

Equality Information and Objectives

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- Eliminate unlawful discrimination, harassment, victimisation and other conduct 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 between people who share a protected characteristic and people who do not share it.

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.](#)

Roles and responsibilities

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 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 school staff are expected to have regard to this document and to work to achieve the objectives as set out in part 4.

At Balliol Primary School

- We try to ensure that everyone is treated fairly and respectfully;
- We want to make sure that our school is a safe and secure place for everyone;
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them the same;
- We aim to make sure that no-one experiences less favourable treatment or discrimination because of:

Their age; a disability; a Special Educational Need; their ethnicity, colour or national origin; their gender; their gender identity (they have reassigned or plan to reassign their gender); their marital or civil partnership status; their being pregnant or having recently had a baby; their religion or belief; or their sexual identity and orientation.

- We recognise that some pupils need extra support to help them to achieve and be successful;
- We try to make sure that people from different groups are consulted and are involved in our decisions, especially pupils, parents and those of us who can be treated less favourably;
- Our aim is for all children to achieve more;

We welcome our duties:

- To promote community cohesion (under the Education and Inspections Act 2006);
- To eliminate discrimination, advance equality of opportunity and foster good relations (under the Equality Act 2010).

We also welcome the emphasis of Ofsted inspections on the importance of accelerating the progress of pupils from groups who are underachieving.

As part of this we will:

- Publish information about our school population;
- Outline how we have due regard for equality and how we promote community cohesion;
- Publish equality objectives to show how we plan to tackle particular inequalities and improve what we do.

Part 1: Information about the pupil population

Number of pupils on roll at the school: 380 including Pre-School and Nursery

Information on pupils by protected characteristics

The Equality Act protects people from discrimination on the basis of ‘protected characteristics’. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

Disability

The Equality Act defines disability as when a person has a ‘physical or mental impairment which has a substantial and long term adverse effect on that person’s ability to carry out normal day to day activities.’

Number of pupils with disabilities:

As these numbers are typically very low, the school feels it would be inappropriate to publish this information.

Special Educational Needs:

Pupil Special Educational Needs		
(SEN) Provision	Number of pupils	Percentage of school population
No SEN	292	78%
SEN support or EHCP	75	22%

Ethnic groups

We have pupils from a wide range of ethnic groups that attend the school

Across the school there are 38 spoken languages.

Gender

There is not a large gap between the number of boys and girls across the school as a whole. This varies in each class and is monitored regularly to ensure equality of opportunity and progress in learning.

Religion

There are pupils from several different religions across the school.

Looked after children

There are 3 pupils across the school that are registered as LAC or previously LAC.

Part 2: How we have due regard for equality

We are committed to working for the equality of all our pupils. To meet our duty to have due regard to the need to eliminate unlawful discrimination, harassment and victimisation and other conduct towards pupils with protected characteristics prohibited by the Act:

- Related policies in place are anti-bullying, e-safety and cyber-bullying, behaviour, safeguarding/child protection, inclusion and SEND;
- Accessibility plan;
- Admission arrangements – new arrivals have an induction;
- Exclusions are monitored and reported;
- Incidents of harassment are recorded;
- Staff and governors have regular safeguarding and SEND training;
- Non-discriminatory employment practice is adhered to;
- Teaching targets needs and there is training on differentiation and challenge;
- EAL strategies are employed and resources targeted.

Disability and Special Educational Needs

We are committed to working for the equality of people with and without disabilities.

We provide equal access to all areas of the curriculum and provide support where necessary; we take steps (reasonable adjustments) to ensure that disabled pupils are not put at a disadvantage compared to other pupils.

How we advance equality of opportunity:

We support disabled learners and those with SEN by meeting their individual needs, through meeting with parents and carers and with specialists, writing Personal Learning Plans. These needs are then cascaded to all staff who come into contact with the child to ensure their needs are fully met.

In addition, we:

- Provide equal access to all areas of the curriculum and make reasonable adjustments to do so where this proves challenging;

- Provide additional support and resources as and when necessary;
- Supporting disabled learners and staff by meeting their individual needs;
- Involving disabled learners, their families and disabled staff in the changes and improvements we make and consult them on issues that concern or affect them;
- Providing adequate training for all staff;
- Tracking and monitoring identified groups and their access and performance.

What has been the impact of our activities? What do we plan to do next?

Within the whole school data collection there is a discrepancy between those with identified SEND. Next, we are looking at how we monitor the progress of pupils who are not yet ready to be working within the age appropriate National curriculum assessment system in order to track their progress more accurately.

Ethnicity and race (including EAL learners)

We are committed to working for the equality of all ethnic groups and to celebrating the diversity within our school community. All our children are valued for the diversity they bring to their community.

How we advance equality of opportunity:

We monitor the attainment and progress of all our pupils every half term and take actions to address any negative trends that may materialise.

How we foster good relations and promote community cohesion:

The school promotes the spiritual, moral, social and culture development of all pupils.

We ensure that the curriculum has positive images of people from a range of ethnic backgrounds. We involve parents in understanding how they may help their children at home. We have a good knowledge of our families and the local community and which aids us in working effectively to provide appropriate support.

The PSHE curriculum contains Citizenship units which teach our children to respect and celebrate diversity.

What has been the impact of our activities? What do we plan to do next?

Pupil progress across the school is in line with peers.

Consider the introduction of a languages day/community day during which pupils across the school can share their cultural background with others.

Gender

We are committed to working for the equality of women and men, boys and girls. We offer equal opportunity for all.

How we advance equality of opportunity:

We monitor the attainment and progress of all our pupils by gender every half term and take actions to address any negative trends that may materialise.

We encourage all children to take part in all aspects of school life such as becoming a school councillor, Student Leader, Head Boy or Girl or to take part in an after school club.

How we foster good relations and promote community cohesion:

The school is good at promoting the spiritual, moral, social and cultural development of all pupils.

We ensure that the curriculum has positive images of people, male and female.

We actively challenge stereotypes and install a self-belief in all children that they can achieve anything they put their mind to.

What has been the impact of our activities? What do we plan to do next?

There is good cohesion between boys and girls across the school which is evident in the classes.

There are a variety of interventions available to support learners where there are gaps identified.

Next, we will use time in assemblies to develop aspirations about careers available.

Hold aspirations days in Key stage 2 and invite in community members and role models.

Religion and belief

We are committed to working for equality for people based on their religion, belief and non-belief.

How we advance equality of opportunity:

The school supports our pupils to build their sense of identity and belonging, which helps them to flourish within their communities and as citizens in a diverse society.

How we foster good relations and promote community cohesion:

The curriculum makes robust provision for the teaching of other faiths across the school. The children have opportunities to visit other places of worship, from their own and to reflect upon and appreciate the similarities and differences from their own faith.

What has been the impact of our activities? What do we plan to do next?

There is a clear and well planned curriculum which follows the agreed syllabus. The children share their own experiences and use this a teaching tool to inform each other.

Continue to develop this syllabus to ensure it is embedded across the school.

Part 3: Consultation and engagement

We aim to engage and consult with pupils, staff, parents and carers, and the local community so we can develop our awareness and information, learn about the impact of our policies, set equality objectives and improve what we do.

Our main activities for consulting and engaging are:

- Teachers and senior leaders in the school are easily accessible to all pupils and parents.
- Information is communicated through weekly updates and the school website.
- Coffee mornings established to promote an environment in which parent feel they can express opinion and make suggestions

Part 4: Our equality objectives

The Equality Act 2010 requires us to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other information. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages.

Equality objective 1: To continue to close the gap between all groups of vulnerable children and the rest of the cohort through regular pupil progress meetings, targeted support in class and through interventions

How we will achieve this: Regular pupil progress meetings with class teachers looking at groups of pupils as well as individuals. Where there are groups identified as making less progress target intervention to close the gap.

Equality objective 2: To expose children to role models that are from a variety of different cultural backgrounds and/or who have overcome difficulties in order to achieve success.

How we will achieve this: Assemblies and class visitors from a variety of backgrounds to support the curriculum and provide role models for the children.

Aspirations visitors in Year 6 (aspirations week in spring term) – jobs for the future.

Part 5 – Record of how we have considered equality issues when making decisions

Date	Policy or decision	Equality issues we considered	Action taken or changes made
Autumn term annually and throughout the school year	SEND Policy/Offer	SEND Reform 2014	SEND information reported on website; updated and ensuring it reflects current practice Equality Information and Objectives Statement November 25 training/information; SEND information available for parents
Autumn 2025	Child protection	Ensuring that all staff have the relevant training, so that all children will receive a similar response when speaking to an adult about an area of concern.	Staff training on policy and procedure in line with Keeping Children Safe in Education Guidance. All staff to complete up to date PREVENT training. All staff to complete online safeguarding training through the year.
Autumn 2025/Spring 2026	SEND training for support staff	Including children with additional needs and supporting them to access the curriculum	Staff implemented the training within the classroom.

Academic Year 2025/26	Establish the Pastoral support package across the school	Ensure that all pupils that require it are able to access a form of pastoral support suitable to their needs within school	All pupils access support that ensures that they are more able to access their learning and reach their potential.
Academic year 2025/2026	Working with the Mental Health support team to identify and support the needs of our more vulnerable learners	Develop a support plan with the MHST and	Refer and follow up advise from the MHST team. Access support more rapidly for pupils