KINTBURY ST. MARY'S
CE PRIMARY SCHOOL

*Our caring ethos is based on our Christian values of hope, friendship and respect. These, together with our rich and diverse curriculum underpin our belief that everyone in our school community can develop a sense of self and understanding of their place in our world in order to achieve and flourish throughout life.*

*'Love thy neighbour as thyself' Luke 10:25-37*

# Equality Information and Objectives - Information for school website
# Updated January 2026

## Public Sector Equality Duty

Kintbury St. Mary's Primary School is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth. We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

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 any 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.

Our approach to equality is based on the following key principles:
All learners are of equal value.
We recognise and respect difference.
We aim to reduce and remove inequalities and barriers that already exist.
We foster positive attitudes and relationships and a shared sense of cohesion and belonging.
We have the highest expectations of all our children.
We observe good equalities practice in staff recruitment, retention and development.

## Equality Information

Number of pupils on roll at the school: 114 (January 2026)
Age of pupils: 4 to 11

## Information on pupils by protected characteristics

The Equality Act 2010 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.
In order to ensure that all pupils are protected from discrimination, the school collects information on protected characteristics.

## Information on other groups of pupils

In addition to pupils with protected characteristics, we gather further information on the following groups of pupils:
Pupils eligible for Free School Meals (FSM)
Pupils with Special Educational Needs (SEN)
Disadvantaged children
Children with English as an Additional Language (EAL)
Young carers
Looked after children
Other vulnerable groups

## Race /Ethnicity

Any other Asian background 0
Any other Black background 0
Any other ethnic group 0
Any other mixed background 4.4%
Any other White background 1.8%
Bangladeshi 0
Black – African 3.5%
Black Caribbean 0
Chinese 0
Indian 0
Pakistani 0
Refused 0
White - British 81.5%
White – Irish 0
White and Asian 0.9%
White and Black African 1.8%
White Eastern European 4.4%
Gender: 57.02% male, 42.98% female
Pupils eligible for Free School Meals (FSM): 26.32%
Pupils eligible for Pupil Premium Funding – Disadvantage group: 26.32%

Pupils with Special Educational Needs (SEN): 26.32%
Pupils with an Education Healthcare Plan (EHCP): 7.02%
Pupils with English as an Additional Language (EAL): 5.26%
Young carers: 0%
Looked after children: 1.75%
Gypsy Romany Traveller: 0%

Through rigorous tracking and monitoring of individuals and of all the groups of children, including progress and attainment, and by providing equal opportunities to access the curriculum and activities, we aim to ensure that any gap in attainment for pupils at least remains less than the gap nationally.

## Eliminating discrimination and other conduct that is prohibited by the Act

The information provided here aims to demonstrate that we give careful consideration to equality issues in everything that we do at Kintbury St Marys. We work towards eliminating discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act.
We are committed to working for equality for all our staff, parents/carers and children to meet our duties under the Equality Act 2010.
We eliminate discrimination by:

- Adoption of the single Equality Scheme
- Our Behaviour Policy which ensures that all children feel safe at school and addresses prejudicial bullying
- Reporting, responding to and monitoring all racist incidents
- Regular monitoring of the curriculum to ensure that the curriculum meets the needs of our pupils and that it promotes respect for diversity and challenges negative stereotyping
- Teaching of the highest quality to ensure children reach their potential and all pupils are given equal entitlement to success
- Tracking pupil progress to ensure that all children make rapid progress, and intervening when necessary
- Ensuring that all pupils have the opportunity to access extra-curricular provision
- Listening to and monitoring views and experiences of pupils and adults to evaluate the effectiveness of our policies and procedures.

## Advancing equality of opportunity between people who share a protected characteristic and people who do not share it

We advance equality of opportunity by:

- Using the information we gather to identify underachieving groups or individuals and plan targeted intervention
- Ensuring participation of parents/carers and pupils in school development
- Listening to parents/carers
- Listening to pupils at all times

## Fostering good relations across all characteristics - between people who share a protected characteristic and people who do not share it

We foster good relations by:

- Ensuring that Kintbury St Mary's Primary School is seen as a community school within our local community
- Ensuring that equality and diversity are embedded in the curriculum and in collective worship.

## Equality Objectives

At Kintbury St Mary's Primary School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, irrespective of race, gender, disability, belief, religion or socio-economic background.

In order to further support pupils, raise standards and ensure inclusive teaching, we have set the following objectives which are reviewed regularly to evaluate progress:

### Equality objective 1:

*Increase our children's acceptance of others' identities and their understanding of different communities locally, nationally and globally*

This is being achieved by:

- Ensuring that we have picture books in school which can be used to support messages of diversity and inclusion
- Selecting texts for our core reading and writing spine which promote diversity and acceptance
- Planning educational visits which build cultural capital and support tolerance and understanding of different faiths and communities
- Resourcing and implementing the "No outsiders: everyone different, everyone welcome" lessons within our PSHE curriculum and assembly program.

### Equality Objective 2:

*To identify, and where possible, aim to minimise the barriers to learning for pupils with SEND and/or on the PPG register to ensure that their progress is in line with other children*

This is being achieved by:

- Creating support plans identifying the strengths and needs of all pupils, to allow us to take steps to include them in a range of aspirational activities
- Closely monitoring assessment data at regular intervals to ensure that no groups of children are at a disadvantage
- Providing targeted intervention to support phonics, spelling and grammar skills which our internal data shows us is an area of focus
- Selecting curriculum topics and core texts which ignite pupil interest, including the use of outdoor learning, visual stimuli and real-life experiences

- Strategically and sustainably improving the quality of play opportunities to enable pupils to learn skills that cannot be taught: resilience, collaboration, co-operation, fun, adaptability, and development of language skills which will be transferrable to classroom lessons.
- Making use of PPG funding to provide teacher CPD and resources to close the gap in spelling and handwriting skills
- Closely monitoring pupil attendance and taking prompt action to improve this

**Equality Objective 3:**

*To develop the school environment and curriculum using a therapeutic thinking approach to ensure all pupils, including those with complex SEN, are nurtured and reach their full potential*

This is being achieved by:

- Embedding our behaviour curriculum, which is rooted in therapeutic thinking and restorative practice and gives clear expectations, recognition and consequences for behaviour
- Creating sensory spaces around the school – both indoor and outdoor
- Regularly monitoring and evaluating the school curriculum to ensure it is practical and inspiring and provides challenge to all learners
- Using metacognition and self-reflection strategies to enable children to take ownership of learning
- Promoting oracy across the curriculum to enable children to express themselves clearly and to work well in groups
- Introducing OPAL play to build social skills and quality interactions between pupils and staff
- Making use of PPG and sports funding to support enrichment activities that raise aspiration – music lesson, sports coaching, drama