

Equality Information and Objectives 2026-2030

Learning in God's Love — where every child belongs, grows and flourishes

September 2026

1. Purpose and statutory duty

St Paul's CofE Primary School & Nursery is committed to equality, dignity and belonging. This document sets out how the school demonstrates compliance with the Public Sector Equality Duty (PSED) and the equality objectives that will guide improvement from 2026 to 2030.

Under section 149 of the Equality Act 2010, the school has due regard to the need to:

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

The school publishes information demonstrating compliance with the PSED at least annually and publishes one or more specific and measurable equality objectives at least every four years.

2. Our equality and inclusion principles

Our school vision is Learning in God's Love. Equality at St Paul's means that every child and adult should be treated with dignity, have fair access to opportunity, and be able to participate meaningfully in school life.

Equality does not always mean treating everyone in exactly the same way. Reasonable adjustments, targeted support and positive action may be needed to remove disadvantage and enable equitable participation.

Our approach is closely connected to the Inclusion Policy, Inclusion Strategy Statement and Accessibility Plan. Inclusion is a whole-school responsibility across curriculum, teaching, safeguarding, attendance, behaviour, pastoral support, recruitment, employment, premises, communication and wider school life.

3. Protected characteristics and scope

The Equality Act 2010 protects people from unlawful discrimination in relation to protected characteristics. The school considers the relevant protected characteristics when making decisions and reviewing practice, including disability, race, religion or belief, sex, sexual orientation, gender reassignment, pregnancy and maternity, marriage and civil partnership, and age where the legal provisions apply.

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The school also recognises that disadvantage can be compounded where protected characteristics intersect with SEND, poverty, care experience, health, trauma, language, attendance or other vulnerability. These wider factors inform our inclusion work, but our statutory equality analysis remains grounded in the Equality Act 2010.

4. Roles and responsibilities

The Governing Body will:

- ensure equality information is published and refreshed at least annually;
- agree and publish equality objectives at least every four years;
- receive information about progress, significant equality issues and relevant patterns in outcomes or participation; and
- hold leaders to account for meeting equality duties.

The Headteacher and senior leaders will:

- ensure equality considerations are embedded in strategic and operational decision-making;
- monitor progress against the objectives;
- ensure staff understand relevant duties and expectations; and
- report significant issues and progress to governors.

All staff are expected to:

- avoid discrimination and challenge prejudicial behaviour;
- implement reasonable adjustments and inclusive practice;
- consider equality when planning teaching, activities, trips and wider provision; and
- raise concerns where pupils, families, staff or visitors may be experiencing disadvantage or discriminatory treatment.

5. Eliminating discrimination, harassment and victimisation

St Paul's does not tolerate discrimination, harassment, victimisation, racism, sexism, homophobic, biphobic or transphobic abuse, disability-related harassment, religious prejudice or other identity-based bullying.

The school supports this duty through:

- safeguarding, behaviour and anti-bullying procedures;
- staff induction and professional development;
- safer recruitment and employment procedures;
- clear reporting and recording of prejudice-related incidents;
- reasonable adjustments for disabled pupils, staff and visitors; and

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- review of policies, practices and significant decisions where equality implications arise.

Patterns in incidents are reviewed rather than treating each event in isolation. Where a concern indicates a wider issue in culture, curriculum, supervision, communication or provision, leaders take appropriate action.

6. Advancing equality of opportunity

The school seeks to remove or minimise disadvantage, meet differing needs and increase participation where evidence shows that pupils or adults sharing a protected characteristic may experience barriers.

This includes:

- high-quality adaptive teaching and reasonable adjustments;
- early identification of barriers without unnecessary delay for diagnosis;
- accessible information and communication;
- curriculum and enrichment planning that enables meaningful participation;
- accessible premises and sensory environments;
- individual staff workplace adjustments where required; and
- use of pupil, parent, staff and professional voice to understand barriers and evaluate whether adjustments are effective.

The school analyses relevant information proportionately. Small cohorts are treated carefully so that individuals cannot be identified from published data.

7. Fostering good relations

St Paul's promotes understanding, respect and positive relationships through the taught curriculum, RE, PSHE, reading, collective worship, assemblies, pupil leadership, community links and everyday school culture.

Pupils should encounter a wide range of people, families, cultures, faiths, identities and experiences in an age-appropriate way. Curriculum choices should avoid stereotypes and should help pupils understand both difference and shared humanity.

Our values of Courage, Compassion and Community support pupils to challenge prejudice, show empathy and contribute positively to a diverse society.

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8. Equality considerations in decision-making

Equality is considered when significant decisions are made. Leaders and staff consider whether a proposal could create or worsen disadvantage for people sharing a protected characteristic and whether a reasonable alternative, adjustment or mitigation is available.

This may include decisions about:

- curriculum or timetable changes;
- trips, residentials, clubs and enrichment;
- behaviour or attendance arrangements;
- premises, refurbishment and access;
- communication formats;
- recruitment, staffing or working arrangements; and
- new policies, systems or services.

A separate formal Equality Impact Assessment is not required for every routine decision. What matters is that due regard is genuine, timely and evidenced in a proportionate way. Where the equality impact of a significant decision is substantial or complex, leaders will record the considerations and actions taken.

9. Equality information — position for 2026-27

The school's current equality picture is considered alongside the annual Inclusion Strategy Statement, SEND Information Report, Accessibility Plan, attendance information, safeguarding and behaviour information, curriculum monitoring and stakeholder voice.

Current strengths include:

- a whole-school inclusion model based on Universal, Targeted and Specialist provision;
- an Accessibility Plan for 2026-2029 covering curriculum, physical and information access;
- specialist and targeted provision through Evergreen and SEARCh alongside mainstream participation;
- a strong emphasis on communication and language, adaptive teaching, reasonable adjustments and belonging;
- systems for pupil and family voice and professional advice; and
- curriculum, worship and community activity that promote respect, diversity and understanding.

During autumn 2026 the school will refresh its published cohort analysis using census, attendance, outcome, participation and incident information. Where cohort sizes are small, published information will be aggregated or described qualitatively to protect confidentiality.

The annual equality-information review will consider, where relevant and pr

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- attainment and progress patterns;
- attendance and persistent absence;
- participation in wider school life and enrichment;
- exclusions, suspensions, behaviour and prejudice-related incidents;
- accessibility and reasonable-adjustment issues;
- pupil, parent and staff voice; and
- significant equality issues arising from complaints, safeguarding, recruitment or policy review.

10. Equality objectives 2026-2030

Objective 1 — Improve participation and belonging for disabled pupils

By July 2030, strengthen equitable participation for disabled pupils across curriculum, enrichment and wider school life by embedding proactive reasonable adjustments and accessibility planning.

Measures of progress:

- termly accessibility reviews identify and address avoidable barriers;
- participation in trips, clubs, PE, Forest School, performances and enrichment is monitored for disabled pupils where cohort size permits;
- individual reasonable adjustments are recorded and reviewed when needs change; and
- pupil and family voice shows that barriers are identified earlier and participation is increasingly successful.

Linked work: Accessibility Plan 2026-2029; Inclusion Strategy; SEND Policy; educational visits and curriculum monitoring.

Objective 2 — Reduce prejudice-related incidents and strengthen respectful relationships

By July 2030, strengthen prevention, response and learning from prejudice-related behaviour so that pupils understand how to recognise and challenge discrimination and incidents are responded to consistently.

Measures of progress:

- prejudice-related incidents are identified, recorded and reviewed for patterns;
- staff can explain the school's response to discriminatory language and behaviour;
- curriculum and collective worship provide planned opportunities to learn about diversity, respect and equality; and
- pupil voice shows increasing confidence in reporting prejudice and understanding why discriminatory behaviour is unacceptable.

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Linked work: Relationship, Behaviour & Anti-Bullying Policy; Safeguarding Policy; PSHE, RE, collective worship and curriculum monitoring.

Objective 3 — Strengthen representation and equality within the curriculum

By July 2030, ensure pupils encounter a broad and balanced representation of people, families, cultures, faiths and identities across the curriculum, reading and wider school experience, while avoiding tokenism and stereotypes.

Measures of progress:

- subject and reading reviews include consideration of representation and stereotypes;
- curriculum resources are reviewed when gaps or bias are identified;
- pupils can talk age-appropriately about difference, respect and belonging; and
- leaders can evidence how curriculum planning contributes to fostering good relations.

Linked work: Curriculum, Teaching, Learning and Assessment Policy; Reading, Phonics, Oracy and Vocabulary Policy; RE; PSHE; collective worship.

Objective 4 — Strengthen equality in access to employment and workplace adjustments

By July 2030, ensure staff who require reasonable adjustments can access a clear, confidential and responsive process, and that recruitment and employment practice continues to support equality of opportunity.

Measures of progress:

- staff know how to request a reasonable adjustment;
- agreed adjustments are reviewed when circumstances change;
- recruitment documentation and processes are periodically checked for accessibility and non-discrimination; and
- equality-related employment concerns are escalated and addressed appropriately while protecting confidentiality.

Linked work: safer recruitment, staff conduct, attendance/absence, health and safety and HR procedures.

11. Monitoring, publication and annual review

The Headteacher will coordinate the annual refresh of equality information. Progress against the 2026-2030 objectives will be reviewed at least annually and reported to governors.

The Governing Body will review whether the objectives remain appropriate in light of school data, significant incidents, changes in law or guidance, and the school's changing context. New objectives will be published no later than four years after this set, although objectives may be amended sooner where evidence shows this is necessary.

This document will be published on the school website and made available in alternative formats on request where reasonably required.

12. Related documents

This statement should be read alongside the Inclusion Policy; Inclusion Strategy Statement; Accessibility Plan; SEND Policy; SEND Information Report; Relationship, Behaviour & Anti-Bullying Policy; Safeguarding and Child Protection Policy; Curriculum, Teaching, Learning and Assessment Policy; Attendance Policy & Strategy; Supporting Pupils with Medical Conditions Policy; Safer Recruitment Policy; Health and Safety Policy; complaints procedures; and relevant risk assessments.

Document Control

Policy/statement lead: Headteacher

Updated / effective: August 2026 / 1 September 2026

Equality objectives period: September 2026 – August 2030

Annual equality information review: by September each year

Approval: Governing Body