



Curdridge Primary School Equalities Policy

(Including Equalities Information and Objectives)

Introduction

We welcome our duties under the Equality Act 2010 as both a provider of education and as an employer.

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

For staff and prospective staff, this policy should be read in conjunction with the Manual of Personnel Practice (adopted annually by the Governing Body).

National and Legal Context

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](#).

Roles and Responsibilities

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented and that arrangements are in place to deal with any concerns or unlawful action that arises.

The Governing Body 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 Headteacher is responsible for implementation of this policy, ensuring that all staff are aware of their responsibilities and given appropriate training and support and for taking appropriate action in any cases of unlawful discrimination, harassment or victimisation.

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 staff are expected to work in accordance with the principles outlined in this policy to:

- promote an inclusive and collaborative ethos in their practice
- deal with any prejudice-related incidents that may occur
- plan and deliver lessons and extra-curricular activities
- support pupils in their class who have additional needs

Principles

To fulfil our legal obligations, we are guided by a number of principles.

1. All pupils, families and staff are of equal value

We see all pupils, potential pupils, their parents and carers, and staff as of equal value:

- Whether they have disabilities or not
- Whatever their ethnicity, culture, national origin or national status
- Whatever their gender and gender identity
- Whatever their religious and non-religious affiliation or faith background
- Whatever their sexual orientation
- Whatever their marital status
- Whether they are currently pregnant or have recently given birth
- Whatever their age

2. We recognise and respect difference

We recognise that treating people equally does not necessarily involve treating them all the same. We recognise that our policies, procedures and activities must not discriminate but must take account of diversity and the kinds of barriers and disadvantage that staff, parents/carers or pupils may face in relation to their protected characteristics:

- Disability – we note that reasonable adjustments may need to be made
- Gender (including transgender) – we recognise that girls and boys, men and women have different needs
- Religion and belief – we note that reasonable requests in relation to religious observance and practice may need to be made and complied with
- Ethnicity and race – we note that all have different experiences as a result of our ethnic and racial backgrounds
- Age – we value the diversity in age of staff, parents and carers
- Sexual orientation – we respect that individuals have the right to determine their own sexual identity and that they should not experience disadvantage as a result of their preference
- Marital status – we recognise that our staff, parents and carers may make their own personal choices in respect of personal relationships and that they should not experience disadvantage as a result of the relationships they have
- Pregnancy and maternity – we believe that our staff, parents and carers should not experience any unfair disadvantage as a result of pregnancy or having recently given birth

3. We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:

- positive attitudes and interaction between groups and communities different from each other

- an absence of harassment, victimisation and discrimination in relation to any protected characteristics.

4. We observe good equalities practice in relation to staff

We ensure that our policies and practices for all staff and potential staff throughout the employment lifecycle, i.e. from recruitment through to the cessation of employment and beyond, are applied fairly and consistently across all groups with full respect for legal rights, taking into account aspects applicable to particular groups (e.g. duty to make reasonable adjustments for disabled staff).

5. We aim to reduce and remove inequalities and barriers that already exist

We intend that our policies, procedures and activities avoid or minimise any possible negative impacts and we aim to reduce inequalities that exist between groups and communities different from each other.

6. We consult and involve to ensure views are heard

In our development of policies, we try to, where possible, engage with groups and individuals, including pupils who are affected by a policy or activity to ensure that their views are taken into account. For policies and activities affecting pupils, we will take account of views expressed at school council; for parents, through parent governor representation and for staff, through staff governor representation. Where necessary, we will consult more widely with specific groups.

7. We aim to foster greater community cohesion

We intend that our policies, activities and curriculum offer foster greater social cohesion and provide for an equal opportunity to participate in public life irrespective of the protected characteristics of individuals and groups.

8. We base our practices on sound evidence

We maintain and publish information annually to show our compliance with the public sector equality duty, set out under section 149 of the Equality Act 2010. Our current equality information can be found in the Appendix to this policy statement.

9. We set ourselves specific and measurable equality objectives

We develop and publish specific and measurable objectives every four years based on the evidence that we have gathered and the engagement we have been involved in.

The objectives can be found in the Appendix to this policy statement and take into account both national, county and school level priorities.

We will set ourselves new objectives every four years, but keep them under review and report annually on progress towards achieving them.

Application of the principles within this policy statement:

The principles outlined in the policy statement will be applied and reflected in:

- The delivery of the school curriculum e.g. 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
- The teaching and learning within the school e.g. Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies
- Our teaching styles and strategies
- Our policies and practice in relation to admissions and attendance
- Our policies and practice in relation to staff
- Our care, guidance and support to pupils, their families and staff

- Our policies and practice in relation to pupil behaviour, discipline and exclusions
- Our partnership working with parents and carers
- Our contact with the wider school community

Addressing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice including, but not limited to prejudice related to protected characteristics. We will ensure that prejudice-related incidents in relation to staff and pupils are recorded and dealt with appropriately.

PUBLICATION OF EQUALITY OBJECTIVES



Curdridge Primary School

EQUALITY OBJECTIVES

Date of publication: 31st March 2026

The Public Sector Equality Duty 2011 has three aims under the general duty for Schools:

1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
2. Advance equality of opportunity between people who share a protected characteristic and those who do not.
3. Foster good relations between people who share a protected characteristic and those who do not.

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief and sexual orientation).

The detail of these objectives should also be read in conjunction with the school's current equality information which has informed the development of the objectives.

Having referred to and analysed our equality information, we have set ourselves the following objectives 2025-2029:

Objective 1: Progress and achievement for Vulnerable Groups and SEND

- To ensure that day-to-day teaching and provision for all pupils (including those in receipt of Pupil Premium funding) meets the needs of each learner in order to achieve the highest levels.

Objective 2: Pupil Premium

- To ensure that Pupil Premium funding is allocated to activities that have the most impact on pupil achievement.
- To measure the impact of the use of Pupil Premium funding.

Objective 3: The school provides a wide range of extra-curricular activities - available to ALL pupils although some activities and provision is charged to parents.

- To monitor participation of vulnerable groups in our programme of extra-curricular activities to ensure that there is no discrimination due to socio-economics, ethnicity, race, gender, SEND etc.
- To ensure that all children in VGs who wish to take part in after school clubs are able to do so without any discrimination.

Evaluation of objectives:

Objective 1 and Objective 2:

At Curdridge Primary School, Personal Learning Time (PLT) drives our practice. PLT is our name for the way in which we organise and deliver our curriculum. It has been given a name to show that this is a 'different' way of us delivering the curriculum. Our usual practice is as follows:

There are 2 aspects to PLT:

- **Directed small group teaching by the teacher and LSA.**

Responsive teaching within PLT allows us to 'respond' to the needs of ALL pupils (including vulnerable groups and those with SEND) at the point of teaching; verbal feedback is given throughout the teaching session and the learning is adapted throughout the time spent with the teacher or LSA. Responsive teaching allows us to diagnose strengths and weaknesses and to gather evidence about the 'Unique Child.'

- **Child-directed learning across a range of independent/cross curricular tasks.**

A range of independent tasks are set to allow pupils to:

- Practise things they find difficult
- Explore new learning
- Apply what has been taught in teacher-led sessions to independent tasks
- Challenge learning

We call this PEAC learning.

Update March 2026:

During our LLPR visit in the autumn term, the LLP made the following comments regarding the way we deliver our curriculum (PLT):

The curriculum is delivered through PLT with pupils receiving a weekly timetable tailored to their individual needs.

Every pupil is expected to engage independently with the planned activities each day. As a result, all pupils observed during the visit demonstrated autonomy regardless of need, enabling adults to concentrate on targeted individual and group teaching. Pupils clearly enjoy their learning and speak with enthusiasm about PLT. This is also reflected in school attendance which is above average for all groups.

PLT provides valuable opportunities for pre-teaching, allowing pupils to encounter key vocabulary and knowledge prior to lessons. For pupils with SEND, this is particularly beneficial in ensuring they can access learning successfully.

Objective 3 (March 2026):

- 0% (5 children) of PP children in KS1 take part in a sports club or have music tuition (please note that there are fewer club opportunities for children in KS1)
- 37% (9 out of 20) of PP children in KS2 take part in a sports or dance club or have music tuition
- 0% (0 out of 2) of service children take part in a sports club or have music tuition
- 43% (6 out of 14) of SEND pupils take part in a sports club or have music tuition
- Children **not** taking part in a sports club or having music tuition do so by choice
- No club holds a waiting list and therefore any child who wishes to take part in a club is able to do so
- Children in receipt of FSM are invited to attend activity sessions during school holidays as part of the HAF (Holiday Activity and Food) program.

Pupil-related data for Academic year 2025

Information	Evidence and Commentary		
Attainment at 'Expected Standard' and 'Greater Depth' English – by gender		Boys (9)	Girls (9)
	Reading	66%	89%
	Writing	66%	66%
	Grammar, spelling and punctuation	66%	56%
Attainment at 'Expected Standard' Greater Depth' in Maths – by gender		Boys	Girls
	Maths	78%	55%
Pupils on SEN register achieving 'Expected Standard'	Reading Writing Maths	50% 50% 100%	

Other information

Information	Evidence and commentary
Governor representation as at March 2025	50% Male, 50% Female Information regarding ethnic representation is unavailable
Volunteers as at March 2025	100% female

Curdrige Primary School has less than 150 members of staff and therefore staff information is not required.