

Dunton Green Primary School

Equality Information and Objectives 2026–2030

Date approved: September 2026

Equality information reviewed: Annually

Equality objectives review period: 2026–2030

Next full review: September 2030

1. Our commitment to equality

At Dunton Green Primary School, we are committed to providing an inclusive environment in which every member of our school community is valued, respected and able to participate fully in school life.

We recognise that pupils and families come from a wide range of backgrounds and that equality is not simply about treating everybody in exactly the same way. It is about understanding individual needs, identifying potential barriers and taking appropriate action so that everyone has the opportunity to participate, achieve and flourish.

We aim to ensure that equality, diversity and inclusion are reflected in:

- teaching and learning;
 - the curriculum;
 - pastoral care and safeguarding;
 - behaviour and attendance;
 - provision for pupils with SEND;
 - enrichment and wider opportunities;
 - recruitment and employment practices;
 - relationships with parents, carers and the wider community; and
 - leadership and decision-making.
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2. Public Sector Equality Duty

Dunton Green Primary School has due regard to its responsibilities under the Equality Act 2010 and the Public Sector Equality Duty.

In carrying out our functions, we have due regard to the need to:

1. **Eliminate unlawful discrimination, harassment, victimisation and other conduct prohibited by the Equality Act 2010.**
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 consider equality when making decisions, developing policies, planning provision and evaluating the impact of our work.

3. Our school community

Dunton Green Primary School serves a diverse community.

Our 2025–26 school demographic information shows:

- **156 pupils** on roll;
- **48.7% boys and 51.3% girls;**
- **31.4% of pupils are from minority ethnic backgrounds;**
- **13.5% of pupils have English as an Additional Language (EAL);**
- **19.9% of pupils have identified Special Educational Needs and/or Disabilities (SEND);**
- **28 pupils receive SEN Support;**
- **3 pupils have an Education, Health and Care Plan (EHCP);** and
- **34.6% of pupils are eligible for Free School Meals.**

The school includes pupils from a range of ethnic backgrounds, cultures and family circumstances.

The most commonly identified areas of SEND include:

- moderate learning difficulties;
- speech, language and communication needs;
- social, emotional and mental health needs;
- specific learning difficulties;
- autism; and
- physical disability.

We recognise that individual pupils may experience more than one potential barrier to participation or achievement. Consequently, school leaders consider pupils' needs holistically rather than considering individual characteristics in isolation.

4. How we eliminate discrimination

Dunton Green Primary School is committed to ensuring that discrimination, harassment, victimisation and prejudice are not tolerated.

We do this by:

- maintaining policies and procedures which promote equality and inclusion;
- applying behaviour and anti-bullying expectations consistently;
- challenging discriminatory language, prejudice and stereotyping;

- ensuring safeguarding arrangements recognise the needs and vulnerabilities of individual pupils;
- making reasonable adjustments for pupils and adults with disabilities where required;
- supporting pupils with SEND to access the curriculum and wider school life;
- considering individual needs when organising trips, visits, clubs and activities;
- promoting inclusive recruitment and employment practices;
- providing appropriate staff training and professional development; and
- responding appropriately to any equality-related concerns or incidents.

Incidents involving discriminatory or prejudicial behaviour are taken seriously and addressed in accordance with the school's relevant policies and procedures.

5. How we advance equality of opportunity

We aim to identify and remove barriers that may prevent individuals or groups from participating fully or achieving as well as they could.

This includes:

- analysing pupil attainment, progress, attendance and behaviour information;
- considering the performance and experiences of different pupil groups;
- identifying pupils who may require additional support as early as possible;
- providing high-quality adaptive teaching;
- implementing appropriate SEND provision and reasonable adjustments;
- providing targeted academic or pastoral intervention where necessary;
- considering barriers associated with disadvantage;
- ensuring that financial circumstances do not unnecessarily prevent pupils from participating in school activities;
- monitoring access to enrichment, clubs, visits and leadership opportunities; and
- working with parents, carers and external professionals where additional support is required.

Where analysis identifies inequalities or barriers, leaders will consider appropriate action and monitor its impact.

6. How we foster good relations

We want Dunton Green Primary School to be a community in which pupils learn to understand, respect and value people whose experiences, backgrounds and beliefs may be different from their own.

We promote this through:

- our curriculum;
- Personal, Social, Health and Economic education;
- Religious Education;
- assemblies and collective activities;
- carefully selected books, texts and resources;

- opportunities to learn about different cultures, religions, communities and traditions;
- teaching pupils about respect, kindness and appropriate relationships;
- challenging stereotypes and prejudice;
- pupil leadership and pupil voice;
- community events and activities; and
- opportunities for pupils to work and learn alongside others.

Curriculum leaders consider diversity and representation when reviewing curriculum content, resources and experiences.

7. Equality in decision-making

Equality considerations form part of the school's normal decision-making processes.

When significant decisions are made, leaders consider whether particular pupils, families, staff or groups could be affected disproportionately and whether reasonable steps can be taken to remove or minimise potential barriers.

This may include considering:

- accessibility for pupils or adults with disabilities;
- SEND and additional needs;
- financial disadvantage;
- religious or cultural requirements;
- communication needs;
- accessibility of information;
- participation in trips, clubs and enrichment;
- attendance implications; and
- the potential impact of changes to school policies or procedures.

Equality considerations are proportionate to the nature and potential impact of the decision being made.

8. Equality Objectives 2026–2030

Objective 1: Improve equality of educational outcomes

Objective

To reduce inequalities in attainment, progress, attendance and participation for pupils who may experience barriers to achievement, with particular focus on disadvantaged pupils and pupils with SEND.

We will:

- identify pupils' needs and potential barriers as early as possible;
- maintain a strong focus on high-quality adaptive classroom teaching;
- use assessment and pastoral information to identify emerging gaps;
- provide targeted support and intervention where appropriate;
- monitor the achievement of disadvantaged pupils and pupils with SEND;
- monitor attendance and persistent absence within relevant pupil groups;
- evaluate whether interventions and additional provision are having the intended impact; and
- report significant trends and actions through the school's leadership and governance arrangements.

Success will be demonstrated through:

- gaps in achievement being identified and addressed promptly;
 - improved outcomes for identified groups;
 - effective provision for pupils with SEND;
 - improved attendance for pupils or groups where attendance has been identified as a barrier;
 - pupils being able to access learning successfully; and
 - governors being able to demonstrate effective oversight of equality within pupil outcomes.
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Objective 2: Strengthen representation, belonging and understanding

Objective

To ensure that the curriculum and wider life of the school positively reflect the diversity of the school community and modern Britain, helping every pupil to develop a strong sense of belonging and respect for others.

We will:

- review curriculum content and resources for appropriate diversity and representation;
- ensure pupils encounter a range of cultures, backgrounds, religions, families and experiences through their learning;
- use books and texts which broaden pupils' understanding of the world;
- challenge stereotypes where they occur;
- provide opportunities for pupils to explore equality, diversity and respectful relationships;
- use assemblies and wider school activities to reinforce respect and inclusion;
- seek pupil views about belonging, inclusion and their experiences of school; and
- respond appropriately to any discriminatory language, behaviour or bullying.

Success will be demonstrated through:

- pupils reporting that they feel safe, valued and included;
- pupils demonstrating respect for people from different backgrounds;

- diverse representation being evident across curriculum resources and experiences;
 - staff confidently challenging stereotypes and discriminatory language;
 - low levels of equality-related bullying or discriminatory incidents; and
 - appropriate action being taken where concerns arise.
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Objective 3: Ensure equitable access to the wider life of the school

Objective

To identify and remove barriers that may prevent pupils from accessing enrichment, clubs, educational visits, leadership opportunities and other aspects of school life.

We will:

- monitor participation in wider school opportunities;
- consider whether disadvantaged pupils, pupils with SEND, pupils with disabilities or other groups are under-represented;
- explore the reasons for any significant differences in participation;
- make reasonable adjustments where required;
- consider financial barriers when planning activities;
- communicate opportunities clearly to parents and carers;
- actively encourage participation where individual pupils or groups may otherwise miss out; and
- seek pupils' views about the opportunities available to them.

Success will be demonstrated through:

- pupils from different groups participating in the wider life of the school;
 - identified barriers being addressed wherever reasonably possible;
 - reasonable adjustments enabling pupils with SEND or disabilities to participate;
 - financial disadvantage not unnecessarily preventing participation;
 - pupils having access to a broad range of experiences; and
 - leaders and governors understanding patterns of participation across the school.
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9. Monitoring our objectives

Progress against these objectives will be monitored as part of the school's normal improvement and governance processes.

The **Head of School**, working with the SENCO and other relevant leaders, will monitor the day-to-day implementation of the objectives and identify emerging equality issues.

The **Executive Headteacher** will retain strategic oversight, review significant trends and ensure that appropriate information is reported through governance arrangements.

Relevant information may include:

- attainment and progress;
- SEND provision and outcomes;
- attendance and persistent absence;
- behaviour information;
- safeguarding information;
- bullying and discriminatory incidents;
- participation in enrichment and wider opportunities;
- pupil voice;
- parent and carer feedback; and
- curriculum monitoring.

Not every category of information will be published where doing so could identify individual pupils or members of staff.

The Governing Body will provide appropriate challenge and oversight and will consider the school's progress towards its equality objectives.

10. Equality information relating to staff

Dunton Green Primary School is committed to equality of opportunity in recruitment and employment.

The school seeks to:

- operate fair and transparent recruitment processes;
- make employment decisions on the basis of appropriate criteria;
- avoid unlawful discrimination;
- make reasonable adjustments for disabled applicants and employees where required;
- promote dignity and respect in the workplace; and
- address discriminatory behaviour or harassment appropriately.

Workforce equality information will be considered where appropriate. The school will take account of the need to protect confidentiality, particularly where the small size of particular groups could enable individuals to be identified.

11. Publication and review

Dunton Green Primary School will publish information demonstrating how it meets the Public Sector Equality Duty.

The school's published equality information will be reviewed and updated **at least annually**.

The school's equality objectives will normally be reviewed at least every **four years**, although objectives may be amended earlier where evidence demonstrates that priorities have changed.

Progress towards the objectives will be monitored during the 2026–2030 period.

12. Responsibilities

The Governing Body will:

- ensure that the school meets its statutory equality duties;
- ensure that equality information and objectives are published;
- monitor progress towards the school's equality objectives;
- hold the Executive Headteacher and Head of School to account for implementation; and
- provide appropriate challenge and oversight.

The Executive Headteacher will:

- hold overall strategic responsibility for equality at Dunton Green Primary School;
- ensure that the school meets its statutory equality duties;
- ensure equality considerations inform strategic decision-making and resource allocation;
- maintain strategic oversight of progress towards the equality objectives;
- ensure significant equality issues are addressed appropriately; and
- report to and support the Governing Body in its oversight of equality.

The Head of School will:

- lead the day-to-day implementation of the school's equality commitments and objectives;
- promote equality, diversity and inclusion throughout the school;
- ensure relevant information is monitored;
- identify and respond to emerging equality issues;
- ensure agreed actions and reasonable adjustments are implemented;
- work with the SENCO and other leaders to remove barriers to participation and achievement; and
- report significant issues or trends to the Executive Headteacher.

The SENCO will:

- support the identification of barriers affecting pupils with SEND and disabilities;
- coordinate appropriate provision and reasonable adjustments;
- monitor the effectiveness of provision;
- liaise with pupils, families, staff and external professionals; and
- advise leaders and staff on inclusive practice.

All staff will:

- promote equality and inclusion;
- challenge discrimination and prejudice;
- consider the needs of individual pupils;

- implement reasonable adjustments and agreed provision; and
 - contribute to achieving the school's equality objectives.
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13. Links with other school policies and information

This statement should be read alongside relevant school and Trust policies and information, including:

- Accessibility Plan;
 - SEND Information Report;
 - Special Educational Needs and Disabilities Policy;
 - Behaviour Policy;
 - Anti-Bullying arrangements;
 - Safeguarding and Child Protection Policy;
 - Admissions arrangements;
 - Attendance Policy;
 - Curriculum information;
 - Complaints Policy;
 - staff recruitment and employment policies; and
 - relevant MAST policies and procedures.
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Approved by: Governing Body

Date: September 2026

Annual equality information review: September 2027

Full objectives review: September 2030