CHIEVELEY PRIMARY SCHOOL

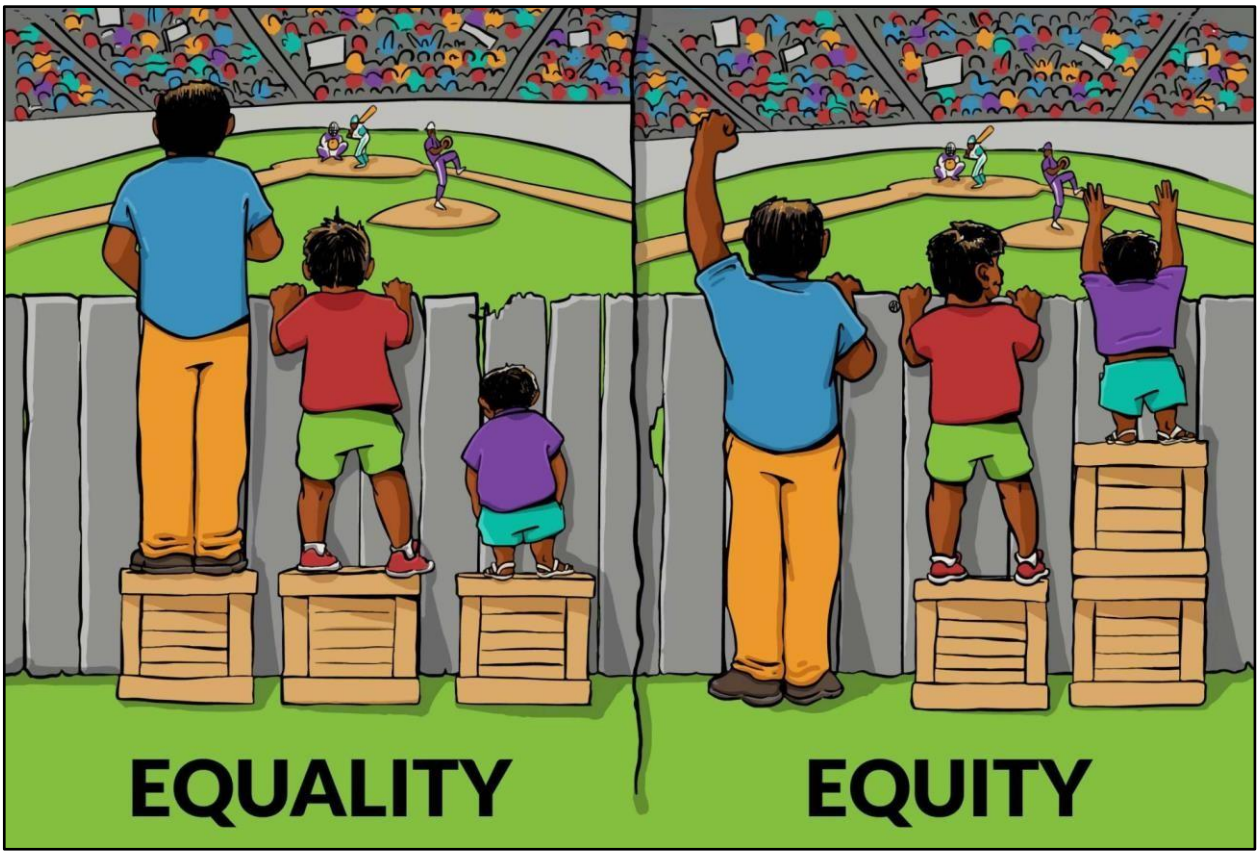
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EQUALITY OBJECTIVES and PUBLIC SECTOR EQUALITY DUTY
2026

DEFINITIONS OF EQUALITY

The term ‘equality’ in this statement refers to ***equality of opportunity***. All members of our community should have access to the same opportunities as their peers, regardless of their own unique circumstances (including any protected characteristics).

This equality of opportunity - for all our children, staff, governors and parents - will sometimes be achieved through an ***equity of support***, meaning it may appear that some people get different levels of support than others, but only to promote an equality of outcome for them. This is best illustrated by the diagram below, which we also share with our children.



CONTEXT

The Equality Act 2010 prohibits direct and indirect discrimination, harassment and victimisation of people on the grounds of protected characteristics – disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation and age. The Equality Act 2010 also requires public bodies such as schools to have due regard to the need to:

- Eliminate unlawful discrimination
- Advance equality of opportunities
- Foster good relations between people of different equality groups

This is called the public sector *Equality Duty* and its purpose is to promote equality for all.

At Chieveley Primary School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of age, disability, gender, gender reassignment, race, religion or belief, sexual orientation or -socio-economic background.

We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and are able to participate fully in school life. We believe

that everyone has the right to be treated with dignity and respect. The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive practices are present in all areas of school life. We will tackle discrimination through the positive promotion of equality, challenging bullying and stereotypes, and creating an environment which champions respect for all.

At Chieveley Primary School, we believe that diversity is a strength that should be respected and celebrated by all those who learn, work and visit here.

We will therefore exercise our functions having due regard to the need to:

- Eliminate discrimination, harassment, victimisation and any other conduct prohibited by or under the Act;
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- Foster good relations between people who share a protected characteristic and those who do not share it.

We consider the needs of all individuals in their day-to-day work, in developing policy, in delivering education to our pupils, and in relation to our own employees. These commitments apply to our pupils, staff, governors, parents and other stakeholders and visitors and relate to the protected characteristics of sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity, and age (in relation to employment, but not in relation to pupils).
We appreciate that discrimination can take many forms: direct, associative, discrimination by perception, indirect discrimination, harassment, harassment by a third party, victimisation and, in the context of special educational needs or disability (SEND), by failing to make reasonable adjustments.

Chieveley Primary School has a legal obligation under the Act to consider the needs of people with disabilities and, where it is reasonable so to do, to make adjustments even if this would result, on occasions, in disabled pupils/staff being given more favourable treatment when compared with individuals not suffering from disabilities. Furthermore, the school recognises that new Positive Action provisions in the Act 2010 allow us, in certain situations, to take certain action that is designed to alleviate disadvantages experienced by, or to meet the particular needs of, pupils and/or staff with particular protected characteristics provided that any such positive action is a proportionate means of achieving the aim of enabling and encouraging equality of opportunity.

The School recognises it has to make special efforts to ensure that all groups prosper including:

- All people
- Pupils, families and staff with different religions or beliefs
- All minority ethnic groups including travellers, refugees and asylum seekers
- Pupils and others with special educational needs
- Pupils, staff and others with a range of disabilities

- Children looked after and their carers
- Pupils and staff who identify as LGBT+
- Staff who are pregnant or have just given birth
- Pupils and staff who are undergoing, have undergone, or are proposing to undergo a process (or part of a process) of reassigning their sex.

The extent to which all pupils prosper is indicated by an analysis of the standards particular groups of pupils achieve and a measure of the progress they make. Both internal and external (statutory) assessment outcomes are analysed by subgroups, using data published by West Berkshire Council and the Senior Leadership Team. It is also reported to governors on either a termly (for internal) or annual (for external) basis.

SCHOOL CONTEXT

The information below is reviewed in line with the school census each October. However, many of the characteristics below (including SEND, Pupil Premium status and number on roll) are reported to governors each Half-term within the Headteacher's report.

Category	Data (at July 2026)
Number on roll	164
Number of children with Disabilities*	4
Ethnicity*	White British: 155 Ethnic Minority Groups: 7 Did not State: 2
Religion and Belief*	Christian: 46 Other religions: 4 No Religion: 49 Not Supplied: 56 Refused: 9
Pupils in Receipt of Pupil Premium Funding (to include Free School Meals, Previously Looked After Children and children from Service families)	17

Looked After Children	0
Home Language for Children	English: 164 Other: 0

denotes protected characteristics under the Equality Act 2010

OUR OBJECTIVES

The school has identified the following principles that are particularly relevant to its equality duty:		Actions to support these strategies
1	**MAINTAIN AND DEVELOP AN INCLUSIVE WHOLESCHOOL ETHOS BY…**	Run 'Inclusive' audits of our curriculum and procedures to ensure they are fair for all.
	Celebrating equality and diversity throughout our whole curriculum, assemblies and resources so everyone feels 'seen' and valued. Celebrating achievement and rewarding effort through a fair and equitable reward system. Promoting and modelling positive, inclusive attitudes towards all people and promoting core British values such as Tolerance. Setting high expectations for behaviour and reinforce these consistently and rigorously Ensure that we recruit (both for children and adults) in an inclusive way so that all people have the opportunity to apply fairly - and succeed - at Chieveley School.	Develop our behaviour policy so it is easily communicated and enforced and so that it provides equity of opportunity for children to feel successful and valued. Gather more pupil feedback through pupil voice surveys (and any pupil representative groups such as a school council) and use this to inform the Strategic direction of the school Increase positive, inclusive communication between stakeholder groups, including the use of surveys to gather opinions and feedback. Train staff in their equality duty. Implement a consistent and carefully planned RE and PSHE curriculum that celebrates a variety of faiths and lived experiences, and set a strategy for children's Personal Development that is aspirational for all.

2	**PREVENTING AND DEALING WITH BULLYING & HARASSMENT** At Chieveley Primary School we recognise that the groups covered in this policy may be more vulnerable to bullying and harassment, so we: · Communicate to pupils, parents and staff our abhorrence of all forms of bullying and harassment through our Anti-bullying Policy, assemblies and special events, such as Anti-bullying Week · Ensure that any incidents are reported and addressed swiftly and effectively · Record, analyse and report bullying and harassment on grounds of race, gender, disability, sexual orientation etc.	Maintain behaviour logs to track any trends in issues Complete the anti-bullying accreditation and ensure our anti-bullying and behaviour policies remain up to date Commit to a consistent approach to the teaching of PSHE, ensuring that healthy, positive relationships are a central pillar of the PSHE curriculum. Communicate our expectations of behaviour fairly and clearly to all pupils and their parents.
3	**LISTENING TO STAFF, PUPILS, PARENTS AND OTHERS** At Chieveley Primary School we: - Want to develop the impact of Pupil Voice on School Development planning · Actively seek staff views, including concerns, using both face-to-face and anonymised feedback surveys, so we can ensure all staff are given the tools to succeed in their roles. · Ensure we encourage, enable and hear the full range of views of our community, including those with	Complete regular, anonymous staff wellbeing and workload surveys. Share the outcomes with governors Complete regular pupil voice surveys - either face-to-face or via Google Forms (KS2) Conduct small-group work with children to get their views on issues around the school Use Google Forms to gather parent views (for example, on homework) Make adapted plans for communicating with any families to meet their needs

	disabilities, and ensure that everyone feels like they are valued and represented in all that we do.	

4	**EQUALISING OPPORTUNITIES** We recognise that, for many reasons, children and families may face disadvantages that prevent them from fully accessing our offering. To ensure that our offering is inclusive to all, we: Have a gender-neutral uniform policy and will always investigate alterations to uniform that would otherwise meet the needs of a child. Ensure uniform options are affordable, and actively look for opportunities to reduce any cost burden on parents. Publishing details of trips well in advance and creating fair payment plans so all families are able to attend. Subsidise the costs of our in-house clubs and contribute towards the cost of external clubs to support any families in receipt of PPG funding. Ensure our Charging & Remissions policy is updated regularly and reflects the most inclusive practices possible. Monitor the uptake of school events and clubs by subgroup and identify where specific groups of children may need a new or adapted offering in order for them to access such events.	Annual review of uniform providers, options, costs and expectations. Monitor uptake of clubs and events, including parents' evenings Use Sports Premium money to ensure a variety of sports clubs are on offer at a minimal cost Support Pre-Loved uniform sales within the school community Subsidise the cost of trips and events through the use of PTA funding (eg the annual Pantomime trip) or through the use of PPG funding where it applies.
5	**INFORMING AND INVOLVING PARENTS AND CARERS** At Chieveley, we understand that the links between a school and its parent body can be hugely rewarding and have benefits for the children in our care. It is therefore important that every parent feels included within our school community, and that we help parents overcome any barriers that may prevent them from engaging fully with the school. If parents do have any specific needs, they are encouraged to contact the school so we can plan and make adaptations to include them in all that we do.	Where appropriate, hold parent information sessions to help parents understand our philosophies and curriculum. Encourage regular parent contact as a central pillar of our day-to-day work Ensure all parents, regardless of their own unique circumstances, are able to access support and information from the school. Regular SEND meetings to update parents on progress, targets and interventions. Two parents' evenings per year (Autumn and Summer Terms) and a formal end-of-year report in the summer term. Adapt parents' evening arrangements (eg quieter spaces) as required Monitor uptake of parents' evening slots and investigate any non-attendance Foster close relationships with the PTA and the wider community so parents feel they have the chance to be heard and can

		contribute to school life in their own way.
6	**HELPING NEW PUPILS TO TRANSITION TO CHIEVELEY** We recognise that children and families who are new to the school may find a new environment particularly daunting or inaccessible. In order to support all joiners to the school, be they new Reception children, joiners in September, or mid-year joiners, we will ensure our transition arrangements meet the needs of these families, including the use of transition visits, guided tours and parent meetings.	Ensure administrative staff are familiar with school transition arrangements. For new Reception children, ensure a face-toface 'moving up' visit takes place. For mid-year joiners, ensure the child and their family/parents or carers are given the chance to tour the school, talk to school leaders, and meet their class teacher(s). Where necessary, make contact with previous schools to ensure we have as full a picture of a child's needs - including any strategies previously in place - as possible Carefully select 'buddy' children to support mid-year joiners
7	**ADDRESSING THE FULL RANGE OF LEARNING NEEDS CHILDREN MAY HAVE** It is important that, as a school, we recognise not only any barriers that may prevent children from learning, but also the potential that children have to be successful. Rather than focusing purely on academic outcomes and test attainment, our staff will consider the whole child within our care to understand the potential that all our children have, and what specific support and challenge they may need in order to meet (or even exceed) their potential.	Ensure staff have appropriate training to successfully support all their learners Ensure the whole curriculum, not just maths and English, is monitored and assessed regularly, to identify children not meeting their potential and the strategies the school can use to support them Engage in termly pupil progress meetings with teaching staff to identify any children who need additional support to develop their core skills Appoint 'challenge' and 'inclusion' governors as part of the Curriculum Working group to ensure a rounded approach to challenging the school.

8	**SUPPORTING LEARNERS WITH SPECIFIC NEEDS** Every child is unique and so too are the barriers that may prevent them from accessing a broad and engaging curriculum. These barriers may be caused by a wide variety of issues and one of our key functions as a school is to be able to identify and adapt our work to help all children overcome their personal barriers.	Ensure the school's Local Offer is up to date and reflected in day-to-day work. Ensure teachers and teaching assistants have allocated time for interventions Regularly review our provision against the current needs of the children Use school finances responsibly to allow us to react quickly to emerging needs and make any reasonable adjustments Ensure that school has enough ELSAs to meet the emotional needs of the children Where they provide appropriate value, continue to buy into West Berkshire services such as CALT and the Educational Psychology service to receive specialist advice on how best to support children's needs

9	**MAKING THE SCHOOL ACCESSIBLE TO ALL** At Chieveley Primary School, we use our Accessibility Plan and risk assessments to constantly evaluate our site, ensuring that it meets the needs of pupils, staff and visitors, especially those with physical disabilities. Where appropriate (for example in ensuring sound fields are correctly installed) we will seek expert advice to ensure that any adaptations we make are as effective as possible. We also need to consider any barrier that may prevent any staff member or visitor from being their 'best self', and ensure that all people (and their needs and experiences) are understood, valued and supported.	Ensure entrances and evacuation points are accessible Create PEEPs for any adults or children who may require them Complete and maintain the school's sensory room so children have a calming and safe space to go to if required Monitor the needs of all children and adults and adapt our site accordingly to best meet these needs. Take seriously any feedback from visitors to the site (including parents) about accessibility issues.
10	**ENSURING FAIR AND EQUITABLE TREATMENT OF ALL, TO ENSURE EQUALITY OF OPPORTUNITY** At Chieveley Primary School, we recognise the vital role the clear and consistent application of policies plays in providing equality of opportunity. It is also important that the outcomes of our plans are monitored to ensure they have the desired impact, and that we are constantly mindful of the needs of our whole community.	Ensure regular staff training includes equitable approaches and our equality duty Ensure all staff have easy access to relevant documents and training resources, in a way that is appropriate for them and their needs. Ensure whistleblowing procedures are known so staff feel confident to report any issues they feel do not meet our equality duty.

11	**ENCOURAGING PARTICIPATION** If we are providing an inclusive environment, then we need to encourage all members of our community to actively engage with the school, for the benefit of our children. In order to improve engagement, we need to recognise the reasons that people may not be engaged currently and ensure that our whole-school culture is one that is positive, supportive, respectful and united in its purpose.	Log attendance at parents' evenings, following up with missed appointments to ensure all parents have the opportunity and ability to understand their child's progress. Support PPG families in accessing the wider school offering by subsidising clubs and trips from PPG funding Offer additional or adapted meetings in order to meet the needs of parents and children and take a proactive approach to parent communication. Develop the school's communication plan to ensure clarity of message, consistency of delivery and ease of access (for example, bullet-pointing key messages in an email body, with further detail attached).
12	**MONITORING & EVALUATING** We recognise that our compliance with the Equality Duty is reliant on a number of factors all working successfully, from policy and procedure down to individual behaviours. It is therefore vital that we constantly monitor the experiences of our whole community, either to ensure equitable support is in place, or to hold each other	Log incidents - including behavioural issues, accidents, near misses and observations - to ensure we can quickly spot trends that need to be addressed Report to governors Complete Impact Statements to show how adaptations have improved school life Regularly reflect on this set of objectives and
	accountable in any rare instances where behaviour doesn't fully support our duty.	ensure they are met in a timely manner Ensure the SDP sets inclusive targets that will allow all members of our school community to succeed Continue to promote inclusive messages in key areas of the school such as the main entrance Repeatedly use equality, equity and inclusion as a focal point for assemblies and team meetings

The specific actions detailed above form our action plan to cover the next 12 months, in line with the school's Strategic Development Plan (SDP).

However, it is important that as our school community changes, we too reflect on and adapt our offering to ensure all members of our school community are given the support they need to thrive.

All members of our school community are welcome to share their experiences, be they positive or otherwise, with the Headteacher or SLT. This will mean we can better understand people's unique barriers and therefore help identify strategies to remove them.

Public Sector Equality Duty

What is the Public Sector Equality Duty (the PSED)?

The Public Sector Equality Duty requires public bodies to promote equality. This requires all public bodies to recognise and prevent discrimination against all protected characteristics. These are:

- age
- disability,
- gender reassignment
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

Our aims

All schools are required to meet their obligations under the public sector equality duty. Chieveley Primary does this 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

Our actions

The school has a developed range of policies which make explicit our deeply held commitment to actively promoting equality of opportunity for all.

Chieveley Primary is fully compliant with all legislation relating to equality, including but not limited to:

- The Equality Act 2010
- The SEND Code of Practice 2015

Under the Public Sector Equality Duty (PSED) the school is required to set Equality Objectives. Our published information must be updated annually and objectives published at least once every four years.

Equality Duty Statement 2025-6

It is our vision that Chieveley Primary should be a place where everyone is happy, safe and learning and have all the opportunities they need to live life in all its fullness.

Our statutory duties are:

- 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).

At Chieveley Primary, our aims are:

- To make sure that everyone in our community feels safe in school and knows that they belong
- To tackle all forms of prejudice, recognising that there is parity of prejudice under the Equality Act
- To value and celebrate unique identities and diversity
- To make sure that no-one experiences unfair or discriminatory treatment because of the protected characteristics in the Equality Act:
    - Age
    - Sex
    - Ethnicity, colour or national origin
    - Disability
    - Belief
    - Sexual orientation
    - Marital status
    - Pregnancy
    - Gender reassignment
- To provide support for children with additional or different needs to their peers

Equity in Teaching and Learning

To enable all children to succeed in learning in our school our commitment to equity is evident in all our teaching. We aim to do this by:

- Ensuring equality of access for all pupils and preparing them for life in a diverse society

- Using materials that reflect the diversity of the school, population and local community without stereotyping
- Actively searching for opportunities in the curriculum to promote equity, understand sources of prejudice and discrimination and make the school more inclusive ● Promoting attitudes and values that challenge any discriminatory behaviour or prejudice
- Providing opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures
- Recognising local, national and international issues related to equity and supporting children to understand their world and make it a more welcoming and inclusive place
- Seeking to involve all parents in supporting their child's education
- Utilising teaching approaches appropriate for the whole school population which are inclusive and reflective of our pupils.

Equity in the school community

We seek to provide all children with a rich and diverse range of opportunities alongside the curriculum. We want our school community to be an equitable and welcoming one. We strive to make sure:

- There are no under-represented groups in our enrichment opportunities
- Parents of all children are supported with access to all school opportunities ● We do all we can to reduce safety risks and access issues and enable all children to participate in school activities and events
- Any incidents of prejudiced or discriminatory speech or behaviour are tackled promptly, thoroughly and with the dignity of the victim at the heart of our work ● All stakeholders prepare activities thoroughly to predict and prevent any prejudicial treatment
- All staff work actively to promote inclusion and respect diversity

Equal Opportunities for Staff

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. We are keen to ensure that the staffing of the school reflects the diversity of our community.

All staff have a duty to actively promote equity and diversity. All staff are empowered to challenge language or behaviour that does not support our aims and vision for an equitable school. Whistleblowing and the raising of low-level concerns are encouraged and supported.