

Stratford-sub-Castle Church of England VC Primary School

Life in all its fullness

Equality Information and Objectives

The *Equality Information Document* was reviewed during the Autumn Term 2025
This document is the result of that review.

DATE AGREED BY FULL GOVERNING BODY:	26.11.25
REVIEW DATE:	November 2026
REVIEW CYCLE:	Annually
PLACED ON WEBSITE:	
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CHAIR OF GOVERNORS:	Mr Andrew Mintram
SIGNED:	

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 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

Our school aims to promote respect for difference and diversity in accordance with our values, such as care, commitment, creativity, belief, bravery and brilliance.

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
- 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

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.

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 that 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 clubs)

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
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such collective worship 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

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

8. Equality objectives

It is now widely acknowledged that inequality linked to socio-economic factors (poverty) is one of the major issues affecting educational attainment in England today. This school is committed to tackling this aspect of disadvantage, and information about the measures being taken is published separately in a document called 'Pupil Premium Strategy'. This details how and why we spend our Pupil Premium and the impact of our work.

This school recognises that socio-economic factors (poverty) are not the only issue affecting how pupils achieve in school, as gender, ethnicity, disability/SEND, sexual orientation and gender identity may all affect whether children fulfil their academic potential.

This report highlights the measures this school is taking to address inequality that cannot solely be linked to socio-economic factors (poverty). The report gives an overview of Coombe Bissett Primary School's commitment to equality of opportunity, outlining the work it has undertaken in the previous twelve months, as well as the steps it is proposing to take in the year ahead.

Schools are required to update their published Equality Information each year, and in addition, must have at least one Equality Objective that the school can focus and work on for a period of up to four years

Stratford-sub-Castle CE VC Primary School recognises that attainment data is an important tool in promoting equality of opportunity for all pupils. Data helps identify which pupils may be vulnerable to underachieving. Nationally, including Wiltshire schools, the groups identified (from attainment data) as being vulnerable to underachievement are: White British pupils eligible for free school meals (both boys and girls); Black pupils (both boys and girls); and, Gypsy/Traveller pupils (both boys and girls).

Academic attainment is important, but pupils also need to move on from this stage of their education feeling happy and self-confident. Stratford-sub-Castle CE VC Primary School is committed to providing nurturing environment to help develop the resilience of our pupils to cope with the ups and downs and stresses of everyday life.

Stratford-sub-Castle CE VC Primary School has decided that our new Equality Objective will address pupil mental health and wellbeing as part of our commitment to preventing mental health difficulties that may start in childhood but have a greater impact in adult life.

Attainment

Gender

Gender monitoring is one of the tools used by the school.

Trends over several academic years show that there are no significant differences (gender based) in attainment in English. However tend do show that girls in a number of cohorts do not do as well as boys in Maths. The school is addressing this by developing an approach which takes into account the particular needs of girls. Confidence rather than ability is something which has been identified as a factor in poorer attainment amongst girls. The use of 'recognitions' and awards takes this into account.

Ethnicity

Ethnic monitoring is one of the tools that the school is aware of. However, due to the fact that the school population is almost exclusively white/ British, pupils from ethnic minorities are tracked individually and those who may be vulnerable to underachievement are identified so that interventions can be made to reduce or eliminate achievement gaps.

The school recognises that White British pupils eligible for free school meals are as an ethnic groups most vulnerable to underachievement. The school has a Pupil Premium Strategy to address this issue.

Our school:

- recognises that groups of pupils may be vulnerable to underachievement for a number of complex reasons, and is able to put the following measures in place to raise attainment:
- ensures that all teaching staff are aware of the groups that have experienced historic underachievement
- ensures that all teachers have high expectations of all pupils, and individual pupils' progress and attainment is tracked, with a special focus on pupils who may be vulnerable to underachievement

- ensures that all staff are aware that different factors can combine to exacerbate educational disadvantage, e.g. gender, being summer born, being eligible for free school meals, having special educational needs, being a young carer, etc.

- works closely with parents/carers to address any underachievement at an early stage, and is able to implement a wide variety of interventions.

English as an Additional Language

At Stratford-sub-Castle CE VC Primary School we:

- recognise the challenges faced by pupils whose first language is not English and we work hard to build the capacity to meet their needs;
- make sure new arrivals from overseas who join school later than peers make accelerated progress and catch up

All staff understand that pupils with an additional language do not necessarily have SEN.

Disability/SEND (Special Educational Needs)

Our school recognises that all children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. We proudly fulfil our statutory duties in a spirit of inclusiveness.

Our school has a comprehensive SEN Policy and Accessibility Policy. We designate a member of the governing body with specific oversight of the school's arrangements for SEND and disability. Our school leaders regularly review how expertise and resources used to address SEND can be used to build the quality of whole-school provision as part of our approach to school improvement.

The quality of teaching for pupils with SEND, and the progress made by pupils, is a core part of our school's performance management arrangements and its approach to professional development for all teaching and support staff. School leaders and teaching staff, including the SENDCO, identify any patterns in the identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.

The identification of SEND is built into the overall approach our school takes to monitoring the progress and development of all pupils.

Our school's arrangements for assessing and identifying pupils as having SEND is agreed and set out as part of the Wiltshire Local Offer. Our school publishes its arrangements as part of the information it makes available on Special Educational Needs.

Our school ensures that our children, parents and young people are actively involved in decision making throughout the approaches outlined above.

Our school recognises its duties under the Equality Act 2010 towards individual disabled children and young people. We make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage. Our school understands that these duties are anticipatory and require thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent disadvantage. Our school also recognises our

wider duty to prevent discrimination, to promote equality of opportunity and to foster good relations.

Medical conditions

Our school recognises that the Children and Families Act 2014 places a duty on maintained schools and academies to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils. Where children and young people also have SEND, their provision is planned and delivered in a co-ordinated way with the healthcare plan.

Curriculum

Our school recognises that all pupils should have access to a broad and balanced curriculum. Our school champions The National Curriculum Inclusion Statement which states that teachers should set high expectations for every pupil, whatever their prior attainment. Our school uses appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty are identified and addressed at the outset. Lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement. Wherever possible, such planning means that pupils with SEND and disabilities are able to study the full national curriculum.

SEND: Behaviour, Social and Emotional Difficulties

There is an increasing understanding of the negative impact of behaviour, social and emotional difficulties on the educational attainment of those pupils. The incorporation of mental health into the Equality Act 2010 has helped to highlight this important issue. Pupils at Stratford-sub-Castle CE VC Primary School with SEND, Behaviour, Social and Emotional Difficulties and their teachers now have access to a range of good practice interventions including:

- Access to the Local Authority Primary Behaviour Support Service who work with schools, teachers as well as individual pupils
- The Emotional Literacy Support Assistant scheme used for time limited one-to-one or small group interventions
- Individualised positive reinforcement i.e. sticker charts, marble jar, etc.
- A school behaviour management system that supports pupils with behaviour related SEND to make good behaviour choices
- Ensuring any underlying special education need that may be affecting behaviour at school is identified and addressed.

Stratford-sub-Castle CE VC Primary School has decided that our new Equality Objective will address pupil mental health and wellbeing as part of our commitment to preventing mental health difficulties that may start in childhood but have a greater impact in adult life.

Faith and Belief

Data is not collected for monitoring purposes on Religion and Belief, so there is no information available to compare the attainment of pupils who have/or do not have a religion or a belief.

Stratford-sub-Castle CE VC Primary School recognises how important faith and belief can be as part of a young person's developing identity, whether this relates to a particular faith or belief, or whether this relates to wider belief systems, and moral ethics.

Stratford-sub-Castle CE VC Primary School is committed to supporting all our young people as they develop a personal relationship with their particular set of values and beliefs, and to supporting, in the context of the Human Rights agenda, the role this plays in the moral and ethical choices they make in life.

This school takes incidents of prejudice-related bullying seriously and is committed to working closely with parents/carers to create a school environment which is nurturing, friendly and supportive for all our children. Our school has established a procedure for recording all incidents of prejudice-based bullying and this includes bullying relating to religion and belief.

Stratford-sub-Castle CE VC Primary School ensures all pupils gain knowledge of and respect for the different faiths in Britain as part of our role to prepare pupils for modern life in a diverse Britain. As part of a whole school activity, pupils have the opportunity to celebrate a number of different religious festivals and learn from religious representatives from various communities. Stratford-sub-Castle CE VC Primary School recognises that discrimination on the grounds of religion or belief is a global concern and promotes tolerance and respect.

Sexual Orientation/Different Families

This is one of the fastest changing areas of society, and one that is being addressed by Stratford-sub-Castle CE VC Primary School. Different families may include:

- families with adopted children
- families with foster children
- families headed by grandparents/uncles and aunts
- single-parent families
- children with more than one home
- step or blended families
- Families with two mums/dads.

Celebrating different families is one of the ways Stratford-sub-Castle CE VC Primary School recognises the differences and similarities between pupils. Same-sex couples are now legally able to adopt children, and that this puts additional responsibility on schools to make sure that all families providing love and care for children feel welcome as part of the school community.

Stratford-sub-Castle CE VC Primary School works with pupils to address any use of discriminatory and bullying language that would create an unequal school environment. Stratford-sub-Castle CE VC Primary School confidently tackles homophobic language (and other discriminatory language) and supports pupils to create a school environment that values diversity.

Gender Identity

Stratford-sub-Castle CE VC Primary School is aware of the support that we can access in relation to this equality issue, including Local Authority support, and support from the Mermaids

charity (this charity supports families and schools where gender identity has been identified as a specific issue).

In addition, this school is aware of the actions we can take to avoid unnecessary gender distinctions. This school has flexibility within the school uniform, and does not make any distinction between the sports that girls and boys can play.

9. Links with other policies

This document links to the following policies:

- Accessibility plan
- Pupil Premium Strategy
- All Safeguarding Policies