



Pontesbury CE **Primary School**

Equality Statement

Reviewed October 2026

This statement seeks to place the Church of England's vision for education 'Educating for life in all its fullness' and the school's vision 'Aim High, Climb Higher' (which is reflected by Psalm 121 "Lift up my eyes to the mountains— where does my help come from? My help comes from the LORD") at the forefront of consideration whilst creating this statement to promote the flourishing of children and adults in our school community (whilst ensuring that legislation and guidance are followed). This following statement outlines how Pontesbury CE Primary School ensures equality of opportunity for all.

Schools Aims

Equality of opportunity at Pontesbury CE Primary School is about providing equality and excellence for all in order to promote the highest possible standards of achievement. Equality of opportunity applies to all members of the school community – pupils, staff, governors, parents and community members.

In accordance with Pontesbury CE Primary School's values, we pledge to:

- Respect the equal human rights of all our pupils
- Educate them in equality
- Respect the equal rights of our staff and other members of the school community
- Ensure that all staff and children have the right to be able to fulfil their aspirations
- Ensure that all staff and children feel safe in our environment and have the right to enjoy their school life
- Instil the courage in the staff and children to stand up and be proud of who they are

We will assess our current school practices and implement all necessary resulting actions in relation to the nine protected characteristics.

We will promote community cohesion at school, local, national and global levels, comparing our school community to its local and national context and implementing all necessary actions in relation to the nine protected characteristics.

We aim to promote equality of opportunity and good relations across all aspects of school life. We do this by:

- Creating an ethos in which pupils and staff feel valued and secure;
- Building self-esteem and confidence in our pupils, so they can use these qualities to achieve their full potential and become rounded citizens of the wider community;
- Have consistent expectations of the pupils and their learning;
- Removing or minimising barriers to learning, so that all pupils can achieve;
- Ensuring that our teaching takes into account the learning needs of all pupils through our curriculum and lesson planning;
- Actively tackling discrimination and promoting equality through our curriculum;
- Making clear to our pupils what constitutes aggressive and discriminatory behaviour;
- Ensuring class and school resources reflect society as a whole;
- Has clear procedures for dealing with discriminatory incidents and that these are understood by all; and
- Ensure all pupils develop mutual respect through the school ethos, teachings and adult example.

These aims are designed to ensure that the school meets the needs of all of its community, taking account of the nine protected characteristics: age, disability, gender reassignment, marriage or civil partnership (employment only), pregnancy and maternity, race, religion or belief, sex, sexual orientation. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society.

Statutory requirements

The equality objectives in Section 10 below address our duties under current equality legislation, up to and including the Equality Act 2010. They also relate to the Shropshire Council procedure for recording incidents involving pupils in schools.

The accessibility plan and audit address our duty under the Special Educational Needs and Disability Act (SENDA) 2001.

The community cohesion plan below addresses our duty under the Education and Inspections Act 2006.

Pontesbury CE Primary School Equality Objectives

Evidence	Sexual orientation	Sex	Religion / belief	Race	Pregnancy and maternity	Gender Reassignment	Disability	Age	Success criteria	Action	Issue being addressed
Termly Data Analysis							✓		Attainment and progress gap reduces between SEND and non-SEND pupils. SEND pupils make the expected progress from the relative starting points.	SENDCo to coordinate provision for SEN pupils and identify specific training required to support them. High quality provision for individual pupils with specific needs. Planned use of resources and intervention to support SEN pupils. Calculated deployment of staff to support the individual needs of SEN pupils. Regular formative summative	To ensure a continued high quality of curriculum provision and support for SEN pupils.

	cultural development service to support children with English as an Additional Language.										
To develop children's understanding of the value of diversity in British society	To promote British Values throughout the school context. To monitor curriculum development work to ensure that children have opportunities to reflect on life in modern Britain.	Children develop relationships with pupils from different backgrounds and develop a greater understanding of the value of diversity in British society.	✓	✓	✓	✓	✓	✓	✓	✓	British Values promoted in assemblies and teaching. Monitoring and Pupil Voice – Children's understanding of British Values
To develop children's awareness of ethnic diversity of UK and to challenge stereotypes within world.	Implementation and application of teaching using the new SACRE Celebrations of different ethnic groups (e.g. through festivals). Discrete teaching to challenge	Children have greater understanding about ethnic diversity within UK	✓	✓	✓	✓	✓	✓	✓	✓	PSHE and Personal Development R.E SACRE Monitoring and Pupil Voice – Children's understanding and awareness of cultural diversity

	understanding of stereotypes (e.g. Anti-bullying day and RSE)										
Continue to ensure that prejudice related incidents are eliminated from our school.	Clear rules of behaviour (RRS). Monitoring of behaviour records. Opportunities to celebrate diversity.	Behaviour records continues to indicate no prejudice related incidents.	✓	✓	✓	✓	✓	✓	✓	✓	Behaviour Policy Anti-bullying Policy Day-to-day Observations Behaviour Record