- 33.0% of pupils are identified as targeted Free School Meals, compared with 24.9% nationally.

The school community includes pupils from a range of ethnic backgrounds. 73.3% of pupils are recorded as White British and 9.2% as Gypsy/Roma, alongside pupils from other White, Mixed, Asian and Black backgrounds.

SEND is a particularly significant feature of the St Edmund's context. 25.7% of pupils are identified as having SEND, compared with 19.5% nationally. This includes 37 pupils receiving SEN Support and 16 pupils with an Education, Health and Care Plan. At 7.8%, the proportion of pupils with an EHCP is substantially above the national figure of 4.1%.

Individual pupils may have more than one identified area of need. The Lighthouse specialist resource provision is an important part of the school's inclusive offer and reinforces our commitment to ensuring that pupils with complex and additional needs are able to belong, participate, learn and flourish within the wider life of St Edmund's.

We recognise that pupils may experience more than one potential barrier to participation or achievement. Leaders therefore consider pupils' needs holistically and use school information carefully, avoiding assumptions based on any single characteristic.

4. How we eliminate discrimination

Discrimination, harassment, victimisation and prejudice are not tolerated at St Edmund's. We seek to create a culture in which pupils and adults know that difference is respected and concerns will be taken seriously.

We do this by:

- maintaining policies and procedures which promote equality, dignity and inclusion;
- applying behaviour and anti-bullying expectations consistently and fairly;
- challenging discriminatory language, prejudice, racism and stereotyping;
- ensuring safeguarding arrangements recognise individual needs and vulnerabilities;
- making reasonable adjustments for pupils and adults with disabilities where required;
- supporting pupils with SEND to access the curriculum and wider school life;
- considering individual needs when organising trips, clubs, visits, worship and enrichment;
- promoting inclusive recruitment and employment practices;
- providing staff training and professional development; and
- recording, responding to and reviewing equality-related concerns or incidents appropriately.

Where discriminatory or prejudicial behaviour occurs, it is addressed in accordance with the school's relevant policies and procedures. Leaders consider both the immediate response and whether wider teaching, support or action is required.

5. How we advance equality of opportunity

We seek to identify and remove barriers which may prevent individuals or groups from participating fully or achieving as well as they could. This is closely connected to the school's improvement work on high-quality teaching, precise assessment, attendance, foundational knowledge and inclusion.

This includes:

- analysing attainment, progress, attendance, behaviour and participation information;
- considering the outcomes and experiences of different pupil groups, including disadvantaged pupils and pupils with SEND;
- identifying needs and emerging gaps as early as possible;

- prioritising high-quality, adaptive classroom teaching and secure foundational knowledge;
- providing appropriate SEND provision and reasonable adjustments;
- using targeted academic or pastoral intervention where necessary;
- acting early where attendance is becoming a barrier to learning;
- considering financial disadvantage when planning opportunities and support;
- monitoring access to enrichment, clubs, visits, sport and pupil leadership; and
- working in partnership with parents, carers and external professionals.

Where analysis identifies an inequality or barrier, leaders will determine an appropriate response and monitor whether action is having the intended impact.

6. How we foster good relations, belonging and respect

Our Christian vision calls us to recognise the light and worth of every person. We want St Edmund's to be a community where pupils learn to understand, respect and value people whose backgrounds, beliefs, cultures, families, needs or experiences may be different from their own.

We promote this through:

- the curriculum, including Religious Education and personal development;
- collective worship and opportunities for spiritual reflection;
- carefully selected books, texts, images and resources which broaden pupils' understanding of the world;
- opportunities to learn about different cultures, religions, communities and traditions;
- teaching about respectful relationships, justice, compassion and human dignity;
- challenging stereotypes, racism, prejudice and discriminatory language;
- Pupil Justice Leaders and other pupil leadership opportunities;
- pupil voice and opportunities for pupils to influence school life;
- partnerships with the Church and wider community; and
- opportunities for pupils to learn, worship, play and participate alongside others.

Curriculum and subject leaders consider diversity, representation and belonging when reviewing curriculum content, resources and experiences.

7. Equality in decision-making

Equality considerations form part of the school's normal decision-making. When significant decisions are made, leaders consider whether particular pupils, families, staff or groups could be affected disproportionately and whether reasonable steps can remove or reduce potential barriers.

This may include consideration of:

- disability, accessibility and reasonable adjustments;
- SEND and additional needs;

- financial disadvantage;
- religious or cultural requirements;
- communication and language needs;
- accessibility of information for families;
- participation in trips, clubs, enrichment, sport and leadership;
- attendance implications; and
- the potential impact of changes to policies, routines, staffing or provision.

Equality considerations will be proportionate to the nature and potential impact of the decision.

8. Equality Objectives 2026–2030

Objective 1: Improve equality of educational outcomes

Objective: To reduce inequalities in attainment, progress and access to learning, with particular attention to disadvantaged pupils and pupils with SEND.

We will:

- identify pupils' needs, gaps and barriers as early and precisely as possible;
- maintain a strong focus on high-quality teaching, explicit instruction, modelling, checking for understanding and adaptive teaching;
- secure the foundational knowledge pupils need to access increasingly complex learning;
- use assessment information to identify emerging gaps and plan timely support;
- monitor the achievement of disadvantaged pupils and pupils with SEND at pupil progress meetings and through leadership review;
- ensure provision and interventions have clear intended outcomes and evaluate their impact;
- make reasonable adjustments and ensure pupils with SEND, including pupils with EHCPs and pupils accessing The Lighthouse, can access ambitious learning;
- use provision plans, EHCP outcomes, assessment and professional advice to ensure support is purposeful, ambitious and reviewed for impact; and
- report significant trends, actions and impact through leadership and governance arrangements.

Success will be demonstrated through:

- gaps in achievement being identified and addressed promptly;
- improved attainment and progress for identified pupils and groups;
- stronger foundational knowledge evident in pupils' work and classroom practice;
- effective provision and reasonable adjustments for pupils with SEND, with evidence that pupils with EHCPs and pupils accessing The Lighthouse are making progress towards appropriately ambitious outcomes;
- disadvantaged pupils accessing ambitious teaching and appropriate support; and
- governors being able to demonstrate effective oversight of equality within pupil outcomes.

Objective 2: Improve attendance and reduce barriers to regular attendance

Objective: To improve attendance and reduce persistent absence by identifying and addressing barriers early, particularly where disadvantaged pupils, pupils with SEND or other groups experience disproportionate absence.

We will:

- analyse attendance and persistent absence by pupil group as part of regular attendance review;
- identify emerging attendance concerns early and communicate clear expectations with families;
- use timely meetings, attendance plans and appropriate pastoral support to address barriers;
- work with families to understand individual circumstances while maintaining high expectations for attendance;
- work with external attendance and other agencies where additional support or formal intervention is required;
- consider reasonable adjustments and individual needs where SEND or disability affects attendance;
- monitor whether strategies are improving attendance for individual pupils and groups; and
- ensure leaders and governors understand patterns, actions and impact.

Success will be demonstrated through:

- improved whole-school attendance and reduced persistent absence;
- reduced attendance gaps for identified groups;
- earlier identification and intervention where attendance begins to decline;
- clear evidence that support and challenge are matched to individual barriers;
- families understanding the importance of regular attendance and how to seek support; and
- governors receiving clear information about attendance inequalities and the impact of school action.

Objective 3: Strengthen belonging, representation and understanding

Objective: To ensure that the curriculum, collective worship and wider life of St Edmund's positively reflect the diversity of our school, our community and modern Britain, enabling every pupil to develop a strong sense of belonging while learning to respect and value others.

We will:

- review curriculum content and resources for appropriate diversity and representation;
- ensure pupils encounter a range of cultures, backgrounds, religions, families, identities and experiences through their learning;
- use high-quality books and texts which broaden pupils' understanding of the world;
- ensure collective worship reinforces the dignity and worth of every person through the school's Christian vision and values;
- challenge stereotypes, racism, prejudice and discriminatory language whenever they occur;

- provide meaningful opportunities to explore equality, justice, diversity and respectful relationships;
- develop pupil leadership, including the work of Pupil Justice Leaders;
- seek pupil views about belonging, inclusion, representation and their experience of school; and
- respond appropriately to equality-related bullying, incidents or concerns.

Success will be demonstrated through:

- pupils reporting that they feel safe, valued, represented and included;
- pupils demonstrating respect and curiosity towards people from different backgrounds and traditions;
- diverse representation being evident across curriculum resources and experiences;
- pupils being able to articulate how the school's Christian vision and values influence the way people are treated;
- staff confidently challenging stereotypes and discriminatory language; and
- appropriate action and learning following any equality-related concerns.

Objective 4: Ensure equitable participation in the full life of St Edmund's

Objective: To identify and remove barriers which may prevent pupils from accessing enrichment, clubs, educational visits, sport, worship, pupil leadership and other aspects of school life, ensuring pupils within The Lighthouse and the wider school community are included wherever reasonably possible.

We will:

- monitor participation in wider school opportunities and identify patterns of under-representation;
- consider whether disadvantaged pupils, pupils with SEND, pupils with disabilities or other groups face particular barriers;
- explore the reasons for significant differences in participation rather than making assumptions;
- make reasonable adjustments to enable participation wherever required and practicable;
- plan proactively for the inclusion of pupils from The Lighthouse in the wider life of the school;
- consider financial barriers when planning trips, activities and enrichment;
- communicate opportunities clearly and accessibly to parents and carers;
- actively encourage participation where pupils or groups may otherwise miss out; and
- seek pupils' views about the opportunities available to them and barriers they experience.

Success will be demonstrated through:

- pupils from different groups participating in the wider life of the school;
- pupils from The Lighthouse having meaningful opportunities to participate alongside the wider school community;
- identified barriers being addressed wherever reasonably possible;
- reasonable adjustments enabling pupils with SEND or disabilities to participate;
- financial disadvantage not unnecessarily preventing participation;

- pupils having access to a broad and ambitious range of experiences; and
- leaders and governors understanding patterns of participation and taking action where inequalities are identified.

9. Monitoring our objectives

Progress against these objectives will be monitored through the school's normal improvement, safeguarding, inclusion and governance processes. Equality will not be treated as a stand-alone annual exercise; leaders will use relevant information throughout the year to identify barriers, test the impact of action and respond to emerging issues.

The Headteacher, working with the Deputy Headteacher, SENCOs, attendance lead and other relevant leaders, will monitor implementation and identify emerging equality issues.

Relevant information may include:

- attainment, progress and assessment information;
- SEND provision and outcomes;
- attendance and persistent absence;
- behaviour and safeguarding information;
- bullying, racist and discriminatory incidents;
- participation in enrichment and wider opportunities;
- pupil voice and experiences of belonging;
- parent and carer feedback; and
- curriculum, book and learning monitoring.

Information will be considered proportionately. Data will not be published where doing so could identify individual pupils or members of staff. The Governing Body will provide challenge and oversight and will consider the school's progress towards its equality objectives.

10. Equality information relating to staff

St Edmund's is committed to equality of opportunity in recruitment and employment. The school seeks to operate fair and transparent recruitment processes, make employment decisions using appropriate criteria, avoid unlawful discrimination, make reasonable adjustments for disabled applicants and employees where required, promote dignity and respect in the workplace, and address discriminatory behaviour or harassment appropriately.

Workforce equality information will be considered where appropriate, while protecting confidentiality, particularly where small groups could enable individuals to be identified.

11. Publication and review

St Edmund's will publish information demonstrating how it meets the Public Sector Equality Duty. Published equality information will be reviewed and updated at least annually.

The school's equality objectives will normally be reviewed at least every four years, although they may be amended earlier where evidence demonstrates that priorities or needs have changed. Progress towards these objectives will be monitored throughout the 2026–2030 period.

12. Responsibilities

The Governing Body will:

- ensure that the school meets its statutory equality duties;
- ensure equality information and objectives are published;
- monitor progress towards the school's equality objectives;
- hold the Headteacher to account for implementation; and
- provide appropriate challenge and oversight.

The Headteacher will:

- hold overall strategic responsibility for equality at St Edmund's;
- ensure the school meets its statutory equality duties;
- ensure equality considerations inform strategic decision-making and resource allocation;
- maintain oversight of progress towards the equality objectives;
- ensure significant equality issues are addressed appropriately; and
- report to and support the Governing Body in its oversight of equality.

The Deputy Headteacher, SENCOs, attendance lead and other relevant leaders will:

- support the day-to-day implementation of the school's equality commitments and objectives;
- identify barriers affecting pupils and coordinate appropriate provision, support and reasonable adjustments;
- monitor the effectiveness and impact of provision within their areas of responsibility;
- liaise with pupils, families, staff and external professionals; and
- identify and report significant trends or emerging equality issues to the Headteacher.

All staff will:

- promote equality, dignity, belonging and inclusion;
- challenge discrimination, prejudice and stereotyping;
- consider the needs of individual pupils;
- implement agreed provision and reasonable adjustments;
- ensure pupils have ambitious opportunities to learn and participate; and
- contribute to achieving the school's equality objectives.

13. Links with other school policies and information

This statement should be read alongside relevant school and Trust policies and information, including:

- Accessibility Plan;
- SEND Information Report;
- Special Educational Needs and Disabilities Policy;
- Behaviour Policy;
- Anti-Bullying arrangements;
- Safeguarding and Child Protection Policy;
- Admissions arrangements;
- Attendance Policy;
- Curriculum information;
- Collective Worship and Religious Education information;
- Complaints Policy;
- staff recruitment and employment policies; and
- relevant Trust policies and procedures.

Approved by	Governing Body
Date	Autumn 2026
Annual equality information review	Autumn 2027
Full objectives review	Autumn 2030