

# Equality Information and Objectives

Parish Primary School



<b>Approved by:</b>	Jennifer Young.	<b>Date:</b> 1/9/25
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## **OUR TRUST PRAYER**

Heavenly Father,  
Let peace, friendship and love grow in our schools.  
Send the Holy Spirit to give  
excellence to our learning,  
love to our actions and  
joy to our worship.  
Guide us to help others,  
so that we may all  
Learn, Love and Achieve, Together with Jesus.  
Amen

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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 headteacher
- Ensure they are familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training

### Our Executive Headteacher/Head of School 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.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training each year.

## 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
- 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
- Looked after children (LAC)
- Children of members of the armed forces
- Offending past

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: 229

Age range of pupils: 3-11.

Gender: 53% male/47% female

Race: split by kind/% (White British 36% / Any Other White Background 25% / Black African 10.5% / Any Other Asian Background 10.5% / Vietnamese 2.5% / White & Black African 2.5% / Chinese 2.5% / Any Other Mixed Background 2.5% / Any Other Ethnic Group 1% / Thai 1% / Indian 1% / Greek 1% / Iraqi 1% / Other Mixed Background 1% / White & Asian 1% / Kurdish 1%

EAL: 23.6 %

Religion/Belief: Split by Kind% - Not known 43.5% / Church of England 10% / Christian 17% / No Religion 8% / Catholic 7% / Hindu 7% / Muslim 5.5% / Buddhist 1% / Protestant 1%

Disability: split by kind % - 1%

Special Educational Needs: 15%

Pupil Premium:33%

Young carers:3.5%

Looked after children: 2.62%

Children of members of the armed forces: 0%

School Attendance: 95.84%

**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. The school agreed to seek further advice and guidance from local and national specialists on how and when to ask pupils this question and how to use the data sensitivity when collected.

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

**OBJECTIVE:** To reduce gaps in attainment, attendance and wider participation for pupils who are Pupil Premium and those experiencing poverty, by ensuring equitable access to high quality- teaching, enrichment opportunities and targeted pastoral support.

**Why we have chosen this objective:** High local deprivation, Pupil Premium and Free School Meal levels mean economic disadvantage is a key equality issue for the Parish School Community. We want to understand our local community better and ensure that all sections feel they can benefit from and have equal access to our education provision. 28% of pupils at Parish are eligible for Free School Meals while 33% have Pupil Premium funded, reflecting high levels of deprivation within the local community. St Helens is ranked among the most disadvantaged areas nationally, and many pupils experience poverty related barriers that can affect attainment, attendance, wellbeing and access to wider opportunities-. Evidence shows that children experiencing poverty are more likely to face gaps in learning, reduced engagement and limited participation in enrichment unless targeted support is in place. Reducing disadvantage is essential to ensuring equality of opportunity and improving life chances for all pupils, particularly those facing the greatest barriers. As a Church of England school, the Parish Family is committed to fairness, dignity and inclusion, ensuring that no child is disadvantaged because of their family circumstances.

**To achieve this objective, we plan to:** Use attainment, attendance and wellbeing data to identify pupils experiencing disadvantage and monitor progress closely. Through our Inclusion Strategy, we will ensure high quality teaching for all pupils, with adaptive approaches and targeted interventions where gaps are -identified. Direct Pupil Premium funding strategically to support academic interventions, emotional wellbeing and improving attendance. Provide enriched curriculum opportunities, educational visits and extracurricular activities that are accessible to all pupils, removing financial barriers where necessary. Offer targeted pastoral support for pupils and families facing financial hardship, including links with Early Help and external agencies. Work closely with families to build strong partnerships and ensure pupils feel supported and ready to learn. Ensure disadvantaged pupils are fully included in school life, leadership opportunities and enrichment activities.

**Outcome:** Attainment gaps between disadvantaged pupils and their peers are reduced over time. Attendance and engagement improve for pupils eligible for Free School Meals. Disadvantaged pupils participate fully in enrichment opportunities and wider school life. Pupils feel supported, valued and able to achieve their potential regardless of background.

**Progress we are making towards this objective:** Disadvantaged pupils are clearly identified and supported through targeted academic and pastoral interventions. Pupil Premium funding is used to remove barriers to learning, including support with resources, trips and enrichment activities. Attendance and attainment data are regularly reviewed to inform timely interventions. Pastoral staff work closely with families facing financial hardship to provide consistent and effective support.

## Equality Objective 2:

**OBJECTIVE:** To explore and understand the reasons for the disproportionately higher absentee levels of pupils with Special Educational Needs and Disabilities (SEND) and what support can be given to individual pupils with special educational needs to begin to improve attendance rates.

**Why we have chosen this objective:** Our school's attendance figures show that SEND pupils on roll have disproportionately higher absentee levels than that of their peers. This is evident over three years as a trend.

**To achieve this objective, we plan to:** Ensure that our attendance strategy is fully lived out and our four attendance principles (consistency of approach, culture of community and belonging, clarity of communication and our child-centered approach) specifically support the children with SEND. We believe that this will ensure that pupils with SEND (15% of our school community), including those with EHCPs (2.9%) and social, emotional or mental health needs, are fully included in school life and make strong progress through high quality- adaptive teaching, early identification and partnership working with families and external agencies. We believe this increased sense of belonging will improve attendance.

**Outcome:** Increase attendance of children with SEND to that of a similar level to those without a special educational need or disability. 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:** This gap has closed at the start of 25/26. As of January 2026, there is a 1.85% gap between the attendance of children SEND and all. This gap still needs to close.

## Equality Objective 3:

**OBJECTIVE:** To support children with SEMH to regulate their behaviour.

**Why we have chosen this objective:** A proportion of pupils within the Parish Family experience SEMH needs, which can impact behaviour, learning, attendance and relationships. Some pupils face additional challenges linked to disadvantage, trauma, family circumstances, mental health or social care involvement. Supporting emotional regulation is essential to enabling pupils to access the curriculum, achieve their potential and feel safe and included. As a Church of England school, we are committed to nurturing the whole child and ensuring equality of opportunity for pupils with additional emotional and behavioural needs.

**To achieve this objective, we plan to:** Identify SEMH needs early through careful monitoring, assessment and communication with families and external professionals. Embed a consistent, trauma -informed and relational approach to behaviour management across the school. Teach emotional regulation, coping strategies and social skills explicitly through PSHE, collective worship and targeted interventions in addition to our wider learning environment. We will also provide pastoral support, safe spaces and trusted adults for pupils who require additional emotional support – all encompassed within our Inclusion Strategy. We will continue to work closely with families, SEND services, Early Help and other agencies to ensure joined-up support. We will also continue to support staff through training and guidance on SEMH, mental health and de-escalation strategies.

**Outcome:** Pupils with SEMH needs are better able to regulate their emotions and behaviour. Behaviour incidents reduce over time (including suspensions) and pupils remain engaged in learning. Pupils feel safe, supported and understood within the school environment. All pupils experience a calm, inclusive and positive learning atmosphere.

**Progress we are making towards this objective:** SEMH needs are identified promptly and supported through pastoral provision and targeted interventions. A consistent behaviour approach is in place, with a focus on relationships, restorative practice and emotional regulation. Pupils have access to trusted adults and structured support during times of emotional difficulty. Strong communication with families supports consistent approaches between home and school.

## Equality Objective 4:

**OBJECTIVE:** To support pupils with EAL to develop confidence in English, access the full curriculum and feel a strong sense of belonging, while valuing and celebrating the 23 languages spoken within the Parish Family.

**Why we have chosen this objective:** 23.6% of pupils at Parish speak English as an Additional Language, representing a significant and growing group within the school community. Some EAL pupils join the school at different points with varied levels of English, meaning they may face barriers to communication, learning and social integration. Increased levels of pupil mobility increases the need for consistent induction, assessment and support for new EAL pupils. As a Church of England school, valuing diversity, dignity and belonging is central to our Christian ethos and commitment to equality under the Equality Act 2010.

**To achieve this objective we plan to:** In addition to the implementation of our Welcome Policy, we will continue to develop the assessment of the English language proficiency of all EAL pupils on entry and track progress regularly. We will also ensure high quality, inclusive teaching strategies are used consistently across the school, including visual supports, modelling, vocabulary development and scaffolded talk. Provide targeted interventions and in- class support for pupils at early stages of English acquisition. Support staff through training and guidance on effective EAL strategies. Strengthen communication with families by using translation support where appropriate- and valuing home languages. Celebrate linguistic and cultural diversity through curriculum opportunities, displays, assemblies and events that reflect the Parish Family. Ensure EAL pupils are encouraged to participate fully in enrichment activities, trips and wider school life.

**Outcome:** EAL pupils make strong progress in spoken and written English. EAL pupils can also access the full curriculum and achieve in line with their peers. Pupils feel confident, included and proud of their language and cultural identity. Families of EAL pupils feel welcomed, informed and engaged with school life.

**Progress we are making towards this objective:** EAL pupils are identified promptly on entry and supported through classroom strategies and targeted intervention where needed. Visual supports, vocabulary pre-teaching and structured talk are embedded in many classrooms. Home languages and cultural identity are reflected in displays, curriculum content and class discussions. Staff work closely with families to support communication and transitions, particularly for pupils new to the school.

## Equality Objective 5:

**OBJECTIVE:** To employ a more diverse workforce

**Why we have chosen this objective:** We recognise that it is important to have a workforce that represents the society we serve.

**To achieve this objective we plan to:** Improve our data collection. We already know some details of the staff we employ but we need to include information about all the protected characteristics. We will conduct a survey of existing staff to collect additional diversity data. This will happen in the autumn term. We will then map this new information against the demographic data we hold. Where we identify an under-represented group, we will endeavour to attract staff

using appropriate mediums when we next recruit.

When we next hold a recruitment campaign we will closely monitor at each stage of the process, particularly at the application, shortlisting, interview and job offer stage. Where we identify any issues which impact on any particular group, we will look at initiatives to address this.

**Outcome:** Have a more diverse workforce to represent the community we serve.

**Progress we are making towards this objective:** We have created a survey which has been approved by our governing body and have a strategy in place to monitor applications and any issues

## 10. Monitoring arrangements

The Executive Headteacher/Head of School will update the equality information we publish at least every year.

This document will be reviewed by the governing body and Headteacher 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 Plan

Behaviour Policy

Exclusions Policy

All Employment Policies

School Improvement Plan

Welcome Policy