

# Powick Church of England Primary School

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## Equality Information and Objectives

Reviewed: September 2025

Review Date: Autumn 2026

# Powick CE Primary School

## ***‘Embracing Learning Together’***

At Powick CE Primary School we are a caring Christian community where everyone is welcome and, following the example set by Jesus, we thread kindness and compassion through everything we do. Through working together, we desire for everyone in our community to flourish by developing their God given talents.



## **1. Legislation**

The Equality Act 2010 ("the Act") provides a modern, single legal framework with three broad duties:

- Eliminate discrimination;
- Advance equality of opportunity; and
- Foster good relations.

Powick CE Primary School fully understands the principle of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- Age;
- Disability;
- Race, colour, nationality, ethnic or national origin;
- Sex (including transgender);
- Gender reassignment;
- Maternity and pregnancy;
- Religion and belief;
- Sexual orientation; and
- Marriage and civil partnership (for employees).

In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties.

These are to:

- Publish equality information as an appendix to this policy, that is on the website – to demonstrate compliance with the general duty across its functions - We will not publish any information that can specifically identify any child.
- Prepare and publish equality objectives - to do this we will analyse the data above to determine our focus for our equality objectives. Any prejudice related incidents will be reported on termly to the Local Academy Board.

We also understand our duty under the Education and Inspections Act 2006 to promote community cohesion. Community is a key theme in our school's distinctive Christian vision and we both build a cohesive sense of school community whilst being respectful to other communities our families may be part of or identify with.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

## **2. The Policy**

The school's Equality Information and Objectives Policy draws together all previous equality legislation and details how the school is fulfilling the requirements of the Act.

### 3. Our Ethos

Powick CE Primary School is a place where:

- learning is fun;
- children are prepared for their future;
- all efforts are acknowledged and celebrated;
- everyone is valued and respected as an individual;
- we will educate our children about equality and diversity and where we pledge to meet the needs of all our individuals;
- everyone is encouraged to be part of and contribute to the community; and
- encourage everyone to make healthy life choices.

Our core Christian Values support our school community in understanding how we should act towards one another.



### 4. Addressing Prejudice Related Incidents

Powick CE Primary School is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fair less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur, we address them immediately and report them to the DoWMAT.

### 5. Addressing Disability Related Incidents

The school makes reasonable adjustments to meet the needs of disabled pupils and implement an accessibility plan aimed at:

- (a) increasing the extent to which disabled pupils can participate in the curriculum;
- (b) improving the physical environment of school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- (c) improving the availability of accessible information to disabled pupils.

The accessibility plan can be found as a separate policy on our website:

## 6. Addressing Incidents Relating to the Protected Characteristics

The school's leaders understand their responsibility to have due regard in decision-making and actions to the possible implications for pupils with particular protected characteristics. They will consider equality implications before and at the time that they develop policy and take decisions. For instance ensuring that uniform policy promotes equality and does not impact negatively on any pupils or group of pupils.

We believe that promoting equality is the whole school's responsibility.

The school eliminates discrimination and other conduct prohibited by the Act. We aim to advance equality of opportunity between people who share a protected characteristic and people who do not share it and foster good relations between people who share a protected characteristic and those who do not. We fulfil this responsibility by:

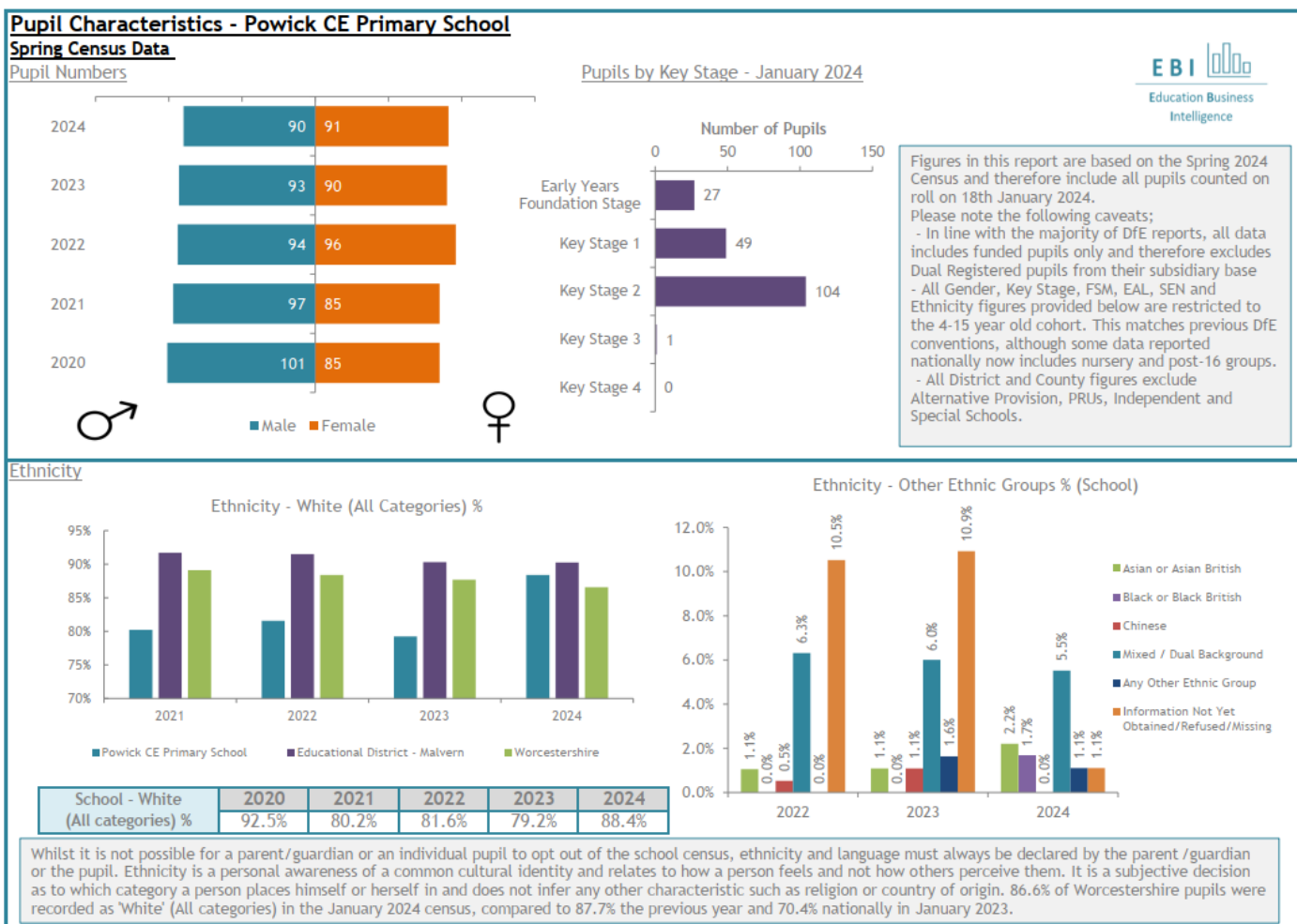
- (a) for pupils - implementation of policies on equal opportunities (including special needs, behaviour and anti-bullying);
- (b) for staff - implementation of policies on equal opportunities, recruitment and selection, pay and anti harassment policy;
- (c) PSHE, RSE, RE and other elements within the curriculum that promote friendship and understanding about cultures and lifestyles;
- (d) employing specialist staff to support pupils with special needs or disabilities, and implementing the school's accessibility plan;
- (e) monitoring of welfare, including mental health and wellbeing with intervention and support where required;
- (f) taking steps to meet the particular needs of pupils or staff that have a particular protected characteristic.

## 7. Responsibility

School Community	Responsibility
Powick CE Primary School Local Academy Board	Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these.
Head Teacher/Assistant headteacher	As above including:  Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties.  Ensure that staff have appropriate skills to deliver equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Wider Senior Leadership	To support the Headteacher as above.

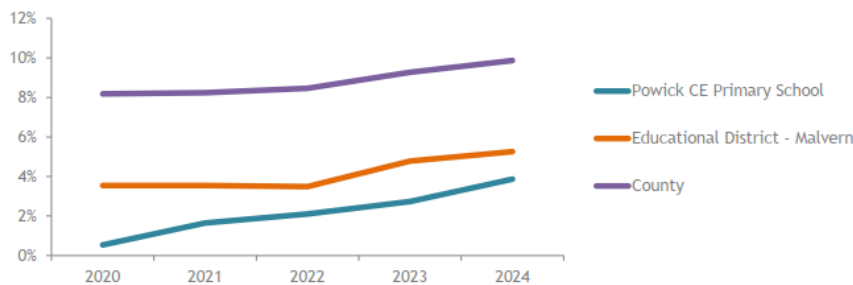
Team	Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Teaching Staff	<p>Help in delivering the right outcomes for pupils.</p> <p>Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated.</p> <p>Design and deliver an inclusive curriculum</p> <p>Ensure that teachers are aware of their responsibility to record and report prejudice related incidents.</p>
Support Staff	<p>Support the school and the governing body in delivering a fair and equitable service to all stakeholders.</p> <p>Uphold the commitment made by the Headteacher on how pupils and parents/carers can expect to be treated.</p> <p>Support colleagues within the School community.</p> <p>Ensure that they are aware of their responsibility to record and report prejudice related incidents on CPOMS</p>
Parents	<p>Take an active part in identifying barriers for the school's community and in informing the governing body of actions that can be taken to eradicate these.</p> <p>Take an active role in supporting and challenging the school to achieve the commitment given to the school's community in tackling inequality and achieving equality of opportunity for all.</p>
Pupils	<p>Supporting the school to achieve the commitment made to tackling inequality.</p> <p>Uphold the commitment made by the Headteacher on how pupils and parents/carers, staff and the wider community can be expected to be treated.</p>
Local Community Members	<p>Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these</p> <p>Take an active role in supporting and challenging the school to achieve the commitment reflected in the school vision and values in tackling inequality and achieving equality of opportunity for all.</p>

## 8. The school's equality information 2024



Language (EAL)

English as an Additional Language	2020	2021	2022	2023	2024
Powick CE Primary School	0.5%	1.6%	2.1%	2.7%	3.9%
Educational District - Malvern	3.5%	3.5%	3.5%	4.8%	5.3%
County	8.2%	8.2%	8.5%	9.3%	9.9%



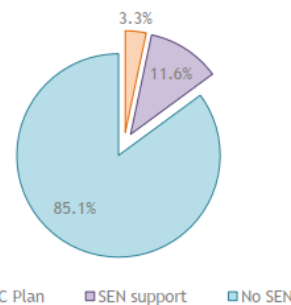
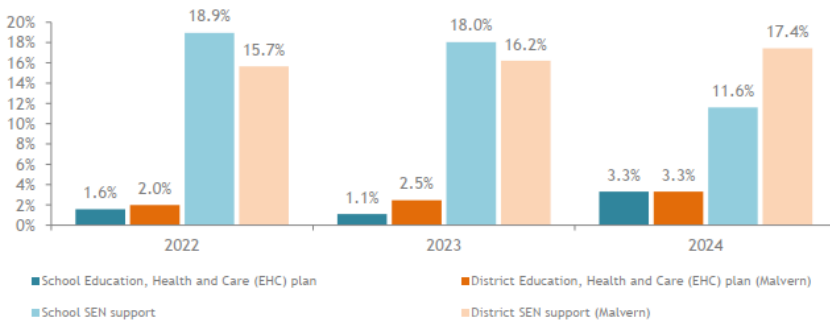
In January 2024, 9.9% of pupils in Worcestershire were known or believed to have English as an additional language compared to 20.2% nationally (January 2023).

Nationally, 22.0% of pupils in state-funded primary schools were known or believed to have English as an additional language in January 2023 (an increase from 21.2% the previous year) compared to 18.1% of pupils in state-funded secondary schools (up from 17.5% in 2022).

DfE collects language under the definition 'Where a pupil's first language is not English - that is: where the pupil has been exposed to a language other than English during early development and continues to be exposed to this language in the home or in the community'.

Special Educational Needs (SEN)

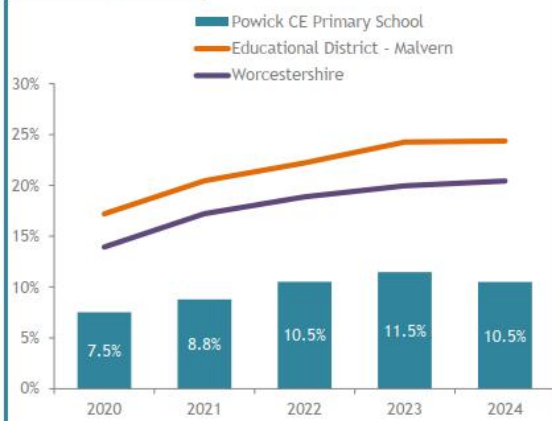
SEN - January 2024



In January 2024, 15.2% of pupils in the county were receiving SEN support compared to 14.8% the previous year. In 2023, the figure nationally was 13.0%. The percentage of pupils with EHC plans in Worcestershire in January 2024 was 2.7%, compared to 2.1% in 2023 (4.3% nationally in 2023). Statements of Special Educational Needs have been made redundant for the January 2019 Census, figures for this census contain no Statements of SEN. Please note - Local (Education District) SEN numbers will be higher where there are resourced bases or Special Schools and some pupils will travel across catchment areas and districts to access such provision.

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### Free School Meals-FSM



Free School Meal eligibility is used as a proxy for deprivation. In January 2024, 20.4% of school aged pupils in Worcestershire were eligible (and claiming) FSM, an increase of 0.4% from the previous year. In January 2023, 23.8% of pupils nationally (over 2 million) were known to be eligible for FSM, and 18.6% were eligible and claiming FSMs.

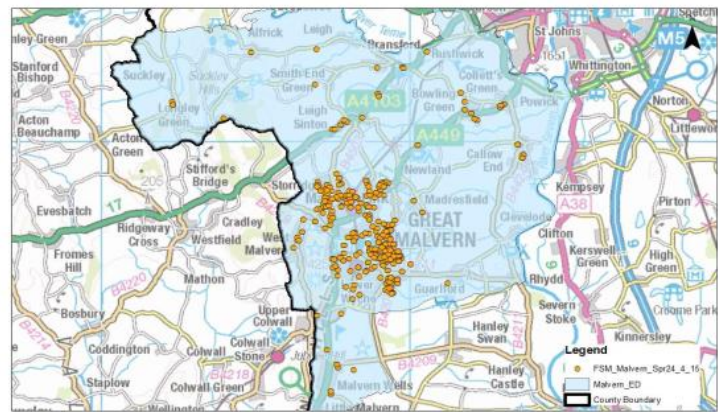
As a result of Universal Credit rollout, FSM rates have been rising due to transitional protection whereby no claim has been cancelled since 1st April 2018.  
 "Any pupil in receipt of free school meals on 31 March 2018 or after, should continue to receive free school meals until the end of the universal credit roll out period, and then until their phase of education ends. This covers until at least Summer 2023, and applies even if their circumstances change and they would no longer meet the eligibility criteria." \*  
 \* DfE Guidance for LA's on Free School Meals

Children in state-funded schools in England are entitled to receive free school meals if a parent or carer were in receipt of any of the following benefits:

- Income Support
- Income-based Jobseekers Allowance
- Income-related Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- the guaranteed element of State Pension Credit
- Child Tax Credit
- Working Tax Credit run-on - paid for 4 weeks after you stop qualifying for Working Tax Credit
- Universal Credit - if you apply on or after 1 April 2018 your household income must be less than £7,400 a year (after tax and not including any benefits)

### FSM- District Distribution Map

The map shows the distribution of pupils claiming FSM at the time of the January 2024 Census, within the school's Educational District (this includes all school phases and school types). Please note:  
 - Some pupils may have home addresses outside of the area covered by the map area.  
 - Dots do NOT denote individual pupils.  
 FSM is used as a proxy for deprivation in various performance, analytical and funding measures - notably Pupil Premium.



Please note - All national statistics referenced in this report have been provided for comparison purposes and have been taken from the latest available published data from the DfE (January 2023 census). 2024 figures are due for release later this year.



Produced by the Business Intelligence Team  
 worcestershire county council

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## 9. The school's equality objectives

In its aim to continuously improve the implementation of equality related policies and procedures, and ensuring that due regard is taken always of the impact of actions and decisions on pupils and staff with particular characteristics, the school has established equality objectives for the period 2024 2025 which are reflected in the action plan below.

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the time frames?	Early success indicators
All	Ensure all staff have read the Powick Equality Information and Objectives and are aware of the DoWMAT Equality Policy	Signed confirmation from staff that they have read the Powick policy and are aware of the DoWMAT policy and where to find this.	SLT	Ongoing	Staff are familiar with the principles of the Equality Objectives and use them when planning sequences of learning
All	Ensure parents are aware of the Powick Equality Information and Objectives and where to find the DoWMAT Equality Policy	Responses to question in annual parents survey	SLT	Ongoing	Parents are aware of the Equality Plan.

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the time frames?	Early success indicators
All	Monitor and analyse pupil achievement, gender and SEND and vulnerability and act on any trends or patterns in the data that require additional support for pupils. Monitor data for individuals with specific characteristics and ensure these are addressed.	Analysis of Data termly, PPM and On Track Meetings half termly, review of IPM half termly where appropriate	SLT/SENDCo Teaching Staff	Termly progress reviews	Analysis of teacher assessments / annual data demonstrates the gap is narrowing for equality groups.
All	Ensure that the curriculum and Worship program promotes role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability.	Increase in pupils' understanding of diversity and equality in pupil voice and how we use our Christian values to address this	SLT/Teaching Staff	Ongoing	Curriculum reflects principles of the Equality Plan
All	Develop a program of cultural and personal development which addresses issues around equality, diversity, British Values and our school context. Ensure this is addressed through Worship, values and Wonderful World Days	PSHE monitoring, Pupil Voice, Worship audit (Pupil Led) pupil questionnaires show a good understanding of these areas of personal development	SL/Teaching Staff	Ongoing	Personal development is a strength across the school.
All	Ensure all pupils are given the opportunity to make a positive contribution to the life of the school	Teacher led pupil parliament/monitor roles throughout the school reflect the Equality policy	Teaching Staff/ AHT for Pupil parliament	Ongoing	Key school roles are shared fairly among pupils
All	Ensure reward systems for Behaviour, attendance, effort and achievement do not discriminate on any pupils covered by the protected characteristics or on grounds of ill health	Review of award systems / celebration events.	SLT	Ongoing	Reward systems are fair and proportionate and do not discriminate on any pupils covered by the protected characteristics or on grounds of ill health
Race Equality Duty	Identify, respond and report racist incidents on CPOMS Report the figures to the LAB / MAT in the HT Report to LAB	The Headteacher / Governing body will use the data to assess the impact of the school's response to incidents	Headteacher / Governing body	Ongoing	Teaching staff record and respond to racist incidents consistently
Gender Equality Duty	Ensure opportunities for participation are non-discriminatory and stereotypes are challenged	Participation of girls and boys in sports clubs and	PE Lead/Staff	Ongoing	Opportunities are accessed by all.

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the time frames?	Early success indicators
	eg. in specific sports	competitions			
Disability Equality Duty	Disabled children can take part in all aspects of the curriculum, other children are encouraged to consider physical differences positively	Monitoring involvement of disabled pupils/reporting on CPOMS of incidents involving reference to physical differences	HT/SENDCo /Teaching Staff/Support Staff	Ongoing	Disabled children clearly taking part in all aspects of school life and forming strong friendships