



Equalities Policy

(including Equalities Information and Objectives)



Talbot Primary School

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Approved By:	Governing Body	Date:	24.02.26
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Introduction

Talbot welcomes our duties under the Equality Act 2010 as both a provider of education and as an employer.

We believe that all pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstances. We are committed to creating a community that recognises and celebrates difference within a culture of respect and co-operation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. We recognise that equality will only be achieved by the whole school community working together – our pupils, staff, governors and parents/carers.

This document outlines the principles which will guide our approach to working with our school community and enabling an open culture. For staff and prospective staff, this policy should be read in conjunction with the Hamwic Equalities Policy.

National and Legal Context

We recognise that we have duties under the Equality Act 2010 in relation to the school community to eliminate discrimination, advance equality of opportunity and foster good relations between protected groups.

We also recognise that we have a duty under the Education & Inspections Act 2006 to promote community cohesion, i.e. developing good relations across different cultures and groups.

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

School Context

Across the three years shown, the school has consistently had a well-above-average number of pupils on roll, while the proportions of pupils eligible for FSM6 have remained close to national averages and lower than those seen in the local area. Levels of SEN support in the school stayed close to average and generally below local area levels, and the percentage of pupils with an EHC plan remained close to or below average compared with both national and local figures. The proportion of pupils with English as an additional language increased steadily from 2023 to 2025 and remained close to average, sitting slightly above local area rates. The percentage of Children in Need was close to average in 2023 and 2024, rising to above average in 2025, though still notably lower than consistently high levels in the local area. Pupil stability remained below average throughout the period. Overall, the school's pupil base experienced levels of deprivation close to average, while the local area showed above-average deprivation, and the school's location-based deprivation remained below average across all three years.

The school's pupil population is predominantly White British, representing just over 60% of all pupils and broadly in line with the national picture. The proportions of pupils from Asian backgrounds, including Bangladeshi, Chinese, Indian, Pakistani, and other Asian groups, are lower than national averages. Similarly, the representation of Black or Black British pupils is also below national levels, with very small percentages recorded across Caribbean and other Black backgrounds. Pupils from mixed ethnic backgrounds are present in small numbers and are broadly comparable to national proportions. The school has a higher-than-average proportion of pupils identified as being from 'Any other White background', while categories such as

Gypsy/Roma, Irish, and Traveller of Irish heritage remain very small. Overall, the school's ethnic profile reflects a less diverse intake than seen nationally, with the main variance being a higher proportion of pupils from other White backgrounds.

From IDSR report January 2026 (Release date 21.11.25)

We collect equality information and this can be referenced in the appendices of this statement.

Principles

To fulfil our legal obligations, we are guided by a number of principles. All pupils, families and staff are of equal value.

We recognise and respect difference. We see all pupils, potential pupils, their parents and carers, and staff as of equal value:-

- Whether or not they are disabled
- Whatever their ethnicity, culture, national origin or national status
- Whatever their gender or gender identity
- Whatever their religious and non-religious affiliation or faith background
- Whatever their sexual orientation
- Whatever their marital status
- Whether they are currently pregnant or have recently given birth
- Whatever their age
- Whether they have a connection with the forces community
- Whether or not English is their first language
- Whether or not they have refugee/asylum status

We recognise that treating people equally does not necessarily involve treating them all the same. We recognise that our policies, procedures and activities must not discriminate but must take account of diversity and the kinds of barriers and disadvantage that staff, parents/carers or pupils may face in relation to their protected characteristics:-

- Disability – we note that reasonable adjustments may need to be made
- Gender and gender identity – we recognise that different genders and gender identities have specific needs
- Religion and belief – we note that reasonable requests in relation to faith, cultural background, or religious observance and practice may need to be made and complied with
- Ethnicity and race – we note that all have different experiences as a result of our ethnic and racial backgrounds
- Age – we value the diversity in age of staff, parents and carers
- Sexual orientation – we respect that individuals have the right to determine their own sexual identity and that they should not experience disadvantage as a result of this.
- Marital status – we recognise that our staff, parents and carers may make their own personal choices in respect of personal relationships and that they should not experience disadvantage as a result of the relationships they have
- Pregnancy and maternity – we believe that our staff, parents and carers should not experience any unfair disadvantage as a result of pregnancy or having recently given birth
- We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:-

- positive attitudes and interaction between groups and communities different from each other

- an absence of harassment, victimisation and discrimination in relation to any protected characteristics

We observe good equalities practice in relation to staff and follow the Hamwic Education Trust's Disability and Equality policy. We ensure that our policies and practices for all staff and potential staff throughout the employment lifecycle, i.e. from recruitment through to the cessation of employment and beyond, are applied fairly and consistently across all groups with full respect for legal rights, taking into account aspects applicable to particular groups (e.g. duty to make reasonable adjustments for disabled staff). We aim to reduce and remove inequalities and barriers that already exist.

We intend that our policies, procedures and activities avoid or minimise any possible negative impacts and we aim to reduce inequalities that exist between groups and communities different from each other. We consult and involve, to ensure that views are heard.

In our development of policies, we engage with protected groups within the school community to ensure that their views are taken into account. For policies and activities affecting pupils, we will take account of views expressed at school council; for parents, through parent governor representation and for staff, through staff governor representation. Where necessary, we will consult more widely with specific groups.

We aim to foster greater community cohesion. We intend that our policies, activities and curriculum offer greater social cohesion and provide for an equal opportunity to participate in public life irrespective of the protected characteristics of individuals and groups.

We base our practices on sound evidence. We maintain and publish information annually to show our compliance with the public sector equality duty, set out under section 149 of the Equality Act 2010. Our current equality information can be found in Appendix A to this policy statement.

We set ourselves specific and measurable equality objectives. We develop and publish specific and measurable objectives every four years based on the evidence that we have gathered (principle 8) and the engagement we have been involved in (principle 7).

The objectives can be found in Appendix B to this policy statement and take into account both national, county and school level priorities.

We will set ourselves new objectives every four years, but keep them under review and report annually on progress towards achieving them.

Application of the principles within this policy statement

The principles outlined in the policy statement will be applied and reflected in:- •

The delivery of the school curriculum

- The teaching and learning within the school
- Our practice in relation to pupil progress, attainment and achievement
- Our teaching styles and strategies
- Our policies and practice in relation to admissions and attendance
- Our policies and practice in relation to staff
- Our care, guidance and support to pupils, their families and staff
- Our policies and practice in relation to pupil behaviour, discipline and exclusions
- Our partnership working with parents and carers
- Our contact with the wider school community

Addressing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice including, but not limited to prejudice related to protected characteristics. The school is also opposed to prejudice related bullying within and between those who have a protected characteristic.

We will ensure that prejudice-related incidents in relation to staff and pupils are recorded and dealt with appropriately.

Roles and responsibilities

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented and that arrangements are in place to deal with any concerns or unlawful action that arises. This policy will be reviewed and updated by the Governing Body in conjunction with its equality objectives every four years.

The headteacher is responsible for implementation of this policy, ensuring that all staff are aware of their responsibilities and given appropriate training and support and for taking appropriate action in any cases of unlawful discrimination, harassment or victimisation.

All staff are expected to work in accordance with the principles outlined in this policy to:-

- promote an inclusive and collaborative ethos in their practice
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons
- support pupils in their class who have additional needs

Appendix A Equalities Information

We recognise that the public sector equality duty has three aims, to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act
- advance equality of opportunity between people who share a protected characteristic and those who do not
- foster good relations between people who share a protected characteristic and those who do not

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief and sexual orientation).

We have also involved staff, pupils, parents and others in the following ways:

- Cultural tea parties with Year 6 pupils: during the Autumn term groups of Year 6 pupils are invited to have tea with the Headteacher to discuss their life experiences and cultures. This is also replicated with the whole year group at the end of the year.
- Consult individually with parents from protected groups as issues arise to ensure thoughtful and proportionate responses.
- Email consultation with school community regarding the Equalities Policy to ensure transparency and to identify any gaps or concerns.
- Cultural Assemblies: Assemblies planned and led by the Year 6 Head Pupils and Prefects to recognise and celebrate the cultural diversity of the school population.

1.1 Pupil-related data

Pupil Information – Talbot Primary School
Information for 2025 – 2026 academic year

	Number (whole school)	Attendance % (whole School)
Total	551	
Boys	275	95.4%
Girls	276	95.1%
EAL (English as an additional language)	176	95.6%
SEN (Special Educational Needs)	100	91.0%
FSM (Free School Meals)	126	91.7%
EHCP (Education Health and care plan)	16	81.6%
LAC (Looked after Child)	6	94.7%
Service children premium	1	98.9%

Contextual Information

Any other Asian Background	1
Any other Ethnic Group	13
Any other mixed background	3
Any other white background	16
Black Caribbean	0
Chinese	3
Indian	3
Not yet obtained	19
Other mixed background	8
Other white British	7
Pakistani	1
White British	328
White English	19
White and any other ethnic group	3
White and Asian	6
White and Black African	8
White and Black Caribbean	8
White Eastern European	11

Further Performance Data can be found in the Statutory Information section on our Website.

The school has published various policies on the school's internet site, such as the SEN report, behaviour policy, attendance policy, safeguarding and child protection policies and our curriculum information. These policies evidence the school's commitment to the principles outlined in this policy and the public sector equality duty.

Date of publication of this appendix: 29/01/2026

Date for review and re-publication: January 2030

Appendix B Equality Objectives

We recognise that the public sector equality duty has three aims:

- To eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act
- To advance equality of opportunity between people who share a protected characteristic and those who do not
- To foster good relations between people who share a protected characteristic and those who do not

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, sex, gender reassignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief and sexual orientation).

We have also involved staff, pupils, parents and others in the following ways: see appendix A

Having referred to and analysed our equality information, we have set ourselves the following objective(s):

Objective	Milestones – how do we know we are making progress?	Final review
<p>Objective 1: To ensure that the curriculum and school policy promotes equality, diversity and inclusion.</p>	<ul style="list-style-type: none"> - Audit the existing curriculum and school policies to identify strengths, gaps, and biases related to equality, diversity, and inclusion (EDI). - Gather pupil, staff, and parent voice where appropriate to understand lived experiences - Review data (attainment, behaviour, attendance) by protected characteristics to identify disparities. - Update curriculum content to ensure diverse perspectives, identities, and experiences are meaningfully represented across subjects. - Embed inclusive teaching approaches and differentiation strategies and ensure consistent implementation across the school. - Communicate policy updates clearly to staff, pupils, and families. - Deliver professional development on EDI, inclusive pedagogy, and unconscious bias - Provide practical guidance for staff on embedding EDI in daily practice. - Celebrate good practice and positive impact within the school community. 	
<p>Objective 2: To develop and implement a robust, education-led policy for addressing discrimination across the school community.</p>	<ul style="list-style-type: none"> - Agree clear values and principles for an education-led approach to addressing discrimination. - Consult with school community on above. - Define what success looks like for prevention, response, and impact on school culture. - Ensure alignment with statutory duties and school values. - Develop a clear, accessible policy outlining definitions, expectations, reporting procedures, and responses. - Integrate the policy into staff practice, behaviour systems, and the curriculum where appropriate. - Deliver staff training and ensure all understand expectations including the reporting procedure. - Monitor incidents, responses, and outcomes to evaluate impact. - Consult school community to ascertain their view on the policy's effectiveness and make changes where necessary. - Communicate the policy clearly to pupils, families, and the wider school community. 	



<p>Objective 3: Acknowledge and celebrate good relations between people who share a protected characteristic and those who do not.</p>	<ul style="list-style-type: none"> - Gather ongoing feedback from pupils and staff on confidence and consistency. - Audit curriculum content to ensure it includes meaningful opportunities to build knowledge of different identities, experiences, and perspectives. - Gather pupil and staff voice on belonging, representation, and relationships across difference. - Create an annual cultural calendar that reflects a wide range of protected characteristics (e.g. race, religion or belief, disability, sex, sexual orientation) link this with whole school assemblies where appropriate. - Create opportunities for the school community to celebrate protected characteristics led by staff, pupils and their families. - Communicate cultural learning to families through newsletters and Class Dojo. - Evaluate the impact of assemblies and cultural curriculum through pupil voice and behaviour data. 	
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1.2 Date of publication: January 2026

Date for review and re-publication: January 2030

NOTE: The Equality Act 2010 (Specific Duties) Regulations 2011 require Governing Bodies to publish equality objectives at intervals of no more than four years but schools should publish detail on progress towards these objectives on an annual basis and publish this detail on the school's internet site.



Appendix C Review of Previous Objectives

Objective	Review
<p>Objective 1: To ensure the successful integration of pupils joining school with English as an additional language through the implementation of rigorous systems, accurate initial assessment, tailored support and high-quality training for staff.</p>	<p>Talbot has been part of a Hamwic Academy Trust three-year EAL project, now in its second year, to implement a unified system across the Trust to ensure the highest quality support for pupils who join us with English as an Additional Language.</p> <p>Actions taken so far:</p> <ul style="list-style-type: none"> - Reviewed and strengthened the induction process for pupils with EAL - Developed improved admissions forms to ensure key information is gathered and shared promptly with class teachers. - Created displays across the schools to celebrate the languages spoken within our communities. - Increased the number of foreign-language books available in school libraries, supported by parent donations. - Produced a complete draft of EAL policy, ready for board approval. - Evaluated the impact of the 2024-25 EAL strategy. - Used school assessment data to analyse the EAL cohort and track progress.
<p>Objective 2: To reduce the level of persistent absence amongst pupils with Special Educational Needs or Disability in current Years R, 2, 3, 4, 5 & 6</p>	<p>For the year 2024/25, persistent absence amongst pupils with pupils with SEND has decreased from 22.9% (2023/24) to 18.3% which is less than the national average.</p>

