

Dry Drayton C.E (C) Primary School



Equality Information and Objectives 2026-2030

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Title	Equality Information and Objectives
Date	January 2026
Approved by Head teacher	January
Approved by governing body	Next FGB
Next review date	

Equality Information and Objectives

We welcome our duties under the Equality Act 2010.

The school's general duties with regard to equality are:

- Eliminate discrimination.
- Fostering good relationships between people who share a protected characteristic and those who do not.
- Advancing equality of opportunity.

We will not discriminate against, harass or victimise any staff member, pupil, prospective pupil, or other member of the school community because of their:

- Sex.
 - Age.
 - Race.
 - Disability.
 - Religion or belief.
 - Sexual orientation.
 - Gender reassignment.
 - Pregnancy or maternity.
 - Marriage and civil partnership.
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- Equality of opportunity and non-discrimination extends to the treatment of all members of the school community. All staff members are obliged to act in accordance with the school's various policies relating to equality.
 - Our policies for Staff Recruitment and Selection, Appraisal and Capability, and Pay promote equality of opportunity for all employees and job applicants. We aim to create a supportive and inclusive working environment in which all individuals are able to make the best use of their skills and all decisions are based on merit.
 - We will guarantee that no redundancy is the result of direct or indirect prejudice. All disciplinary procedures and internal processes are non-prejudicial, whether they result in warnings, dismissal, or any other form of sanction.

Aims to eradicate discrimination

We believe that a greater level of success from pupils and staff can be achieved by realising the uniqueness of individuals. Creating an inclusive environment where individuals feel confident and at ease is a commitment of the school. This environment will be achieved by:

- Following our Code of Conduct for All Adults, Home School Agreement and our agreed vision and values as these promote mutual respect, equality and positive relationships.
- Following our Positive Behaviour, Child –on –Child Abuse and Anti-Bullying policies ensures everyone is given the opportunity to learn and develop positive attitudes and values.
- Always treating all members of the school community fairly.
- Developing an understanding of diversity and inclusion and the benefits it can have.
- Adopting an inclusive attitude and ensuring that the whole school community understands what inclusive behaviour looks like in the school and how this aligns with the school's values.
- Encouraging compassion and open-mindedness.
- Challenging bias and calling it out in order to move the conversation forward.

- Promoting a culture where pupils, staff and parents feel able to share concerns and worries particularly relating to discrimination, bullying and harassment, but also particularly for those individuals who have a protected characteristic.
- In ensuring all the above are considered prior to implementation or amendment of a policy.
- Our vision is to educate and inspire each child in our care, enabling them to gain the knowledge, skills and confidence to make a positive difference in the world. We are committed to having a balanced, diverse and fair curriculum which is accessible to all. We believe that our pupils should be exposed to ideas and concepts that may challenge their understanding, to help ensure that pupils learn to become more accepting and inclusive of others. Challenging and controversial concepts will be delivered in a way that prevents discrimination and promotes inclusive attitudes.
- Pupil attainment data are collected and reviewed at least every term to highlight the needs of each child. Thorough pupil progress meetings identify barriers to learning so lessons may be adapted and a full intervention plan of 1:1 and small group sessions is in place. Attainment and progress data for girls, boys, pupils with English as an additional language (EAL) and pupils with special educational needs and disability (SEND) are reported to governors and scrutinised at least termly. Since the number of pupils in a group is often small, analysis can risk identifying children. In this case, the headteacher reviews the progress of groups of children by protected characteristic and reports any trends to the Curriculum and Learning committee.
- Two governors completed NGA training on Equality and Diversity in 2020/21.

Dealing with prejudice and celebrating diversity

We do not tolerate any form of prejudice-related incident. Whether direct or indirect, we treat discrimination against all members of our school with the utmost severity. When an incident is reported, our school is devoted to ensuring appropriate action is taken and a resolution is put into place which is both fair and firm.

Our Responding to Prejudice-Related Incidents Policy sets out how we define, and deal with, prejudice-related incidents. All incidents related to bullying, racism, sexual harassment, homophobia, transphobia or disability are recorded on MyConcern. The data are analysed by the headteacher and reported to governors at least termly.

Our pupils are taught how to be:

- Understanding of others.
- Celebratory of diversity.
- Eager to reach their full potential.
- Aware of what constitutes discriminatory behaviour.
- Inclusive to ensure that all lessons and activities are accessible to pupils, by considerate planning, making reasonable adjustments and taking pupils individual needs into consideration.
- The school's employees will not:
 - Discriminate against any member of the school community.
 - Treat other members of the school community unfairly.
- The school's employees will:
 - Promote diversity and equality.
 - Encourage and adopt an inclusive attitude.

- Lead by example.
- Seek training if they need to improve their knowledge in a particular area.
- Throughout the year, the school provides a variety of opportunities to celebrate diversity, including:
 - whole school language days where we invite parents to run workshops in their own language to teach children about this and any customs and traditions they enjoy too.
 - a display celebrating the different languages spoken in Dry Drayton School.
 - Our RE curriculum teaches the major world religions and world views and our library has books for pupils to gain further knowledge about this topic.
 - The whole school has learned to sign elements of the opening words to our daily collective worship and also for the Lord's Prayer.
 - Incorporating lessons about diversity into the curriculum.

Inclusion

- Our Vision states that 'Our small school is open to all...'. Although we are a Church of England Primary School, we explain to parents in our prospectus and on the website that we are open to 'those of all faiths and none'.
- Reasonable adjustments may be made so that SEND pupils are supported with high quality teaching that is scaffolded to support their needs. Other support is detailed in our SEND and Inclusion Information Report and includes following advice from our Specialist SEND Link Teacher and other experts in this area of learning. Recommended resources are used by all teachers and trained teaching assistants.
- The SEND link governor meets with the headteacher every term to analyse the progress of children with SEND.
- We provide a wide range of extra-curricular activities and opportunities for personal development. Every child is encouraged to participate in sporting competitions, music lessons, performances, school council, eco council, leadership roles and enrichment activities. All KS2 children are encouraged to take part in the residential including all children with SEND.

Fostering good relations between people who share a protected characteristic and people who do not share it

- Dry Drayton C of E Primary is a small, rural, village school where most of the pupils are from White British backgrounds. We therefore understand that we need to work hard to develop pupils' understanding and appreciation of diversity, and to promote cultural development and understanding by introducing pupils to diverse voices, stories and experiences.
- Details of how we promote British Values and the spiritual, moral, social and cultural development of our pupils can be found on our website (link here: [SMSC throughout the curriculum at Dry Drayton](#)).
- Development of the new curriculum has allowed diverse topics, historical figures, books and other resources to be woven into curriculum plans. Furthermore, the new curriculum includes links to both the Dry Drayton area and the wider communities that the children live in: local, national and global.
- We have a strong link with St Peter and St Paul Church, Dry Drayton, and through the church we have linked with Gahanga School near Kigali in Rwanda, and children

in a remote village school in Nepal. In each case, the children from both schools have written to each other and some of the Rwandan teachers have visited our school as part of the Prince of Peace choir. In RE, the world religions are studied alongside Christianity so that children can appreciate the importance of faith in people's lives world-wide and they can debate philosophical ideas in a safe and supportive environment. Diwali and Chinese New Year are celebrated in school each year.

- Pupils learn about different cultures and the languages spoken by pupils and staff in school. Recently we held a Spanish morning where KS2 children had a debate about bullfighting and the Infants tried dancing flamenco style. In previous years we have invited parents into school to teach Polish, Spanish and Czech on International Day of Languages.
- We celebrate Kindness Week instead of Anti-bullying Week, where we consider bullying including on-line bullying, but we prefer to focus on being kind with activities such as Acts of Random Kindness which take place across the whole school and into the wider community.

Data

January 2026	On roll	Girls %	Boys %	SEND %	EAL %
Our School	64	45	55	15	22

Ethnicity information from the January 2024 school census: this school has 10 out of 17 possible ethnic groups. Those with 5% or more are:

- 80%: White - British
- 14%: White - Any other White background
- 8%: Any other Asian background
- Languages spoken by pupils currently at our school include: English, Polish, Russian, Mandarin, Filipino, German, Romanian, Czech, Vietnamese, Assyrian/Aramaic (January 2026)

Equality Objectives 2026-2030

Objective 1: To monitor and analyse pupil attainment of different identified groups and to act on any trends or patterns by providing additional, targeted support for learning.

Objective 2: To teach a creative curriculum that is broad, balanced, full of awe and wonder and also supports the mental health of our pupils and their awareness of others' needs. By providing a variety of opportunities within the school day, we hope to promote spiritual, moral, social and cultural development in our pupils.

Objective 3: To continue to develop pupils' understanding and appreciation of equality and cultural diversity of our local area through a rich range of experiences with particular reference to issues of equality and diversity.

This document should be read in conjunction with the following:

- Equality and Diversity for School Staff, and Bullying and Harassment Policies
- Accessibility Plan
- SEN information report
- Positive Behaviour and Anti-Bullying policies
- Code of Conduct for All Adults
- Home School Agreement
- SMSC throughout the curriculum at Dry Drayton
- Responding to Prejudice-Related Incidents Policy
- Staff Recruitment and Selection, Appraisal and Capability, and Pay policies
- Vision, Values and Mission

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