



Equality information and objectives policy

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1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) 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 school aims to promote respect for difference and diversity in accordance with our values, known as our ‘golden threads’: knowledge, spark, team, grit, humanity.

2. Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the Public Sector Equality Duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

3. Roles and responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors

The designated member of staff for equality will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Meet with the equality link governor every term to raise and discuss any issues
- Support the headteacher in identifying any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with specific different characteristics are performing – e.g boy/girl gap
- Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures (see reading spine).

- › Holding assemblies dealing with relevant issues and teaching the children about the protected characteristics. Pupils will be encouraged to take part in discussions in these sessions.
- › Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community.
- › Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures.

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- › Cuts across any religious holidays
- › Is accessible to pupils with disabilities
- › Has equivalent facilities for boys and girls

8. Equality objectives

Objective 1

Close the gender gap in attainment, behaviour and persistent absence so we are in line with national.

Why we have chosen this objective:

Out of all behaviour incidences recorded on CPOMS, 91% of these concern boys versus 9% involving girls.

Girls outperform boys in most subjects. At the end of KS2, 81.5% of girls achieved EXS for combined reading, writing and maths whilst only 56.3% of boys achieved this. The largest gap was in reading (23.1%) with the smallest gap in maths (9.6%). When looking at whole school data, girls outperform boys in reading, writing and maths. In reading, 73.1% of girls achieve EXS whilst 54.5% of boys achieve this. In writing, 65.8% of girls achieve EXS whilst 44.6% of boys achieve this. Finally, in maths, 65.9% of girls achieve EXS whilst 60.5% of boys achieve this. The school attainment summative data suggests the biggest gap is in writing (21.2%) and the smallest gap is in maths (5.4%).

Attendance data shows that girls have better attendance and more boys are persistently absent than girls (see table below).

	Attendance	Persistent Absence
Male	92.7%	25.4%
Female	94.1%	15.8%%

To achieve this objective we plan to:

- Increase awareness of the gender gap for teachers and support staff.
- Monitor the gender gap at pupil progress meetings and consider how to reduce the gap on a child-by-child basis.
- Ensure use of strategies to support boys are being consistently implemented:
- Implement/continue to implement strategies to improve attendance.
- Incorporate more provision in KS1 and potentially in LKS2
- Introduce Curious Quests into Y2

- Introduce PVPG across school
- Put an increased emphasis on outdoor learning this academic year (24-25)

Progress we are making towards this objective:

June 2025

Attendance:

	Attendance	Persistent Absence
Male	93.21%	30%
Female	94.34%	23.6%

The data shows 0.51% increase in male attendance figures and an increase of 0.24% for females. This means the gap between males and females has gone from 1.4% to 1.13%. However, persistent absence has increased both for males and females. 4.4% more males are persistently absent and 3.7% more females are persistently absent. The gap has also increased and is now 6.4% compared to the previous gap of 5.7% last year. It is unclear what has led to this but, as of next year, the May half-term will be two weeks long and the summer holiday will be shorter. The hope is that this will reduce the number of pupils being taken out of school to go on holiday.

Behaviour:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
Boys	83%	82%	89%	80%	82%
Girls	17%	18%	11%	20%	18%

The previous data (from summer 2 2024) showed 91% of behaviour incidences involved boys, versus 9% involving girls. This looks to have changed now, with averages of 16.8% of incidences involving girls and 83.2% involving boys. One thing to keep in mind when looking at this data is that the same child could have multiple incidences.

Attainment Data:

	July 2024			April 2025		
	Reading	Writing	Maths	Reading	Writing	Maths
Girls	73.1%	65.8%	65.9%	64.6%	54.9%	64%
Boys	54.5%	44.6%	60.5%	57.9%	37.4%	69.6%
Gap	-18.6%	-21.2%	-5.4%	-6.7%	-17.5%	+5.6%

The attainment data from the end of Spring 2 suggests that the gaps have decreased across all core subjects, with boys outperforming girls in maths.

Objective 2

To develop consistently strong relationships between school and parents/carers of children with SEND so attendance is in line with non-SEN.

Why we have chosen this objective:

2023 -24	Attendance	Persistent absence
SEN	90.6%	35.4%
Non-SEN	94.2%	19.4%

We know that pupils are more likely to make progress and behave well when their attendance is good. Children who attend school regularly have fewer gaps in their knowledge and are not playing 'catch up' after missing previous lessons. They are also used to the boundaries and rules set out at school.

To achieve this objective we plan to:

- Work with families to ensure regular meetings take place, whether that be online (e.g over Zoom) or in person
- Implement further strategies to improve attendance (attendance passport)
- Ensure the SENDCO (new to post) has established good relationships with all parents of children with SEND
- Provide parents of children with SEND with regular updates about their child/ren and ways they can support at home

Progress we are making towards this objective:

June 2025

	Attendance	Persistent absence
SEN	90.63%	38.2%
Non-SEN	94.67%	15.6%

The data shows 0.03% increase in SEN attendance figures and an increase of 0.47% for non-SEN. This means the gap between SEN and non-SEN has gone from 4.4% to 4.04%. However, persistent absence has increased for SEN and decreased for non-SEN, meaning that the gap has increased. 2.8% more SEN are persistently absent. The gap has increased and is now 22.6% compared to the previous gap of 16% last year. This is a 6.6% increase in the gap. There are many possible reasons for this and, to fully understand why this has happened, it is necessary to study individual pupils. However, there are some general themes that have been listed below:

- SEN children are more likely to put things in their mouth leading to a higher chance of getting sick.
- Children with ADHD may struggle to go to sleep at night and then sleep in the following day
- Many children with SEN have persistently missed school for holidays, which is not due to their SEN need.
- Some children with SEN have parents with mental health or physical health issues. This may prevent them from bringing their child/ren to school everyday.
- Some SEN children have other health issues. For example, one child in Y3 and one child in Y4 have been in and out of hospital for their health, not related to their SEN need.
- SEN children may try to avoid school as our setting may not be appropriate for them, although Clapgate has done everything it can to provide the right setting for our pupils. For example, we have provision set up throughout KS1 and LKS2 have regular access to it. Y4 pupils are streamed to allow for intervention teaching for a selection of SEN pupils, through Fresh Start (reading) and Curious Quests (writing).
- Many of our SEN children are also pupil premium eligible and live in poor living conditions and have poor diets, meaning they are more likely to get sick.

- In one case, a parent has required transport to bring their child to school, but this hasn't been provided. There are other examples of where social care should have been in place, but hasn't always been so.
- The attendance lead has been in class since January 2025 and therefore hasn't had the same capacity to prioritise attendance measures.
- As a school, we are quick to identify SEN needs and therefore we may have a higher percentage of pupils classed as SEN than in other settings.
- In some cases, low attendance has led to SEN. For example, there are many children in the current Y4 cohort who missed lots of school due to Covid.

9. Monitoring arrangements

The headteacher will update the equality information we publish, at least every year.

This document will be reviewed by the headteacher at least every 4 years.

This document will be approved by the governing board and headteacher.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- School Improvement Plan
- SEN Policy
- Behaviour Policy