Autumn 2026
Review: Summer 2030

Equality Information and Objectives Statutory

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William Cobbett Primary School is a welcoming, friendly, caring and inclusive community, where we inspire and challenge all to fulfil their potential with confidence. We value the individuality of all of our children, staff and volunteers. We are committed to providing every opportunity for all to achieve the highest of standards. We do this by taking account of individual's varied experiences and needs. We promote and celebrate difference and that all stakeholders in a school community should have the right to enjoy, achieve and feel valued and safe from discrimination across the whole range of school activities. Most of all we want children to enjoy their time at school, experiencing inspirational, exciting opportunities which create life-long memories.

We have based our policy around Surrey County Council's equality principles and this underpins our commitments on equality, diversity and inclusion.

Our school Values and Vision
Our vision for William Cobbett Primary School is to create a safe, nurturing, inclusive community where individuals are valued for what they bring to the whole. We want our children to grow into inquisitive, confident and independent young people with a thirst for learning who take pride in their own and others' achievements.
Our school values are:
Respect
Kindness
Honesty
Responsibility
Courage
Happiness

1. Introduction

This policy sets out our approach to promoting equality, as defined within The Equality Act (2010) and The Equality Act 2010 (Specific Duties) Regulations 2011 which identifies a school's Public Sector Equality Duty (PSED). It seeks to ensure that we provide equal opportunity for all children and adults and integrates our statutory duties in terms of gender, race, disability, sexual orientation, religion or belief, age, gender reassignment, pregnancy, marriage/civil partnership and promoting community cohesion. This policy, including our equality objectives, cover students, staff, parents and carers within our community and people visiting our school. Under statutory duties, all schools have a 'General Duty' to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Equality Act 2010;
- Advance equality of opportunity between persons who share a protected characteristic and persons who do not share it;
- Foster good relations between persons who share a protected characteristic by tackling prejudice and promoting understanding

2. Aims and Objectives

We aim to promote fairness and justice for all through education and developing understanding. We know that treating people equally is not simply a matter of treating people the same. We believe in being proactive, taking necessary steps to ensure that every young person is given equality opportunity to develop socially, to learn and enjoy community life. This means that we do our best to make reasonable adjustments for disability, recognise and celebrate cultural differences, and understand the different needs and experiences of different genders.

We offer a broad and balanced curriculum and have high expectations of all children. The achievements, attitudes and well-being of all our children matter. We ensure that all children have equal access to the full range of educational and extra-curricular opportunities.

We strive to make the best possible provisions for children, staff and volunteers regardless of disability, ethnicity, culture, religious belief, national origin or status, gender or sexual orientation. We value each individual's worth, celebrating cultural diversity within our community, and showing respect for all minority groups.

We aim to act positively and have due regard to the need to challenge; eliminating any form of discrimination, prejudice or stereotyping.

We are proactive in our efforts to identify and minimise existing barriers or inequalities.

We recognise our role in promoting community cohesion, and actively encourage the participation in public life for all learners in our school. We aim to foster a sense of community in which all children, staff and volunteers are valued and can thrive, regardless of background, religion, race, language, ability/disability, sexuality, gender or age. We are proactive in promoting good relationships and equality of opportunity across all aspects of school life and the wider community and eliminate any discrimination or harassment.

We aim to ensure that all recruitment, employment, promotion and training processes are fair to all, and provide opportunities for everyone. We value staff for their ability and potential to help us make the best

possible provision for the children in our school, regardless of disability, ethnicity, culture, religious belief, national origin, gender or sexual orientation.

We encourage, support and enable all children, staff and volunteers to reach their potential and make a positive contribution.

3. Race Equality

Under our general duty, we will:

- Strive to eliminate all forms of unlawful racism and racial discrimination;
- Promote equality of opportunity, regardless of race, ethnicity or religion;
- Promote good relationships between people of different racial and ethnic groups;
- Seek to educate children in a manner which promotes community cohesion in a multi-cultural society.

We promote an understanding and respect of diverse cultures through our values and curriculum, which reflects the attitudes and values that we have for minority ethnic groups. We do not tolerate any forms of racism, racist behaviour or discrimination. Should a racist incident occur, we will deal with it in accordance with our Behaviour Policy and we keep appropriate records of all incidents, reporting these to the governors. We endeavour to make our school welcoming to all minority groups and aim to educate children and adults following any racial incident.

4. Disability Non-discrimination

- We are committed to providing equality of opportunity and meeting the needs of children and adults with a disability. We strive to meet the needs of all within our community. All reasonable adjustments are made to ensure that an individual with disability is not disadvantaged compared with a non-disabled individual.
- We aim to promote positive attitudes towards those with disability and actively seek to eliminate any unlawful discrimination and harassment related to disability.
- We encourage participation of all individuals, including those with a disability, in all aspects of school life. We are committed to providing an environment that allows children and adults with disability full access to the physical environment and to all areas of learning. We strategically plan for this through our Accessibility Policy and SEND Policy.

Accessibility
There is specific disability legislation in relation to disabled children and accessibility, which means we must plan strategically over time to:

- Increase access to the curriculum
- Make improvements to the physical environment of the school to increase access
- Make written information accessible to children in a range of different ways

We modify teaching and learning as appropriate for children with disabilities. For example, they may be given additional time to complete certain activities, modify teaching materials, or offer alternative activities if children are unable to manipulate tools or equipment.

5. Gender Equality

The general duty to promote gender equality means that we must have due regard to eliminate unlawful discrimination and harassment and promote equality of opportunity between all genders. We are committed to:

- Taking a key role in shaping values and attitudes and take a lead in challenging gender-based harassment, bullying and violence and stereotyping in our community, curriculum and behaviours
- Including the gender equality duty in the way we plan for improvement;
- Providing an environment free of homophobia, biphobia and transphobia;
- Building on our positive work around the PSHCE curriculum;
- Investigating and addressing complaints of any forms of bullying and/or harassment in line with our policy;
- Providing appropriate support for the positive wellbeing of all staff, children and families;
- Promote gender equality within our workforce, including the need to consider actions to address the causes of any gender pay gap;
- Rigorously monitor all children's progress; comparisons are made between specific groups of children including gender;
- Actively challenge stereotypes to parenting and seek to provide positive resources that raise awareness of differing family make up;
- Develop positive relationships between groups of children and adults;
- We will ensure that we do not discriminate on the grounds of age, sexual orientation, religion, belief, pregnancy and maternity and we will take all reasonable actions to eliminate discrimination and harassment for these equality areas.

The duty also includes transgender and children/adults questioning their original gender. Transgender people are explicitly covered by the gender equality duty. The term 'transgender' refers to a range of people who do not feel comfortable, or associate with, their birth gender. We will respect the confidentiality of those seeking gender reassignment and will provide a supportive environment within our community.

6. Age, sexual orientation, religion, belief, pregnancy and maternity

We have a duty to ensure that all groups with protected characteristics are celebrated and are proactively protected from discrimination. Through our objectives and actions, we aim to challenge and eliminate discrimination and harassment.

Religion and Belief

Children are taught about the major world faiths – Christianity, Judaism, Islam and Hinduism together with the celebration of other major faiths is important to our school community e.g. Diwali, Chinese New Year etc. We follow the Surrey SACRE alongside Jigsaw RE. Worship and prayer are explored in the context of all religions and we try to impart on children how important faith, belief, worship and prayer are to some people and to encourage the value of respect for all. The school has links with the local church. Local clergy regularly lead Acts of Worship throughout the year. The school respects parents right to withdraw their children from RE and Collective Worship.

7. Community Cohesion

We have a responsibility to promote community cohesion, developing good relationships across different cultures, ethnic, religious and non-religious, socio-economic groups. We have incorporated our priorities

into our Equality Information Policy and Objectives to make it easier to monitor our progress and performance to meet our objectives. *(See objectives below)*

8. Monitoring and Reviewing

Collecting and analysing equality information for children at William Cobbett Primary School

We collect and analyse the following equality information for our children:

- Attendance
- Attainment and progress
- Admissions
- Suspensions and exclusions
- Attendance at Extended School activities/extra-curricular activities (e.g. educational visits)
- Participation in School Council
- Inclusion in the following groups: English as an Additional Language (EAL), Special Educational Needs and Disabilities (SEND), Free School Meals (FSM), summer born, Gypsy, Roma, Travellers, Service Children, Ethnic Minorities, gender.

Collecting and analysing equality information for employment and governance at William Cobbett Primary School

We are committed to providing a working environment free from discrimination, victimisation and harassment. William Cobbett Primary School aims to recruit an appropriately qualified workforce and governing body that is able to provide a service that respects and responds to the diverse needs of the local population.

All staff vacancies are filled using the Local Authority application forms which contain requests for information relating to ethnicity, gender and disability. Applicants can indicate they do not wish to give this information. All staff leading interview processes are trained in 'Safer recruitment'.

All information relating to staff is kept on the school's central database – Arbor and SAM People.

The following information is collected and analysed:

- Applications for employment via local authority recruitment forms
- Attendance
- Staff profile
- Staff training attendance
- Disciplinary and grievance case – if any
- Staff appraisals/performance management
- Governor profile
- Governor training course attendance

Although there is a statutory duty to share information about the school's Equality Policy and objectives, the governing body recognises that care must be taken when sharing or publishing statistics, data or information to ensure that any information published cannot be used to identify individuals. In respect of the Freedom of Information Act 2000 and the Data Protection Act 2018, any analysis of sensitive information is undertaken by a senior member of the school staff and a synopsis passed to the governing body as required.

Consultation

William Cobbett Primary School seeks to include children, staff, governors, parents and carers, and the wider school community in creating the Equality Information Policy and objectives.

Examples include:

- Discussion at School Council
- Feedback from parents/carers through questionnaires, forums and individual discussions
- Discussion at staff meetings
- Discussions at governors' meetings
- Discussion with local schools

During discussions, the following good practice was identified:

- Disabled toilets and disabled access to the whole school
- Staff well trained on the needs of children
- Friendly and approachable staff – with role models of different genders
- Procedures in place to meet the medical needs that children may have, in conjunction with external agencies and in line with the school's Health and Safety Policy
- Good record of pastoral care for both children, staff and parents and carers
- Key policies in place
- SEND Support Arrangements in place for children with specific needs
- Children are taught about differences and tolerance – as part of the PSHE curriculum

Discussions identify the following needs:

- Ensuring the curriculum celebrates a wealth of diverse cultures, including ethnic minority and GRT communities
- Children to feel more involved in decisions across the school, including linked to policy and practice linked to equality and diversity
- Build stronger school links and relationships with families, particularly with those families from minority groups, including children with English as and Additional Language and GRT communities
- Increase attendance for all children, with a particular focus on children from GRT communities
- Inviting representatives of various charities and organisations relating to race, disability and gender to school to give advice and support
- Increasing engagement and attendance of children from minority groups or more vulnerable groups

Annual Review of Progress

There will be an annual review of Equality Objectives:

- The results of any information gathering activities for race, disability and gender and how we used this information towards improvement
- The outcomes of involvement activities from minority groups within our community
- A summary from equality impact assessments undertaken
- An update of the progress made against priorities
- Celebrating what we have achieved in relation to promoting community cohesion

Equality Objectives 2022-2026 Review

William Cobbett PRIMARY SCHOOL

Equality Strand	Objective	Action	How will the impact of the action be monitored?	Early Success indicators	Evaluation October 2026
Race Religion and Belief	To increase our child's knowledge and understanding of different races, religions and beliefs in the World so that children know more about race and diversity and hold fewer prejudices.	• Include a diversity calendar on the assembly theme list. • Celebrate World religious special days during the year • Audit the books we have in our school library and reading schemes to ensure different races and religions are represented.	Designated SLT meeting each summer term Governing Board to monitor during visits to school and review action plan once a year.	Children able to talk about what they know about different races and religions. Books on display in the library show wider diversity.	Books on display in the library are diverse and cover a wide range of race, religions, cultures and beliefs. Assembly themes linked to diversity calendar and celebration themes. Curriculum has topics including a range of countries, cultures, traditions. Surrey SACRE/Jigsaw RE and PSHE covers RE-race and equality. Jigsaw was implemented and has increased knowledge of differences and celebrating others. Any prejudice related incidents are logged and challenged and managed in an educational way.
Disability	To continue to work towards our vision of an inclusive school where everyone can access the school and	• Ensure all junior classrooms have enough desks to include up to 2 children from the centre. • Take the magnetic lock of the door to enable better	Designated SLT meeting each summer term Governing Board to monitor during visits to school and review action	Doors to SNSC open. SNSC children accessing more time	Higher levels of inclusion for children in the ASD Centre. Door is OPEN!! (whenever possible)

	curriculum at their level of need so that no child feels disadvantaged.	access in and out of the SNSC. • Trips and visits to be planned around any additional need in the year group. • Curriculum review to ensure the curriculum is accessible to all or adapted to individual need.	plan once a year.	in mainstream Correct number of desks in KS2 classes.	All classes have the correct number of desks for children included from the Centre. Children from Woodlands access their buddy class trips (if they access mainstream topic). Children attended the Year 4 and 6 residential trips as well as topic based trips such as Winchester Science Centre. All trips are attended by all children- no children have been excluded for risk reasons- appropriate adjustments and provisions have been implemented to ensure inclusion for all. Ongoing monitoring of curriculum, including learning walks on QFT and interventions. High levels of adaptations to learning are evident.
Gender	To challenge gender stereotyping in school so that children are treated equally regardless of gender.	• Review PHSE map to include lessons on gender stereotyping. • Remind all staff not to give out jobs to certain groups e.g. boys to move equipment and girls to	Designated SLT meeting each summer term Governing Board to monitor during visits to school and review action plan once a year.	Sports teams are gender balanced. PHSE curriculum has a balance of lessons addressing gender.	PSHE programme has been implemented and updated with regard to latest guidance and legislation. Female role models balance male role models in curriculum,

		tidy lost property. • Promote female role models in assemblies. • Challenge the use of the word gay being used to describe dissatisfaction with things. • Ensure sports teams have a balance of genders wherever possible.		Assemblies promoting female role models will have been held The word gay will not be used so much to describe dissatisfaction.	'houses' and are represented positively across the school. All children are given equal opportunities to try out for the sports teams. Very few reports of the term 'gay' being used on Arbor or My Concern. Where this has happened, this has been addressed through education.
Community Cohesion	To celebrate the diversity of our community so that all families feel equally valued.	• Invite a range of local groups into school for assemblies – Muslim group for Eid, Church groups for Easter and Christmas, French themed day.	Governing Board to monitor during visits to school and review action plan once a year.	Children display a good knowledge about different cultures, beliefs etc.	This happens as part of daily life. We have brought in community charity groups for a range of different events, including Surrey Choices to help maintain Forest School, Year 5 ROAR projects.

Objectives for 2026 to 2030				
Equality Strand	**Objectives**	**Action**	**How will the impact be monitored?**	**Early Success indicators**

Race/Ethnic minorities	*To ensure racial incidents are tackled head on with opportunity to educate all involved* *Raise levels of attendance for GRT pupils and build stronger links with school*	• GRT Lead identified within teaching staff to act as liaison and to contact families to encourage involvement in school and regular attendance.	Level of engagement of GRT families with GRT Lead. Attendance at parents evenings. Attendance improves for GRT families over time.	Racist incidents are eradicated. Where racist incidents occur, reporting arrangements and follow up actions are swift, decisive and lead to a positive change in behaviour. GRT as a group has an improvement in regular attendance.
	To ensure curriculum is fully supportive and inclusive for children from ethnic minority groups, including those with English as and Additional Language, ensuring appropriate intervention and resources in place.	• Identify a lead who will monitor progress for children with EAL and GRT • As part of provision mapping, EAL and early English pupils are identified and provided with appropriate resources to support rapid acquisition of English (this includes digital resources.	EAL pupils make rapid progress from their starting points and are highlighted at LGB meetings. A higher percentage of EAL pupils meet national standards by the end of KS2. Provisions specifically to support EAL pupils are put in place soon after they start at the school.	EAL pupils are identified early. Staff know who the pupils are, what their home language is, and can demonstrate what they are putting in place to help these pupils. EAL pupils are making 'better than expected' progress at each assessment point.
Disability/Celebrating difference	*To increase the role of the child voice in discussions around equality, inclusion*	• Ensure Neurodiversity week is celebration and	Clear plan shared with SLT and staff well in advance of	Pupils and staff feedback and input into the day is

	and diversity. *To increase tolerance and understanding of pupils, staff and parents around neurodiversity and religious tolerance.*	highlighted each year in school. • Put more regular visits from religious groups in addition to the existing groups.	neurodiversity week. Pupil feedback to be sought about the day/week.	positive and proactive. A fun, interesting week is planned, with learning checks put in place for pupils.
Gender	*To increase levels of attainment for boys (EXS+) in reading and writing, and girls (EXS/GDS+) in **maths** to narrow the gender attainment gap in these areas.*	• Through pupil progress meetings and LGB meetings, ensuring attainment and progress gaps between boys and girls are scrutinised with rigour.	Look at gender aspect of assessment data at various points in the year. Planned actions to be agreed and monitored between pupil progress meetings and assessment points.	The gender gap continues to close in the specific areas identified and maintained in other areas where it is less of an issue.
Community Cohesion	*To raise levels of parental engagement, sense of community and community cohesion so that all parents feel a part of, and supported by, the school community, including our GRT community and ethnic minority groups.*	• Identify a REMA lead and GRT Lead • Build secure, trusting relationships with REMA and harder to reach families	Parent voice for REMA pupils and parents to understand where we are doing well and identify where we might need to pay some attention.	Engagement, aspiration and attendance of pupils and families increases over the years ahead, building on the good work done since April 2023.