

Crossdale Primary School (CPS)

Equality Objectives 2026-29

In order to meet our school's general and specific duties under the Equality Act 2010, the following information has been prepared by the Governing Body.

1. Understanding Our School Community – Equality Information

Using school data, the following information was correct on the given dates:

Ethnic Categories (number of pupils) Jan 26							
White British	175	White & Black Caribbean	1	Indian	2	Portuguese	0
Irish	0	White & Asian	3	Pakistani	0	Refugee	0
Any other white background	4	White & Black African	2	Bangladeshi	0	Asylum Seeker	0
Traveller of Irish Heritage	0	Any Other Mixed background	6	Any other Asian background	0	Any Other Ethnic Group	1
Gypsy/Roma	0	Chinese	0	Black Caribbean	0	Information Refused	1
White European	0	Any other Chinese background	0	Black African	1	Information Not Obtained	0
				Chinese	2	Asian & Any Other Ethnic Group	0

Disability Jan 26		
	Percentage	Number
No Disability	100%	193
Disability	0%	0

Special Educational Needs (SEN) Jan 26		
	Percentage	Number
No Specified SEN	92.75%	179
Sen Support	5.18%	10
EHCP	2.07%	4

Deprivation Jan 26

	Percentage	Number
Pupil Premium*	6.74%	13
Non-Pupil Premium	93.26%	179

*Any pupil in receipt of Free School Meals at any time during the last 6 years

No Information was available on the following protected characteristics:

Gender Reassignment - The school did not have any information on whether any of the children on roll had reassigned their gender.

Sexual Identity - The school did not have information on whether any of the pupils on roll identified as Lesbian, Gay, Bi-sexual or Transgender (LGBT).

2. Understanding the Information Gathered

General Context

The vast majority of CPS's pupils come from within its catchment area. The school's levels of SEN and deprivation is lower than the national average. The demographic within the school's catchment is changing, however. This is evident in a growing number of pupils with English as an additional language.

3. Equality Objectives 2026 - 29

Using the monitoring information gathered, and reviewed annually, the school has looked at the following to identify whether there were any obvious gaps or potential issues for pupils in relation to the protected characteristics:

- Admissions
- Attainment
- Attendance
- Engagement in school activities
- Exclusions
- Prejudice related incidents
- Rewards and sanctions (including consistency and fairness of application)
- Representation on school bodies e.g. school councils

Following analysis, the school has developed five Equality Objectives in order to meet the following requirements of the Equality Act:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it

1. Faith & Cultural Diversity

Equality Objective:

To design and sustain a curriculum intent that includes a richness of faith and cultural diversity, and that reflects both the local context of the school and the wider diversity of modern British society.

Why:

The pupil population and community of CPS remains predominantly White British. At the same time, school data indicates a small but increasing number of pupils from minority ethnic backgrounds and with English as an additional language. The school recognises that pupils' personal development cannot rely solely on lived experience within the local community. Leaders are therefore deliberate in ensuring that all pupils encounter, understand and respect the diversity of faith, culture and background that characterises modern Britain. This supports pupils' personal development, prepares them for life in a diverse society, and contributes to positive relationships and mutual respect.

How:

The school works in partnership with other schools across Equals Trust to provide pupils with planned opportunities to encounter and learn about diversity beyond their immediate locality, including through shared projects and experiences.

The curriculum is designed to reflect diversity of faith, ethnicity and culture in a purposeful and age-appropriate way. Explicit learning about diversity is embedded within geography, history, music, religious education and art, and reinforced across other curriculum areas where appropriate. Programmes such as the Anti-Racist Education Programme (AREP) support pupils in developing understanding, respectful language and awareness of difference.

Assemblies and whole-school learning opportunities are used to help pupils understand the protected characteristics, promote respect and tolerance, and reinforce British values, including democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Curriculum planning and wider provision are reviewed over time to ensure representation is thoughtful, accurate and meaningful, rather than tokenistic.

Outcome:

Pupils develop a secure and respectful understanding of faith and cultural diversity and its role in modern British society. They are able to engage thoughtfully with difference, show respect for others, and demonstrate attitudes that support inclusion, British values and positive relationships.

2026 Review:

2027 Review:

2028 Review:

2. Attainment

Equality Objective:

To ensure that pupils with SEND, Looked After Children and those in receipt of Pupil Premium funding are given appropriate and timely support to enable them to achieve outcomes that are as strong as possible and broadly comparable to national benchmarks, taking account of individual starting points.

Why:

The school uses Pupil Premium funding and SEND provision strategically to reduce barriers to learning and to address differences in attainment and progress between disadvantaged and non-disadvantaged pupils, and between pupils with SEND and their peers. School data indicates that cohort sizes are small and outcomes can therefore vary year-on-year. Leaders recognise the importance of high-quality classroom practice, early identification, well-targeted support and ongoing review to ensure that pupils who face additional barriers to learning are supported effectively, improving outcomes and longer-term life chances.

How:

High-quality, inclusive classroom teaching is prioritised as the first and most important means of improving outcomes for all pupils, including those with SEND and those in receipt of Pupil Premium funding. Professional development is used to strengthen teachers' subject knowledge, assessment practice and inclusive teaching strategies, so that teaching meets a wide range of needs within the classroom.

Additional support is planned and reviewed using Pupil Premium and SEN funding, informed by assessment information and professional judgement. Provision is adapted where necessary to reflect individual needs, including reasonable adjustments.

The school works with external agencies where appropriate to support pupils with disabilities, SEND and medical needs, ensuring that advice informs practice and that support remains responsive as pupils' needs change. Leaders monitor the impact of provision and professional development over time and adjust approaches where necessary.

Outcome:

Pupils with SEND, those in receipt of Pupil Premium funding and Looked After Children make progress from their individual starting points. Over time, published and internal data indicate that differences in attainment and progress between these pupils and their peers are reduced where cohort size allows meaningful comparison. IDSR and school-level data are used annually to review patterns in attainment, progress and engagement, and to inform any necessary refinement to teaching, professional development and targeted support.

2026 Review:

2027 Review:

2028 Review:

3. Attendance

Equality Objective:

To improve attendance and reduce persistent absence for disadvantaged pupils, ensuring that barriers to regular attendance are identified and addressed early.

Why:

School attendance data indicates that pupils eligible for Pupil Premium are over-represented within the persistent absence cohort, despite overall attendance being strong. Leaders recognise that regular attendance is closely linked to pupils' academic progress, wellbeing and long-term outcomes. Given the small size of the disadvantaged cohort, attendance patterns are monitored carefully to ensure timely and proportionate support.

How:

Attendance for all pupils is monitored closely, with particular attention given to pupils eligible for Pupil Premium. Early action is taken where attendance begins to decline, including timely communication with families and the use of supportive strategies to address barriers to attendance.

Where concerns persist, the school follows its attendance procedures, which may include further intervention and, where appropriate, the use of sanctions, in line with statutory guidance. Parents are informed on a termly basis of their child's attendance and whether the school has identified any emerging concerns.

Outcome:

Attendance data, including IDSR and school-level analysis, shows a year-on-year reduction in persistent absence among disadvantaged pupils where cohort size allows meaningful comparison. Disadvantaged pupils with a history of persistent absence demonstrate improved attendance over time, supported by early identification, appropriate intervention and sustained engagement with families.

2026 Review:**2027 Review:****2028 Review:**

4. Prejudice Related Incidents

Equality Objective:

To strengthen awareness of how to identify, report and respond appropriately to prejudice-related incidents, so that all members of the school community feel safe, respected and valued.

Why:

Children may encounter prejudice-related language and behaviour through media, online content and wider society, and may not always recognise its impact or understand how to respond. The school recognises the importance of ensuring that pupils, staff and families understand what constitutes prejudice-related behaviour, including behaviour linked to protected characteristics, and that incidents are addressed consistently and appropriately. This is central to safeguarding, pupils' personal development and the promotion of positive relationships.

How:

Education focused on prejudice-related behaviour is included within the PSHE curriculum (Jigsaw), assemblies and wider curriculum provision, supported by the Anti-Racist Education Programme (AREP). This includes direct, age-appropriate teaching about racism, homophobia and other forms of prejudice, helping pupils to recognise language and behaviour that may cause harm and to understand the protected characteristics.

Awareness and tolerance of difference are reinforced across the curriculum and through whole-school messages. Prejudice-related behaviour is challenged promptly and consistently wherever it occurs within the school community. Educational responses are used to support understanding and reflection, alongside appropriate behaviour and safeguarding procedures where required. Leaders monitor incidents over time to identify patterns and ensure responses remain fair and proportionate.

Outcome:

Pupils demonstrate a clear understanding of what constitutes prejudice-related behaviour and know how to respond or seek help if they experience or witness it. School records and monitoring indicate that incidents are identified, recorded and addressed appropriately, and that patterns are reviewed annually to inform further curriculum, assembly and staff training priorities. The school community reports feeling safe, respected and supported, particularly those with protected characteristics.

2026 Review:

2027 Review:

2028 Review:

5. Disability

Equality objective: To ensure that the school environment, provision and practices are accessible and inclusive for pupils, staff and visitors with disabilities, and that reasonable adjustments are identified, implemented and reviewed over time.

Why:

The school is committed to meeting its duties under the Equality Act 2010 by removing barriers that may disadvantage individuals with disabilities. A Disability Access Audit provides valuable insight into physical access, reasonable adjustments and inclusive practice. Leaders recognise that improving accessibility is an ongoing process that requires regular review to reflect changing needs within the school community.

How:

A Disability Access Audit is commissioned and used to inform an action plan that identifies priorities for improvement. Actions are implemented in a planned and proportionate way, taking account of the school's context and resources.

Progress against identified actions is reviewed regularly, and reasonable adjustments are made where required to support pupils, staff and visitors with disabilities. Relevant information is communicated clearly to stakeholders, and accessibility considerations are embedded into wider planning and decision-making.

Outcome:

School monitoring and review indicate that identified actions to improve accessibility are implemented and sustained over time. The school environment and practices support inclusive access, and pupils and adults with disabilities are able to participate fully in school life. Progress is reviewed annually to ensure arrangements remain appropriate and responsive to need.

5. Evaluating Impact

The school engages with its community to ensure that the Equality Objectives identified remain appropriate, proportionate and informed by ongoing data analysis. Progress against each objective is reviewed annually, using a range of evidence including school-level monitoring and published data where available.

The Governing Body monitors progress on all Equality Objectives across the 2026–29 period and uses this evaluation to inform future priorities and any necessary adjustments to provision.