



Bentham Community Primary School

Equality Information and Objectives

(2025–2029)

Policy Status

Document	Equality Information and Objectives (2025–2029)
Committee Responsible	Governing Board
Approved by	Governing Board
Date Approved	September 2025
Review Date	September 2029 (<i>Equality Information reviewed annually</i>)
Review Frequency	Equality Information – Annually Equality Objectives – Every four years
Related Policies	Equality Policy, Accessibility Plan, SEND Policy, Admissions Policy, Behaviour Policy, EYFS Policy

1. Introduction

Bentham Community Primary School is committed to promoting equality, diversity and inclusion for every member of our school community. This document fulfils the school's duties under the Equality Act 2010 and the Public Sector Equality Duty (PSED) by publishing our equality information and setting out our equality objectives for the period **2025–2029**.

The Governing Board will review the equality information annually and the equality objectives at least every four years, or sooner if circumstances require.

2. Public Sector Equality Duty

In carrying out its functions, Bentham Community Primary School has due regard to the need to:

- eliminate unlawful discrimination, harassment and victimisation;
- advance equality of opportunity between people who share a protected characteristic and those who do not;
- foster good relations between people from different backgrounds and with different characteristics.

Equality is embedded throughout our policies, curriculum, decision-making and daily practice.

3. Our School Community

Bentham Community Primary School is an inclusive maintained primary school with a **governor-run nursery**.

We welcome children and families from a wide range of backgrounds and are committed to ensuring every child feels valued, respected and able to achieve their full potential.

We recognise that our community continually changes and therefore regularly review our practice to ensure equality remains at the heart of everything we do.

4. Equality Information

The school monitors a range of information to identify whether any groups experience barriers to learning, participation or achievement.

Pupil Achievement

The school analyses attainment and progress data to identify trends between different groups, including:

- boys and girls;
- disadvantaged pupils;
- pupils with Special Educational Needs and Disabilities (SEND);
- pupils with English as an Additional Language (EAL);
- vulnerable pupils;
- looked after and previously looked after children.

Where gaps are identified, targeted support is implemented and its impact evaluated.

Attendance

Attendance is monitored carefully to identify patterns affecting individual pupils or groups.

Where attendance concerns arise, the school works closely with families and external agencies to improve attendance and reduce barriers to learning.

Behaviour and Wellbeing

The school reviews:

- behaviour incidents;
- bullying records;
- prejudice-related incidents;
- safeguarding concerns;
- pupil wellbeing.

Any emerging patterns are investigated to ensure no group experiences disproportionate disadvantage.

Participation

The school seeks to ensure that all pupils have equitable access to:

- educational visits;
- clubs;
- sports;
- music;
- performances;
- leadership opportunities;
- wider curriculum experiences.

Where barriers are identified, reasonable adjustments and additional support are provided wherever possible.

SEND

Children with SEND are supported through:

- adaptive teaching;

- reasonable adjustments;
- targeted interventions;
- personalised support;
- partnership working with families and outside agencies.

Progress is reviewed regularly to ensure pupils achieve the best possible outcomes.

Governor-run Nursery

Equality begins from the earliest stages of education.

Within our nursery we:

- provide an inclusive learning environment;
 - identify additional needs early;
 - promote positive relationships;
 - ensure all children can access the curriculum;
 - work closely with parents and carers;
 - celebrate diversity through play and learning experiences.
-

Staff

The Governing Board is committed to providing equality of opportunity in recruitment, employment and professional development.

Staff are recruited, supported and promoted on the basis of merit, qualifications and professional competence.

5. Equality Objectives (2025–2029)

Objective 1

Continue to reduce barriers to learning for disadvantaged pupils and other vulnerable groups.

Success Indicators

- Progress and attainment continue to improve.
 - Gaps between groups remain small or continue to reduce.
 - Pupils access the full curriculum and wider opportunities.
-

Objective 2

Further develop an inclusive culture where every child feels safe, valued and represented.

Success Indicators

- Positive pupil voice.
 - Low levels of prejudice-related incidents.
 - High levels of wellbeing and belonging.
 - Positive behaviour across the school.
-

Objective 3

Continue to strengthen inclusive practice for pupils with SEND and additional needs.

Success Indicators

- Good progress from individual starting points.
 - Effective reasonable adjustments.
 - Positive parental feedback.
 - Increased participation in wider school life.
-

Objective 4

Develop pupils' understanding of diversity, equality and protected characteristics through the curriculum.

Success Indicators

- Curriculum reflects modern Britain.
 - Diverse books and learning resources are used throughout school.
 - Pupils demonstrate respect, empathy and understanding.
 - British Values and protected characteristics are embedded appropriately across the curriculum.
-

Objective 5

Ensure equality and inclusion remain central to the development of the governor-run nursery.

Success Indicators

- Early identification of additional needs.
 - Inclusive learning opportunities for every child.
 - Strong partnerships with families.
 - Successful transitions into Reception.
-

6. How We Monitor Progress

Progress towards these objectives will be reviewed through:

- attainment and progress data;
- attendance information;
- behaviour monitoring;
- safeguarding records;
- SEND reviews;
- pupil voice;
- parent feedback;
- staff feedback;
- governor monitoring visits;
- school self-evaluation.

The Governing Board will receive an annual update on progress.

7. Accessibility

The school continues to implement its Accessibility Plan by:

- improving access to the curriculum;
- improving access to the physical environment where appropriate;
- improving access to written information.

Reasonable adjustments will always be considered for pupils, staff, parents and visitors.

8. Publishing Information

This document is published on the school's website alongside the school's Equality Policy in accordance with the Equality Act 2010.

It will be reviewed annually to ensure the published information remains accurate and reflects the needs of the school community.

9. Review

Equality Information	Reviewed annually
Equality Objectives	Reviewed every four years
Next Annual Review	September 2026
Next Full Review	September 2029

Approval

This document was approved by the Governing Board of Bentham Community Primary School and should be read alongside the school's **Equality Policy**.