Dry Drayton C.E (C) Primary School

Equality Information and Objectives 2021-2025

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Title	Equality Information and Objectives
Date	27th November 2025
Approved by Head teacher	29th January 2026
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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.

- 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 will 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 harrassment, 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 wold religions and world views and our library has books for pupils to gain futher 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 Englaond 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, Spanish, Russian, Mandarin, Filipino, German, Romanian, Czech, Vietnamese, Assyrian/Aramaic (January 2026)

Equality Objectives 2021-2025

Objective 1: To monitor and analyse pupil attainment and to close any gaps between identified groups by providing targeted support for learning.

Analysis of data in summer 2021 showed that girls had not progressed as well as boys in maths during the Spring term lockdown. By June 2021, catch-up plans were focussing on individuals, rather than groups, and the gap was starting to close. This will be monitored over the coming year and other approaches to catch-up will be needed if the gaps do not continue to close.

November 2022 update:

- Leaders reviewed attainment, progress and "diminishing differences" data for the 2021/22 school year.

- On average, EAL children made less progress than non EAL from autumn 2021 to summer 2022 but progress in maths was good.
- Girls and boys: the attainment gap narrowed in maths. In reading and writing, more girls were on track to reach ARE at the end of the year compared to the start, but the % of boys on track increased by more over the same period so the gap widened.
- SEN and not SEN: the gap narrowed in writing. In reading, more SEN children were on track to reach ARE at the end of the year compared to the start, but the % not SEN on track increased by more so the gap widened. In maths, the % of SEN pupils on track stayed the same, but the gap widened.
- Interventions and in class support plans are in place to address these gaps and leaders will monitor the impact of these throughout the year and report to governors termly.
- Governors agreed to monitor engagement of girls with the sports offering after it was noted that no girls volunteered to be sport leaders. Girls are encouraged to engage with sport, for example at the year 3/4 girls' football festival in July 2022 where reluctant players had a fantastic time.

July 2024 update:

- Leaders reviewed attainment, progress and "diminishing differences" data for the 2021/22 school year.
- EAL and non-EAL: the writing gap narrowed as more EAL children were on track to reach ARE (age related expectation). For reading, the same % of EAL children were on track at the beginning and end of the year, but less EAL children were on track for ARE than non-EAL. Slightly more EAL children were on track for maths than non-EAL children, and the gap remained the same over the year.
- Girls and boys: the attainment gap remained the same in maths with more boys at ARE than girls. In writing, less girls were on track to reach ARE at the end of the year compared to the start, but the % of boys on track increased by more over the same period so the gap narrowed. The same % of girls and boys were on track in reading.
- SEN and not SEN: the gap widened in writing and reading, as less SEN children were on track to reach ARE at the end of the year compared to the start. In maths, the % of SEN pupils on track stayed the same, as did non-SEN.

January 2026 update:

The percentage of children working at expected standard (including those at greater depth are:

	Reading	Writing	Maths
Whole school	66%	63.4%	73%
Boys	60%	65.7%	77.1%
Girls	71.4%	60.7%	67.9%
EAL	71.4%	64.3%	78.6%
Non-EAL	63.2%	55.1%	71.4%
SEND	22.2%	22.2%	33.3%
Non-SEND	72.2%	63%	79.6%

- We were awarded the Gold Sports Award for 2023-2024, and 2024-2025 for our regular participation in a variety of sports events and for our lunchtime activities provided throughout the year.
- The girls participated in a girls' football competition.
- Beth Tweddle visited the school and gave an inspirational presentation

Objective 2: To monitor the impact of the new curriculum to ensure that the needs of all learners are met, particularly that pupils with SEND acquire the knowledge, life skills and cultural capital they need to succeed in life.

November 2022 update:

- Staff have carried out more frequent pupil voice surveys to monitor the experiences and opinions of all children including SEND.
- Improved APDR support planning includes smarter targets and the voices of children and parents.
- All curriculum subject leaders are asked to cover the monitoring of standards, coverage and provision for children with additional needs in their presentations to governors.

May 2024 update:

- The KS2 four year rolling programme returned to cycle A in September 2023 and thus had to be reviewed upper and lower KS2 foundation subjects are now taught separately. The topics are the same but with different skills and knowledge to provide more suitable challenges.

July 2024 update:

- Sharing the SENDCo role between a SENDCo in training and the HT enabled many improvements to the provision of support for SEN children. Alongside our standard provision, we had support from a S&L specialist, Young Carers, CPD from an OT and an educational psychologist. Interventions were more precise and additional SEMH support was given. This is not reflected in progress made data, but this is due to the specific needs of this cohort and some areas of progress are not quantifiable.
- Visits to school from our assigned Family worker enabled us to give additional support to some of our families.

January 2026 update

- The curriculum has continued to be adapted to meet the needs and interests of each new cohort. Upper and lower KS2 have become even closer aligned so that more affordable trips and visitors can be arranged and therefore accessible to everyone.
- Our SENDCo had been fully qualified for over a year with allocated time each week to attend training (ASD in girls, ASK HERMIONE FOR MORE EGS) and to focus on bespoke interventions or class adaptations.
- Whole school approach to active learning has been adopted and continues to be improved. Hopefully improved engagement in lessons will be achieved. This needs to be reviewed at the end of the year using pupil and staff voice.
- The family support worker continues to meet regularly with some families.
- S&L support has continued and additional children have been flagged for sessions. Training for TAs has enabled us to continue with S&L therapy in school.

Objective 3: As Covid measures hopefully continue to lift, to resume a full calendar of events in the community, visitors to school, enrichment activities and visits to promote cultural development, and pupils' understanding and appreciation of diversity through a rich range of experiences.

November 2022 update:

- Events and activities in 2021/22 included:
  - celebration of Women's History Month with children asked to contribute a piece of homework on their chosen woman from history to add to a display and book;
  - science week with a diverse range of visitors including women working in STEM;
  - the Commonwealth challenge in which children had the opportunity to try the national sports of nations participating in the Commonwealth Games, including Australian rules football and Malaysia's Sepak Takraw;
  - sunflower competitions to raise money for a charity providing book boxes to Ukrainian refugee children;
  - Diwali day. Other celebration days planned for this year include world religion day and Eid day;
  - KS2 visits to Cambridge Central Mosque and Ely Cathedral;
  - families asked to contribute words and phrases to a display showing languages children use at home;
  - teachers using a language chosen by a child when taking the register.

May 2024 update:

- Invited villagers to school events e.g. Christingle service and summer music concert
- Nativity and KS2 summer production performed to a live audience
- Mums and dads in school
- Invited parents to come into school to share a birthday lunch with their child
- KS2 summer residential
- Parents invited to join our Friday morning celebration collective worship.
- Held in person History off the Page days for History of Toys, Life in a Medieval castle, the Great Fire of London and The Romans.
- Visit to West Stowe and Cambridge including the Scott Polar Institute and the Botanical Gardens
- Sporting events organised by SCSSP

July 2024 update:

- KS2 participation in Young Voices day at the O2, they also appeared on the Young Voices video recorded on the day.
- Science Week – Hello Earth
- World book day including a visit by an author
- Various international dance experiences including Flamenco and Morris dancing
- Presentation to the whole school about their life given by a refugee pupil
- Fundraising for 'Break' and participation in the Cambridge Giraffe Trail
- Year 5 and 6 participation in the Cambridge University research project linking schools in Italy and Nepal to discuss climate change and the effect on their lives in different regions of the world.
- Whole school trip to Ely on the train.

January 2026 update:

- With no restriction on trips and visitors, we have resumed a full calendar of CB23 competitions, sports tournaments, volunteers in school. Some examples:
- Years 4-6 participated in the 2026 Young Voices day at the O2
- KS2 residential to Chelling June 2025

- Visiting scientists
- Life Bus
- First Aid for KS2 delivered by East Anglian Air Ambulance
- PCSO visit

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