



Equality Information and Equality Objectives

Equality Act 2010

Schools' provision of the public sector equality duty

May 2026

Cotsford Primary is committed to the Rights of the Child. Although direct reference to this is not continually made throughout the written policy, children's rights are at the centre of all of the school's work and underpin our ethos and values.

We in Cotsford Primary school are committed to equality for all.

We aim for every pupil to fulfil their potential no matter what their background or personal circumstances.

We maintain the aim of embedding principles of fairness and equality across our entire curriculum, in assemblies and acts of collective worship, during break and lunchtimes, through pastoral support, during before and after school activities, and on visits and residential.

We must, under the general duty of public sector equality duty, in the exercise of our functions, have due regard to the need to:

- ✓ Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act.
- ✓ Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
- ✓ Nurture and promote good relations between persons who share a protected characteristic and persons who do not share it.

This will apply to all pupils, staff and others using the facilities. We will give relevant and proportionate consideration to the public sector equality duty.

We will have **due regard** to advancing equality of opportunity includes making serious consideration of the need to

- remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic;
- take steps to meet the needs of person who share a protected characteristic that are different from the needs of persons who do not share it;
- encourage persons who share a relevant protected characteristic to participate in public life or in any activity in which participation by such persons is disproportionately low.

We will consider the six Brown principles of 'due regard'

- **awareness** - all staff know and understand what the law requires
- **timeliness** - implications considered before they are implemented
- **rigour** - open-minded and rigorous analysis, including parent/children's voice
- **non-delegation** - the Public Sector Equality Duty cannot be delegated
- **continuous** - ongoing all academic year
- **record-keeping** -keep notes and records of decisions & meetings

The protected characteristics for the school's provisions are:

- Disability.
- Gender reassignment.
- Pregnancy and maternity.
- Race.
- Religion or belief.
- Sex.
- Sexual orientation.

Age and marriage / civil partnership are NOT protected characteristics for the school's provisions.

We welcome the opportunity to be transparent and accountable. To this end we fulfil the specific duties of the Act by:

- ✓ publishing our equality information
- ✓ publishing our equality objectives
- ✓ We aim to make the information accessible, easy to read and easy to find.

Equality Information:

We maintain confidentiality and work to data protection principles. We publish information in a way so that no pupil or staff member can be identified.

Staff:

Age	29 employees aged between 28 - 69
Disability	14% of staff record a disability. We would ensure reasonable adjustments are made where possible.
Gender reassignment	We would support any staff member undergoing gender reassignment.
Marriage & civil partnerships	Figures change - we comply with our equality duty.
Pregnancy and maternity	Figures change - we comply with our equality duty.
'Race' / ethnicity	97% White-British, 3% Black British African
Religion and Belief / no belief	Staff gave information - Christian, Church of England
Sex - male/female	29 staff - 93% (27) female 7% (2) male
Sexual orientation	We support all staff members regardless of sexual orientation.

Pupils

Age	We have pupils aged 4 - 11 years of age.
Disability	2% record a disability We ensure reasonable adjustments are made where appropriate.
SEND	21% pupils identified by school with a Special Educational Need 19% SEND Support Plan
Education Health Care Plans	2% with EHCP's
Gender reassignment (Gender identity)	We are an inclusive school community and support any student exploring their gender identity.
Marriage & civil partnerships	n/a
Pregnancy and maternity	We ensure reasonable adjustments are made where appropriate.
'Race' / ethnicity	77% White-British 15% Black African

	3% Other black background 4% Other mixed background 1% White and Asian 1% White other
EAL	12% Parents gave information - Yoruba, Igbo, Shona, Spanish, Russian, Creole and other
Religion and Belief / no belief	Parents gave information - we comprise of Christian, Church of England, Catholic, Methodist, Jehovah's Witness and Muslim
Sex - male/female	173 pupils - 56% (97) female 44% (76) male
Sexual orientation	We support all pupils regardless of sexual orientation
FSM	65.5% (Disadvantaged / Pupil Premium Grant = 64%)

We will update our equality information at least annually.

We will update our equality objectives every four years and will publish progress on them annually in our equality information.

We adopt a whole school approach to equality and consider it important for pupils to learn about equality and human rights. We adhere to the Equality and Human Rights Commission (EHCR) statement:

'To reap the full benefits of equality and human rights education, it is essential to teach topics in an environment which respects the rights and differences of both students and teachers. Without an equality and human rights culture within the classroom and school as a whole, learning about these topics can at best appear irrelevant, and at worst, hypocritical. The respect and tolerance it teaches will help staff and students create a healthier, happier, fairer school culture, and could lead to reductions in bullying and other negative behaviour, and improvements in attainment and aspirations.'

Though the Act refers to 'race', the use of ethnic/ cultural origin, background or heritage are more appropriate.

Equality Objectives & Action Plan

Development of plan

We have developed, and monitor, this plan and the actions within it by the input of all stakeholders. We have achieved this by using the following to shape this plan:

- Feedback from staff meetings/CPD/Performance Management meetings
- Input from Governing Body meetings
- Feedback from the annual parent/carer survey, input through termly parent/carer consultations, class assemblies and other open events
- Feedback from The School Team, PSHE/RSE lessons, assemblies, annual pupil survey and class based discussions
- Issues raised by staff and parents during SEND Annual Reviews and support meetings for pupils with SEND
- Discussions about pupil progress in the termly Pupil Progress meetings
- Monitoring of work, planning and Lesson drop ins by the SLT, Co-ordinators and EDP
- Input from CiC carers during LA reviews and Care Team meetings

Review of progress and impact

We regularly assess children's learning and use this information to track progress and attainment. As part of this process, we monitor achievement and uptake by gender, ethnicity, FSM and SEND to ensure that all groups of children are making the best possible progress and take appropriate action to address any gap.

We will review all of our policies regularly to ensure that they do not impact negatively upon equality and opportunity for all in the school.

Publishing the action plan

In order to meet our statutory duty, we will:

- Raise awareness of the plan through all stakeholder meetings
- Publish the objectives on our website
- Ensure hard copies are available on request

Headteacher: _____ Chair of Governors: _____

Protected Characteristic/ Equality Strand	Objective	Action	Person Responsible	How will impact be measured	Monitored by	Start date	End date
All	Monitor and analyse children's attainment and progress by SEND, gender and EAL, and act on any patterns in the data that require additional support for pupils or to address any gaps.	Analyse data for groups termly Identify any gaps Direct support to / and make any appropriate curriculum changes	SLT/ Whole staff	School data will show insignificant gaps between any group	SLT & Governors	Sept 2025	Annually
All	Ensure that displays and resources promote diversity in terms of gender, race, SEN and disability.	Learning walks by SLT / Subject co-ordinators - check displays / resources Identify gaps and rectify	All staff	Displays & resources are of high quality and examples of all groups reflecting society are evident	SLT	Sept 2025	July 2029
Disability	Update accessibility plan involving stakeholders annually and prioritise improvements within capital expenditure and general school budget	Develop core stakeholder group ensuring all relevant parties are involved – staff, parents. Pupils discuss via The School Team Group meets annually. Finance committee consider costs in budget setting.	HT AS Finance Govs	Accessibility plan updated regularly. Works completed according to schedule and on budget	HT / Finance Governors	January 2026	2029
Race	To increase pupil's awareness of other cultures and the lives of children/adults from other countries/cultures and promote positive attitudes towards them.	Celebrate key festivals and important dates for other faith groups, cultures. Thematic assembly rota incorporates above. Develop understanding of other cultures via school links – national and international. Visitors from other cultures / countries invited to school to talk about their faith / culture.	All staff	Pupils can discuss more sensitively and with better understanding the similarities and differences between themselves and others. Key festivals / dates shown on school calendar.	SLT	Sept 2025	July 2030
Sex	Ensure that boys and girls achieve and attain equally well.	Curriculum design ensures it motivates boys and girls. HA boys identified earlier in school and opportunities planned to meet their needs.	All staff	Gap between boys and girl's attainment is insignificant.	SLT / Governors	Sept 2025	Annually
Other groups: FSM / PP	Monitor the attainment and progress of pupils on FSM/PP register to ensure these are similar to non FSM/PP pupils	Termly analysis of group within pupil progress meetings. Class teachers aware of FSM /PP pupils and monitor progress closely	SLT	Insignificant gap between FSM/PP pupils and non-FSM/PP pupils	HT	Sept 2025	Annually