

Priory Primary School

Equality Information & Objectives



Priory Primary School
At the heart of the community

Title	Equality Information & Objectives
Status	AGREED
Ratified Date	29/09/2025
Ratified by	Governing Board
Review Cycle	Annually
Next Review Date	Autumn 2026

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- Eliminate unlawful discrimination, harassment, victimisation and other conduct 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 between people who share a protected characteristic and people who do not share it.

At Priory Primary School

- We work hard to ensure that everyone is treated fairly and respectfully;
- We want to make sure that our school is a safe and secure place for everyone;
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them the same;
- We aim to make sure that no-one experiences less favourable treatment or discrimination because of:
 - Their age; a disability; a Special Educational Need; their ethnicity, colour or national origin; their gender; their gender identity (including people who have reassigned or plan to reassign their gender); their marital or civil partnership status; their being pregnant or having recently had a baby; their religion or belief; their sexual identity and orientation.
- We recognise that some pupils need extra support to help them to achieve and be successful;
- We work hard to make sure that people from different groups are consulted and are involved in our decisions, especially pupils, parents and those of us who can be treated less favourably;
- Our aim is for all children to achieve their full potential.

We welcome our duties:

- 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).

We also seek to ensure, and accelerate, the progress of pupils from groups who are underachieving.

As part of this we will:

1. **Publish information about our school population;**
2. **Outline how we have due regard for equality and how we promote community cohesion;**
3. **Publish equality objectives to show how we plan to tackle particular inequalities and improve what we do.**

Part 1: Information about the pupil population

Number of pupils on roll at the school at the October 2025 Census : **212** including our part time Nursery

Information on pupils by protected characteristics

The Equality Act protects people from discrimination on the basis of 'protected characteristics'. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

Disability

The Equality Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.' At Priory Primary School, we also give due regard to anyone who is subject to less favourable treatment because of an impairment or perceived impairment.

Number of pupils with disabilities:

As these numbers are typically very low, it is inappropriate to publish this information.

Number of pupils with Special Educational Needs and Disabilities (SEND):

(SEN) Provision	No. of pupils(incl Nursery)	% of school population
No SEN	166	78.3%
SEN support or Education Health and Care Plan (EHCP)	46	21.7%

Ethnic groups

We have pupils from **14** different ethnic groups that attend the school. The largest of these groups is Bangladeshi.

Across the school there are **33** spoken languages.

Sex

There is not a large gap between the number of boys and girls across the school as a whole. This varies in each class and is monitored to ensure equality of opportunity and progress in learning.

Religion

There are pupils from several different religions represented: Christianity, Islam, Hinduism, Buddhism and Sikhism.

Looked after children

As these numbers are typically very low, it is inappropriate to publish this information.

Pupil Premium

The school is required to publish an annual Pupil Premium plan and report which can be accessed from our website.

In receipt of Pupil Premium (not incl Nursery)	No. of pupils	% of school population
	49	26%

Part 2: How we have due regard for equality

We are committed to working for the equality of all our pupils. To meet our duty, we have due regard to the need to eliminate unlawful discrimination, harassment and victimisation and other conduct towards pupils with protected characteristics prohibited by the Act:

- Related policies in place are Anti-Bullying, e-Safety, Behaviour, Child Protection, More Able and SEND
- Accessibility action plan
- Admission arrangements
- Suspensions and exclusions - monitored and reported
- Incidents of harassment are recorded
- Governors have regular safeguarding and SEND reports
- Staff receive regular Inclusion updates and information
- Non-discriminatory employment practice is adhered to
- All teaching will target individual needs and there is training on inclusion, adapted learning and challenge
- English as an Additional Language (EAL) strategies are employed and resources targeted

Disability

We are committed to working for the equality of people with and without disabilities.

We provide equal access to all areas of the curriculum and provide support where necessary; we take steps (reasonable adjustments) to ensure that pupils with a disability are not put at a disadvantage compared to other pupils.

How we advance equality of opportunity:

We support learners with a disability by:

- Providing equal access to all areas of the curriculum, other than in exceptional circumstances outlined in our SEND policy
- Providing additional support and resources as and when necessary
- Supporting disabled learners and staff by meeting their individual needs
- Involving learners, their families and staff in the changes and improvements we make and consulting them on issues that concern or affect them

- Supporting families where parents may also have a disability or impairment
- Providing inclusion training for all staff
- Providing targeted training for key staff
- Tracking and monitoring identified groups and their access and performance

Ethnicity and race (including EAL learners)

We are committed to working for the equality of all ethnic groups and to celebrating the diversity within our school community. All our children are valued for the diversity they bring to their community.

How we foster good relations and promote community cohesion:

The school is committed to promoting the spiritual, moral, social and culture development of all pupils.

We ensure that the curriculum has positive images of, and learning about, people from a range of ethnicities. We involve parents in understanding how they may help their children at home. We have a good knowledge of our families and the local community, which aids us in working effectively to provide appropriate support.

The Personal, Social, Health and Economic (PSHE) curriculum contains the statutory Relationships Education and non-statutory Citizenship units which teach our children to respect and celebrate diversity.

Gender

We are committed to working for gender equality. The monitoring of gender equality is routine throughout the school, in learning and wider opportunities, in order that we analyse and act on inequalities that become apparent.

Religion and belief

We are committed to working for equality for people based on their religion, belief and non-belief, supporting our pupils to build their sense of identity and belonging, which helps them to flourish within their communities and as citizens in a diverse society.

The curriculum makes robust provision for the teaching of other faiths across the school. The children have opportunities to visit places of worship different from their own, and to reflect upon and appreciate the similarities and differences from their own faith.

Consultation and engagement

We aim to engage and consult with pupils, staff, parents and carers, and the local community so we can develop our awareness and information, learn about the impact of our policies, set equality objectives and improve what we do.

Our main activities for consulting and engaging are:

- Teachers and senior leaders in the school are easily accessible to all pupils and parents
- Information is communicated through regular newsletters and the school website
- Open afternoons and online Parent Surveys are used to obtain opinions from parents and carers
- Coffee mornings / afternoons / Parent Support groups seek to promote an environment in which parents and carers feel they can express opinions and make suggestions
- Individual meetings with interpreters

Part 3: Our equality objectives

The Equality Act 2010 requires us to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other information. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantage.

Equality Objective 1:	To ensure the school does not (consciously or otherwise) promote gender stereotyping, limiting opportunity & aspiration for our pupils
We chose this objective because:	The issue came up when we were exploring the steps we should take as a Primary School to tackle the prevalence of sexual harassment in schools. It also supports our work in Relationships Education, promoting equality and understanding of pupils as individuals and not as any given homogenous group. This has been a focus in previous years, progress and good work has been achieved; we choose to keep it as a focus this year to complete and embed our plans.
To achieve the objective we plan to:	Co-produce guidance with staff, to help everyone challenge gender-stereotyping; Maintain contact with Luton Women's Centre for updates to guidance for staff & families; Take positive action to provide role models (visitors in school, library books, visual materials across all subject areas) that support the challenge to gender stereotypes; Review and update PSHE / Relationship Education curriculum ready for changes in Sept 2026.
Equality Objective 2:	To develop empathy and understanding amongst our pupils and families, in support of the inclusion of people with additional needs.
We chose this objective because:	We noticed a decline in the levels of empathy and understanding amongst pupils and parents / carers, towards children with special educational or other additional needs. Since giving our focus to this in 2024-25, the situation has improved significantly, however we wish to keep it as a focus this year to complete and embed our plans.
To achieve the objective we plan to:	Survey parents / carers on their understanding and experiences of SEND provision in school; Continue to profile SEND with all parents and offering further opportunities to parents / carers of SEND pupils to have a voice within the school community; Respond to the outcomes of the survey, including any requirements for further staff CPD.
Equality Objective 3:	To engage and support the school community to celebrate its cultural diversity and enhance cohesion

We chose this objective because:	In the light of recent events and attitudes in UK politics we will focus this year on the confidence to talk about race and racism, and the challenges it brings. Acknowledging the diversity of our population, we are concerned for the potential vulnerability of our pupils and families. We would therefore like to have clear, informed and supported conversations with pupils about race and racism, and will start by building staff confidence to do this.
To achieve the objective we plan to:	Chart the points in the curriculum, where the significant figures from a wide range of ethnicities are profiled and discussed (history, science, art & design, etc.) Celebrate and profile Black History Month, especially through the music project, Black Voices; Understand, profile and fundraise for the work of Show Racism the Red Card; Review the PSHE curriculum and support teachers to identify and be confident for opportunities to engage in classroom discussions about race and racism. Seek support from professionals https://www.artscouncil.org.uk/profile/david-bryan-cbe

Information about our employees

The school has fewer than 150 employees so is not required to publish information, though we do monitor and maintain records to support and inform our equality objectives.

Monitoring arrangements

The Equality Act 2010 requires us to show due regard to equality issues when we make significant decisions or changes in our policies. This means we need to consider what the impact of these decisions or policies will be on pupils and staff with protected characteristics before a decision is made or a policy is finalised.

The Governing Body will update and approve the equality information we publish every year.