

Equality Information and Objectives

September 2026



Believe Enjoy Succeed Together

“I can do everything through God who gives me strength”

Philippians 4:13

Cronton CE Primary School

The KEYS Curriculum

Knowledge and skills

Empower

You to

Succeed

Keys To Success



Knowledge



Skills



Vocabulary

Approved by:	The Governing Body	Date: September 2026
Last reviewed on:	September 25	
Next review due by:	September 2027	

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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.
- This document also complies with our Trust's funding agreement and articles of association.

3. Roles and responsibilities

Our governing body will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout our school, including to staff, pupils and parents
- Ensure that the published equality information is updated at least every year (pupil population), 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 head teacher
- Ensure they are familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training

Our head teacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors
- Identify any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 10.

4. Eliminating discrimination

- Our 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.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, our 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, our 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

Our 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
- Having lessons and 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 our 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 our 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

- Our school ensures it has due regard to equality considerations whenever significant decisions are made.
- Our school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, our school considers whether the trip: cuts across any religious holidays, is accessible to pupils with disabilities and has equivalent facilities for boys and girls
- Our 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. Our school community

In addition to pupils with protected characteristics as defined in the Equality Act, our school gathers further information on the following groups of pupils which includes our socio-economic duty:

- Pupils eligible for Free School Meals (FSM)
- Pupils with Special Educational Needs (SEN)
- Pupils with English as an Additional Language (EAL)
- Young carers (YC)
- Looked after children (LAC)
- Children of members of the armed forces
- Ethnic Group
- Religion

As it may be possible to identify individuals from the information provided when the number of pupils with a particular characteristic is low and the information is special category information, the information will be excluded from publication but will be taken fully into consideration when developing and determining our policies, procedures and equality objectives.

Number of pupils on roll at the school: 231

Age range of pupils: 3 - 11

Gender: 44.5% male/55.4% female

Race: White British – 206 / White & Indian – / White & Chinese – 2 / White & Black Caribbean – 1 / White & Black African – 2 / White & any other Asian background – 1 / Sri Lankan Tamil – 2 / Indian – 0 / Greek Cypriot – 1 /

EAL: (Romanian / Greek/ Tamil) - 7

Religion/Belief: Christian – 33 , Church of England 82, Roman Catholic 14 , Sikh 0, Hindu 5, no religion 40, other 5

Special Educational Needs and Disability: 25

Pupil Premium: 24

Young carers: 1

Looked after children: 4

Children of members of the armed forces: 0

School Attendance: 95.5%

No Information was available on the following protected characteristics:

Gender Reassignment - The school did not have any information on whether any of the children on roll had

reassigned their gender.

Sexual Identity - The school did not have information on whether any of the pupils on roll identified as Lesbian, Gay, Bi-sexual or Transgender (LGBT+) as the question had never been asked.

We would seek advice from national organisations in consultation with parents, should support be required or requested.

As our school has fewer than 150 members of staff, we are not required to publish data about our staff. However, employee-related statistics for our Trust will be published centrally to demonstrate that we are complying with the general duty. When doing this, our Trust will be aware of the data protection rules, ensuring individuals are not identified through the publication of data.

9. Equality Objectives

Equality Objective 1 – Linked to promotion of Equality, Diversity and Inclusion

OBJECTIVE: to promote spiritual, moral, social and cultural development through all appropriate curricular opportunities with particular reference to issues of Equality, Diversity and Inclusion.

Why we have chosen this objective: From an analysis of our school profile alongside the demographics of our local area, we know that our school community is not fully representative of life in Modern Britain. We want our community to embrace the uniqueness of the human race more readily and to have the opportunity to explore a range of issues pertinent to the protected characteristics as part of their education provision.

To achieve this objective we plan to: Develop and thoroughly embed through our ISA curriculum enrichments. These experiences will allow children the opportunity to explore issues surrounding Equality, Diversity and Inclusion. For example, Chinese New Year, Black History Month, International Day of Languages, etc. These are embedded within our KEYS Curriculum, which gives teachers and pupils opportunities to explore some of these key themes and in their developing spiritual, moral, social and cultural understanding.

Outcome: To raise awareness of the protected characteristics alongside key issues pertaining to Equality, Diversity and Inclusion.

Progress we are making towards this objective: We have recently been reaccredited with the ISA. This reflects the quality of experiences which are embedded in our KEYS curriculum.

Equality Objective 2: Linked to Pupil Attainment/Disadvantage

OBJECTIVE: To support and promote equal opportunities for disadvantaged pupils.

Why we have chosen this objective: Our internal data, which is discussed termly at Pupil Progress Meetings, indicates that there are gaps in attainment in several classes between disadvantaged and non-disadvantaged pupils. The impact of school closures due to Covid-19 has been reported to be greater on those who are disadvantaged and our data is currently supporting this statistic.

To achieve this objective we plan to: Effectively utilise funding streams such as Pupil Premium Grant and Catch Up/Recovery Premiums to focus upon EEF recommended strategies (Teaching and Whole School Strategies, Targeted Support and Wider Strategies). Implement PPG and Catch Up/Recovery Strategy Statements successfully through regular monitoring, ensuring they have the desired impact upon pupils.

Outcome: The gap between the attainment of disadvantaged and all pupils closes.

Progress we are making towards this objective: All strategy statements have been quality assured by our Trust. Monitoring occurs regularly. Updates made to assessment and recording systems to ensure data is thoroughly analysed and clear actions identified.

Equality Objective 3: Linked to Pupil Attendance / SEND

OBJECTIVE: To explore and understand the reasons for the disproportionately higher absentee levels of SEND pupils and what support can be given to SEND individual pupils with to begin to improve attendance rates.

Why we have chosen this objective: Our school's attendance figures show that SENDK Pupils on roll have higher absentee levels than that of their peers. Whilst our SENDE pupils are higher again.

To achieve this objective we plan to: Consult with those in our school community who are impacted by this - particularly make sure that parents/carers are involved and also specialist services. Identify best practice from other LDST schools and local schools with similar issues. We will send out a special newsletter giving details of the importance of attendance for all pupils.

Outcome: Increase attendance of children with SEND to that of a similar level to those without SEND. We will of course continue to apply a reasonable adjustment taking into account the needs of some children with SEND to attend medical appointments.

Progress we are making towards this objective: Consultation has commenced and we have been working collaboratively with schools in our Trust, local schools and local authority. Termly attendance newsletters are sent out and key messages are reiterated in the weekly newsletter.

Equality Objective 4: Linked to Pupil Attendance/Pupil Premium

OBJECTIVE: To explore and understand the reasons for the disproportionately higher absentee levels of PP pupils and what support can be given to PP individual pupils with to begin to improve attendance rates.

Why we have chosen this objective: Our school's attendance figures show that PP Pupils on roll have higher absentee levels than that of their peers.

To achieve this objective we plan to: Consult with those in our school community who are impacted by this - particularly make sure that parents/carers are involved and also specialist services. Identify best practice from other LDST schools and local schools with similar issues. We will send out a special newsletter giving details of the importance of attendance for all pupils.

Outcome: Increase attendance of PP children to that of a similar level to those non PP children.

Progress we are making towards this objective: Consultation has commenced and we have been working collaboratively with schools in our Trust, local schools and local authority. Termly attendance newsletters are sent out and key messages are reiterated in the weekly newsletter.

Equality Objective 5: Linked to Prejudice-Related Incidents/Sexual Orientation

OBJECTIVE: Raise awareness of sexual orientation and promote positive attitudes towards alternative lifestyles and lessen the chances of the word 'Gay' being used negatively.

Why we have chosen this objective: School (and wider society) is a place where all children should feel safe and respected. There are a variety of family situations in British society; some children will have parents who are separated, some may live with a mum and a dad, some may have step-parents, and some may be fostered or adopted. Some may have other family arrangements; and some will have LGBTQ parents or other LGBTQ family members. Any child who lives in a family that is different from the stereotypical household of mum, dad, and children should not be made to feel less accepted, or that their family is any less loving and caring.

To achieve this objective we plan to:

Continue to implement the JIGSAW PSHE programme which does not 'promote' LGBTQ lifestyles. However, it does raise children's awareness that some people in society are LGBTQ. This is not done in isolation. When discussing similarity and difference in Jigsaw lessons, children learn about a whole range of differences, such as difference in physical appearance and personality, likes and dislikes, and that people can have differences of opinion. This helps them to understand that we are all unique human beings. Within the context of these lessons they will also be introduced to different cultures and ethnicities, people with different religions and beliefs, and about people with

disability or special needs. They will also be aware that some people are LGBTQ.

When discussing any differences between people, Jigsaw helps teach children to form opinions about others based on whether they are kind, law-abiding, respectful, trustworthy, and responsible people, rather than judging them on appearance or whether a particular aspect of their lifestyle is different to their own. Children also learn about discrimination and prejudice including racism, sexism, and ageism.

The Jigsaw Puzzle (unit), 'Celebrating Difference' helps children to understand that difference does not need to be feared but can be a source of celebration. This supports the school with our obligation to align with the Equality Act 2010.

Introduce a series of books which show different family make ups. This will include same sex couples. The books will be introduced into our normal range of books and will be looked at as part of circle time and other shared reading opportunities. We will also place some in our library. The books are very sensitive and do not mention the terms gay or lesbian but instead gently introduce the concepts that all families are different.

We will additionally access resources from Stonewall or the local LGBT centres about approaches to embedding LGBT within the curriculum.

Outcome: To raise awareness of this protected characteristic and to reduce the number of prejudice-related incidents.

Progress we are making towards this objective: The Jigsaw PSHE scheme has been implemented across the school from Reception to Year Six. Books have been introduced into our normal range of books and have been included as part of circle time and other shared reading opportunities. Our Library is updated.

Equality Objective 6: Linked to Employment and Retention of Staff (Equal opportunities)

OBJECTIVE: Ensure we maintain a professional workforce.

Why we have chosen this objective: We want all staff to feel valued and be able to realise their full potential and have identified requirements through a trust-wide survey.

To achieve this objective we plan to: Ensure that all staff are given the opportunity to access all developmental opportunities. This includes internal and external CPD as well as taking on leadership roles within our school setting and we will be looking at Trust-wide opportunities. We aim to have professional development pathways in place for all staff by March 2023.

Outcome: To have a professional workforce that feels valued and treated fairly in accessing training and development opportunities to further their professionalism.

Progress we are making towards this objective: In February 2021, a Trust-wide survey took place that gathered views from all staff. The results have been used to identify barriers highlighted by staff in relation to career progression and we are working collaboratively with other schools in our Trust to create accessible professional development pathways. We are still on track for our March 2023 deadline.

10. Monitoring arrangements

The Head teacher will update the equality information we publish at least every year.

This document will be reviewed by the governing body and Head teacher at least every 4 years.

This document will be approved by the governing body.

11. Links with other policies

This document links to the following policies:

- Accessibility plan
- LDST Equality and Inclusion Policy
- SEND Policy/Plan
- Pupil Premium Strategy Statement
- Catch Up Strategy Statement
- RHSE Policy

- Behaviour Management Policy
- Exclusions Policy
- All Employment Policies
- School Improvement Plan