

ST. PAUL'S CHURCH OF ENGLAND PRIMARY SCHOOL

Equality Information and Objectives 2026-2030

Date adopted: September 2026

Review of equality information: Annually

Review of equality objectives: By September 2030

Responsible body: The Governing Body of The Compass Federation

1. Our commitment to equality

At St. Paul's Church of England Primary School, we are committed to providing an inclusive school community in which every child and adult is valued, respected and able to flourish.

Our Christian ethos underpins our commitment to dignity, equality, compassion and respect. We celebrate the individuality of every member of our school community and seek to ensure that no pupil or adult is disadvantaged because of their background, identity, circumstances or protected characteristics.

- eliminate discrimination, harassment, victimisation and other conduct prohibited by the Equality Act 2010;
- advance equality of opportunity between people who share a protected characteristic and those who do not;
- foster good relations between people who share a protected characteristic and those who do not;
- remove or minimise disadvantages experienced by particular groups;
- take appropriate steps to meet different needs;
- encourage participation where it is disproportionately low; and
- ensure that equality and inclusion are embedded within the curriculum, leadership and wider life of the school.

Equality does not always mean treating everyone in exactly the same way. We recognise that some children and adults may require different provision, reasonable adjustments or additional support in order to access the same opportunities and achieve positive outcomes.

2. Our legal duties

St. Paul's Church of England Primary School has due regard to its responsibilities under the **Equality Act 2010** and the **Public Sector Equality Duty**. In exercising our functions, we have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Eliminate discrimination

We work to prevent unlawful discrimination, harassment and victimisation and to challenge prejudice, stereotyping and discriminatory behaviour.

Advance equality of opportunity

- remove or minimise disadvantages experienced by people because of protected characteristics;
- take steps to meet the particular needs of people who share a protected characteristic; and
- encourage participation in activities where participation by particular groups is disproportionately low.

Foster good relations

We promote understanding, respect and positive relationships between people from different backgrounds and communities.

3. Protected characteristics

The Equality Act 2010 protects people from discrimination in relation to the following protected characteristics:

- age;
- disability;
- gender reassignment;
- marriage and civil partnership;
- pregnancy and maternity;
- race;
- religion or belief;
- sex; and
- sexual orientation.

Not all provisions relating to every protected characteristic apply to pupils in exactly the same way, but the principles of dignity, fairness, respect and inclusion inform our approach to the whole school community.

4. Equality at St. Paul's

We review information about our school community to help us understand potential inequalities, identify barriers and determine appropriate priorities. We consider pupil demographics, attainment and progress, attendance, behaviour, SEND, disadvantage, participation in wider opportunities, safeguarding information, pupil voice and parent/carer feedback.

We are mindful of the need to protect individual pupils' privacy, particularly because St. Paul's is a small school and publishing detailed information about very small groups could make individual children identifiable.

5. Our school community

St. Paul's is a small primary school with **107 pupils in 2025-26**. The pupil population is **45.8% boys and 54.2% girls**.

Ethnicity

22.4% of pupils are from minority ethnic backgrounds, compared with 38.9% nationally. The largest ethnic group is White British at 77.6%, alongside children from mixed, Indian, Asian, Black African and other backgrounds. We recognise the importance of ensuring that our curriculum and wider school experience enable children to encounter and understand people, cultures, beliefs and experiences beyond their immediate community.

English as an Additional Language

3.7% of pupils have English as an Additional Language (EAL), compared with 23.8% nationally. Although the proportion is relatively small, we ensure that children with EAL are appropriately supported to access the curriculum and participate fully in school life.

Special Educational Needs and Disabilities

10.3% of pupils are identified as having SEND, compared with 19.5% nationally. This comprises 3.7% receiving SEN Support and 6.5% with an Education, Health and Care Plan (EHCP). The proportion of pupils with an EHCP is above the national figure of 4.1%.

The needs represented within the school include speech, language and communication needs, specific learning difficulties, autism, physical disability and social, emotional and mental health needs. We are committed to ensuring that pupils with SEND are able to access an ambitious curriculum and participate fully in the wider life of the school.

Disadvantage

10.3% of pupils are eligible for Free School Meals, compared with 24.9% nationally. We recognise that economic disadvantage can create barriers to participation and achievement even where the overall proportion of disadvantaged pupils within the school is relatively small. We seek to ensure that financial circumstances do not unnecessarily prevent children from participating in the full life of the school.

6. Attendance and equality

Attendance at St. Paul's is strong. In the available 2025-26 data, overall absence is **3.9%** compared with 5.3% nationally; authorised absence is 3.0% compared with 3.7%; unauthorised absence is 0.8% compared with 1.6%; and persistent absence is **4.3%** compared with 13.9% nationally.

We nevertheless monitor attendance at individual and group level to identify emerging patterns and ensure that pupils are not experiencing barriers to regular attendance. Where concerns arise, we seek to understand the underlying causes and work constructively with children, parents, carers and relevant agencies.

7. How we promote equality

Curriculum

- represent diverse people, cultures, families and experiences;
- challenge stereotypes and prejudice;
- develop children's understanding of different religions, beliefs and worldviews;
- promote respect and understanding;
- enable children to recognise discrimination and know how to respond to it;
- prepare pupils for life in modern Britain; and
- provide ambitious learning for all pupils.

Our curriculum includes opportunities to develop children's understanding of equality through Religious Education, PSHE, RSHE, English, History and Geography, as well as through collective worship and the wider life of the school.

SEND and disability

We seek to identify and remove barriers experienced by pupils with SEND and disabilities. We use adaptive teaching, reasonable adjustments, appropriate resources and additional provision to enable pupils to access learning and participate in school life. Further information is contained within our SEND Information Report, SEND Policy and Accessibility Plan.

Participation and enrichment

We want all pupils to benefit from educational visits, clubs and activities, sport, music, performances, leadership opportunities and other enrichment experiences. Where financial circumstances could create a barrier, we seek appropriate ways of supporting participation.

Behaviour and safeguarding

Discriminatory language, bullying, harassment and prejudice-related incidents are not accepted. Incidents are addressed appropriately through our Behaviour, Anti-Bullying and Safeguarding procedures. We teach children to respect others and provide opportunities for pupils to report concerns and be heard.

Accessibility

We seek continually to improve access to the curriculum, physical environment and information for pupils with disabilities. Our approach is set out in our Accessibility Plan and Accessibility Statement.

8. Equality and our workforce

St. Paul's is committed to equality of opportunity for its employees and prospective employees. We seek to ensure that recruitment, employment, professional development and workplace practices are fair and do not unlawfully discriminate. We make reasonable adjustments for disabled employees and applicants where required and seek to ensure that staff have equitable access to professional development and opportunities.

Information about our workforce is monitored appropriately by the school and The Compass Federation. Because St. Paul's has a relatively small staff team, we do not routinely publish detailed workforce demographic information where doing so could risk identifying individual members of staff.

9. Decision-making

Equality considerations form part of school decision-making. When developing or reviewing policies, practices and significant decisions, leaders consider whether there may be different impacts on pupils or adults with protected characteristics.

- who may benefit;
- whether anyone could be disadvantaged;
- whether reasonable adjustments are required;
- whether barriers to participation can be removed; and
- whether further information or consultation is required.

10. Equality Objectives 2026-2030

Objective 1 - Ensure equitable access and participation for pupils with SEND and disabilities

By 2030, we will further strengthen our inclusive practice so that pupils with SEND and disabilities are able to access an ambitious curriculum and participate fully in the academic, social and wider life of St. Paul's.

- monitor access, participation, attainment and progress for pupils with SEND;
- continue to strengthen adaptive teaching;
- ensure reasonable adjustments are identified and implemented effectively;
- review accessibility of the physical environment, curriculum and information;
- monitor participation in trips, clubs, sport, music, performances and leadership opportunities;

- seek the views of pupils with SEND and their families; and
- provide appropriate staff development in response to identified needs.

Success measure: Pupils with SEND participate fully in school life; identified barriers are addressed promptly; pupil and parent voice demonstrates a strong sense of inclusion; and monitoring shows equitable access to curriculum and enrichment opportunities.

Objective 2 - Strengthen children's understanding of diversity, equality and belonging

By 2030, we will further develop a curriculum and wider school culture in which children encounter, understand and value a diverse range of people, cultures, families, religions, beliefs and experiences.

- review curriculum content and resources for representation and diversity;
- ensure children encounter diverse authors, historical figures, artists, scientists, musicians and other role models;
- use RE, PSHE and RSHE to develop understanding of different people, communities, religions, beliefs and families;
- challenge stereotypes and discriminatory language;
- provide opportunities for children to learn about communities and experiences beyond their immediate locality;
- promote respectful discussion and curiosity; and
- use pupil voice to evaluate children's understanding of equality and diversity.

Success measure: Pupil voice demonstrates increasingly secure understanding of diversity, equality and respectful relationships; curriculum monitoring demonstrates appropriate representation; and children demonstrate respect for people whose lives and experiences differ from their own.

Objective 3 - Ensure that disadvantage does not create unnecessary barriers to participation

By 2030, we will strengthen our monitoring and support so that financial disadvantage does not unnecessarily restrict pupils' access to the full curriculum and wider opportunities available at St. Paul's.

- monitor participation in educational visits, clubs, enrichment, sport and music;
- identify where cost may create a barrier to participation;
- use available funding and support appropriately;
- communicate sensitively with families about available support;
- monitor the attendance, attainment, progress and wider participation of disadvantaged pupils; and
- evaluate the impact of Pupil Premium expenditure on identified barriers.

Success measure: Disadvantaged pupils have equitable access to enrichment and wider opportunities; participation monitoring does not identify persistent financial barriers; and school leaders can demonstrate how resources have been used to address identified disadvantage.

11. Monitoring our objectives

Progress against these objectives will be reviewed **annually** by school leaders and governors. The review will consider relevant quantitative and qualitative evidence, including attainment and progress, attendance, behaviour, participation, pupil voice, parent/carers feedback, SEND information, Pupil Premium evaluation and curriculum/provision monitoring.

The school will publish updated equality information annually and will review and publish equality objectives at least every four years. Objectives may be amended before 2030 where evidence indicates that priorities have changed.

12. Responsibility

The **Governing Body of The Compass Federation** is responsible for ensuring that the school meets its statutory equality duties.

The **Executive Headteacher and Head of School** are responsible for ensuring that equality considerations are embedded within the day-to-day leadership and operation of St. Paul's.

All members of staff have a responsibility to promote equality, challenge discrimination and contribute to an inclusive school culture.

13. Related documents

- Accessibility Plan
- Accessibility Statement
- SEND Policy
- SEND Information Report
- Behaviour Policy
- Anti-Bullying Policy
- Child Protection and Safeguarding Policy
- RSHE Policy
- PSHE Policy
- Admissions information
- Pupil Premium Strategy

Approved: September 2026

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Equality objectives period: 2026-2030

Responsible body: The Governing Body of The Compass Federation