



# **Goring Church of England (Aided) Primary School**

**Faith, Love and Learning**

## **Equality Information Policy and Objectives**

**Adopted by Governing Body: Autumn 2025**

**Next Review Date: Autumn 2026**

**Governor for Inclusion**

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## 1. Aims

Children at Goring CE Primary School are encouraged to respect each other and their environment and to develop tolerance and understanding of the cultural diversity of the world in which we live. Children learn Christian values that lay the foundation for becoming caring and responsible adults in society.

The school has a caring, professional and approachable team of staff and governors who work together to provide a high standard of education and pastoral care for every child within an environment where every individual is valued.

Our school demographic as of October 2025 is as follows:

No. of pupils	% Boys/girls	% Pupil Premium	% FSM	% Non White	% 1 <sup>st</sup> Lang Not English	% Total SEN	% EHCP	% Looked After
419	50 / 50	10.7	9.1	10.3	2.9	15.5	4.3	0

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](#).

## 3. 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 (*our school is currently in our final year (year 4) of this policy*)
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governor is Mr Andreas Carey-Bailey, he will:

- Meet with the designated member of staff for equality (currently the Inclusion Leader) once a term to discuss any issues and how these are being addressed
- Ensure the designated member of staff is familiar with all relevant legislation and the contents of this document and is cascading this to other staff members as appropriate
- Attend appropriate equality and diversity training
- Report back to the full governing body regarding any issues.

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.

The designated member of staff for equality will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the equality link governor every term to raise and discuss any issues
- Support the headteacher in identifying 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 8.

#### **4. Eliminating discrimination**

The 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 every Autumn Term.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make other senior leaders and governors aware of these as appropriate.

## **5. Advancing equality of opportunity**

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Encouraging people who have a particular characteristic to participate fully in any activities e.g. in the full range of school clubs and to take on roles and responsibilities commensurate to their age and/or developmental stage
- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. pupils showing possible early signs of gender reassignment).

In fulfilling this aspect of the duty, the 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 identified in the equality objectives
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils.

## **6. Fostering good relations**

The 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
- Dealing with relevant issues during collective worship and year group/class assemblies. Pupils will be encouraged to take a lead during these times and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak to pupils and organising school trips and activities based around the local community
- All pupils are encouraged to participate in the school's activities, such as sports clubs and roles of responsibility
- We foster links with people and groups who have specialist knowledge about particular characteristics, to help inform and develop our approach.

## **7. Equality considerations in decision-making**

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

The 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.

## **8. Equality objectives**

### **Objective 1:**

To increase the number of children with SEND who make good progress in writing.

Why we have chosen this objective:

- Data shows that by the end of Summer 2025, there was an increase in children with SEND who made expected progress in writing and in those making good or better progress since the previous year (2024). However Non-SEND children still significantly outperform those with SEND with a differential of 20.1% between the two.

To achieve this objective we plan to:

- Ensure that staff are aware that pupils with SEND are making significantly less progress than the previous year whilst their non-SEND peers are making more;
- Ensure that possible SEND are identified and addressed earlier, in accordance with the SEND Code of Practice (2014), and that suitable interventions are planned, delivered and their impact evaluated;
- Continue to focus on attendance as a gap remains between those with and those without an SEND in terms of attendance data;
- Ensure that staff receive high quality training which supports them in teaching writing skills appropriate to our current cohort of children, with general and specific learning difficulties;
- Ensure that ILP targets are timely, appropriate and fully evaluated;
- Conduct book scrutinies to assess impact of adaptations and to ensure appropriateness of planning;
- Provide additional support for targeted children from our inclusion assistant;
- Continue to track and evaluate progress in writing for pupils with SEND compared with their peers.

### Progress we are making towards this objective:

- Termly pupil progress meetings allow staff to discuss children who are not making expected progress;
- Termly SEND surgeries to provide additional support to class teachers and support staff in adapting the curriculum for individuals and discuss concerns regarding those children who are not on course to make good progress in writing;
- Staff have received input regarding the writing of ILP targets and how these should support EHCP objectives and this will be reviewed regularly;
- Staff have received more whole school training on supporting children with writing; Training for support staff is agreed and is in place;
- Inclusion assistant has started work with identified children on aspects of writing;
- Children who are not making expected progress are monitored and, if necessary, advice is sought from Learning and Behaviour Advisory Team through termly Consultation and Review Meetings (CARMs) and telephone consultations.

**REVIEW OF OBJECTIVE 1 2025:** *In July 2025, 54.5% of children with SEND (Ys 1-6) were assessed as making good or better progress in writing (an increase of 12.4% on the previous year, 2024). This is in comparison to 74.6% of children who have no identified SEND in the same period (an increase of 11.4% on the previous year).*

### Objective 2:

To increase the percentage of pupil premium children who make expected progress in writing.

### Why we have chosen this objective:

- Data shows that by the end of Summer 2025, there was an increase in children entitled to pupil premium who made expected progress in writing and in those making good or better progress since the previous year (2024). However Non-Pupil Premium children still outperform those with Pupil Premium and there is still a differential (9.5%) between the two.

### To achieve this objective, we plan to:

- Develop a robust system with which to demonstrate the impact of Pupil Premium interventions, from entry and exit data (progress and achievement);
- Continue to focus on attendance as a gap remains between pupil premium and non-pupil premium attendance data;
- Ensure that there is a consistent approach to the teaching of phonics, reading and writing across the school, following INSET training;
- Train staff on strategies to improve children's memory skills.

### Progress we are making towards this objective:

- Inclusion assistant is working with identified children, mostly on areas of targets identified by class teachers ;
- A whole school approach on phonics and writing is ensuring that phonics is being taught efficiently and consistently in this area;
- Provision maps show what every child is receiving and why;

- New assessment and marking policy allows staff to deliver high quality and meaningful feedback to children.

***2025 REVIEW of Objective 2: 63.8% of pupil premium children (Ys1-6) were assessed as making good or better progress in writing (an increase of 17.5% on the previous year), compared to 73.3% of non-pupil premium over the same period (an increase of 11.1% on the previous year).***

### **Objective 3:**

To increase the percentage of boys who are assessed as being on track to meet age related expectations or higher in writing. To diminish the gap between the percentage of boys and girls meeting age related expectations or higher.

**Why we have chosen this objective:**

- The gap has not yet diminished significantly between girls and boys in writing and in comparison to reading and maths, boys continue to be outperformed by girls in writing for those achieving age related expectations.

**To achieve this objective, we plan to:**

- Ensure that learning tasks involving writing inspire the boys as well as the girls;
- Ensure that boys are encouraged to write for a purpose in a way they find meaningful and through varying genres;
- Ensure that phonics continues to be taught efficiently and consistently so that the teaching of writing can demonstrate this knowledge;
- Assess children's, in particular boys', language skills using the Speech and Language Communication tool;
- Continue to invest in high quality texts specifically aimed at boys;
- Give opportunities for writing in different learning environments e.g. outdoors.

***REVIEW OF OBJECTIVE 3 2025: Data shows that by the end of Summer 2025, boys are continuing to be out performed by girls in writing, with the percentage of those achieving age related expectations or higher in writing, lower than that of reading and maths.***

## **9. Monitoring arrangements**

The equality link governor and the designated member of staff for equality will update the equality information we publish, [described in sections 4-7 above], at least every year and review this document at least every 4 years.

This document will be approved by the Governing Body and the Headteacher.

## **10. Links with other policies**

This document links to the following policies:

- Accessibility plan
- Risk assessment
- SEND Information Report

- **Anti-bullying Policy**
- **Positive Behaviour Policy**
- **Sex and Relationships Education Policy**
- **PSHCE Policy**