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Statutory Policy:	Policy provided centrally for adoption by schools with minimal amendment to the core text. Changes are allowed to the text where indicated

Equality Objectives

Adopted by school:	**Local Governing Body**
Date:	**June 2026**
Next review date:	**June 2027**

Equality Objectives Set June 2026		
Equality Objective	**Actions required**	**Success Criteria**
Ensure our growing primary school's environment, curriculum and wider opportunities are accessible and reflect the diversity of the community we serve, promoting a sense of belonging. *Context – As we grow our school into a full through Primary, it will be important to ensure the foundations of the work we have done here reflect school wide*	• School initiatives to support curriculum enhancement and development should ensure the protected characteristics are appropriately represented, e.g. avoiding stereotypes when inviting visitors in and ensuring equality is promoted, e.g. author of the term should reflect texts which promote equality. • Development of the whole school's curriculum, including our growing provision for KS2, should reflect modern Britain and celebrate diversity: - Diversity to be imbedded through the curriculum rather than limited to themed weeks. - Map curriculum units across EYFS–KS2 against the UN Sustainable Development Goals to ensure equality, diversity and sustainability are intentionally woven through subject content and wider opportunities. • Resources, books and displays to reflect diverse families, cultures, abilities and experiences – protected characteristics to be reflected.	• Children will have access to a range of resources that reflect the protected characteristics. • Pupil voice will demonstrate increasing understanding of equality and respect. • Curriculum planning references relevant Sustainable Development Goals to support coherent teaching of equality, diversity and sustainability. *Supports Local Area Partnership SEND Strategy (Draft) 2026-29* *Commitment 8 – A Sense of Belonging*
Develop staff awareness of additional needs so that they can support learners with specific needs to ensure equal access to the curriculum. *Context – As an infant school growing to full through Primary School from September 2026, many of our young children have needs that may not be diagnosed. Ensuring a good understanding of different needs facilitates early identification for pupils and ensure an inclusive approach. Additionally, as we provide for older pupils in our growing school, staff will need to be aware of ways to support the needs of older pupils in an age appropriate way.*	• Teachers and support staff will attend training relating to the needs of individuals or groups of children as appropriate. • Teachers prepare Pupil Profiles for children, where necessary, and review termly (3) with parents/carers. • SENCo to support staff with the development of provision to help identify needs, where appropriate, this will include referrals to supporting specialist professionals (e.g. Speech & Language or Communications & Interactions). • Work with parents/carers to understand the needs of pupils and how we can work in partnership to support good outcomes. • Continue to use the Ordinarily Available Toolkit to support the needs of all learners, in line with Oxfordshire strategy.	• Staff will have a growing understanding of the range of additional needs pupils have and therefore feel more confident in identifying these and putting in early support. • Pupil Profiles will identify small steps of progress to support pupils' appropriate next steps of learning and identify strategies to help children achieve their best. *Supports Local Area Partnership SEND Strategy (Draft) 2026-29* *Commitment 2 – High Quality Provision* *Commitment 4 – Early Intervention* *Commitment 8 – Skilled Workforce*
Underpinning our vision, ensure our school value of respect is explicitly modelled and referenced in curriculum planning, classroom practice and wider opportunities, supporting pupils to understand how respect underpins equality and belonging.	• All staff to ensure they are promoting our value of respect, modelling at all times. • Review Behaviour Policy for Primary and ensure it is explicitly referencing respect, equality and inclusion. • Use restorative conversations to help pupils understand the impact of their behaviour on others, providing staff training about this so we have a fully consistent approach. • Celebrate respectful behaviour through recognition systems and assemblies.	• Pupil voice and behaviour demonstrate growing understanding of respect as a foundation for equality and inclusion. *Supports Local Area Partnership SEND Strategy (Draft) 2026-29* *Commitment 8 – A Sense of Belonging*

Develop school-wide systems to enable pupils to identify, express and manage their emotions. *Context – Many pupils require support to regulate their emotions. To ensure consistency for all, a school-wide approach will ensure consistency and support transition through the school.*	• Review the 'Zones of Regulation' approach that's currently used across school with all staff using latest research and CPD to ensure an accurate, shared understanding. • Implement Team Teach De-escalation approaches across the school, CPS for all staff. • School environment to support implementation of approaches, e.g. common displays and consistency in use. • Ensure availability of resources in school to support implementation of approaches. • Develop a shared understanding of our approach with parents/carers.	• Staff have a greater awareness of emotional regulation and how this can affect children's capacity to learn. • Staff have developed strategies to support emotional intelligence • Children are willing to discuss their emotional state and wellbeing and begin to apply strategies to help manage different emotions as they grow through school.

School Equalities Information Correct as of June 2026		
Number of pupils on roll - 149	49.7% Girls	50.3% Boys

Ethnicity	Student Count
Any Other Asian Background	1
Any Other Black Background	2
Any Other Ethnic Group	1
Any Other Mixed Background	2
Any Other White Background	2
Arab Other	1
Asian and Any Other Ethnic Group	1
BBRI	1
Chinese	1
Filipino	0
Indian	0
Other Ethnic Group	2
Other Mixed Background	1
Other White British	0
ORAB	1
Pakistani	2
Refused	1
White – British	128
White and Black African	1
White and Black Caribbean	1

Religion	Student Count
Christian	44
Hindu	1
Jewish	1
Muslim	8
No Religion	82
Other Faith	1
Roman Catholic	2
Not Specified	5
Refused	5

Special Educational Needs	Student Count
No	106
SEN Support	33
EHCP	10

Useful links

Public Sector Equality Duty:
https://www.gov.uk/government/publications/public-sector-equality-duty-guidance-for-public-authorities/public-sector-equality-duty-guidance-for-public-authorities

The Equality Act and Schools:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf

Equality and Human Rights Commission Guidance:
https://www.equalityhumanrights.com/en/advice-and-guidance/public-sector-equality-duty-guidance-schools