

“Therefore encourage one another and build each other up, just as in fact you are doing”

1 Thessalonians 5:11

Thatcham Park C.E. Primary & Nursery School,

Equality Policy and Objectives

Our Christian values underpin our ethos; every child is valued and encouraged to achieve their full potential. Every member of our school community is encouraged to respect and value each other. We want our children to learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.



1. Our Commitment

Thatcham Park C of E Primary School is committed to ensuring equality of opportunity and inclusivity for all members of our school community:

- pupils who attend the school,
- their families,
- those who are employed by the school,
- our visitors
- other users of school facilities and services.

We celebrate and value diversity in our community. This is in line with our Vision:

“Therefore encourage one another and build each other up, just as in fact you are doing.” (1 Thessalonians 5:11)

Thatcham Park provides an inclusive learning community built on our Christian faith and values.

Together we aspire to nurture and develop the extraordinary potential in every member of our school family.

Faith, respect and spirit of enquiry drive us forward in our journey together.

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This commitment recognises that it is not enough to treat everyone the same: we aim to understand and address any barriers which could lead to unequal outcomes for different members of our community.

Guided by our vision, we recognise that encouraging one another and building each other up requires us to identify and remove barriers that may prevent children, families or staff from flourishing. We believe that every individual is of equal worth and has unique God-given gifts and potential. Our approach to equality therefore seeks not only to prevent discrimination, but to ensure that all members of our school community are supported to participate fully, achieve highly and flourish.

We recognise that some pupils need extra support to help them to achieve and be successful. We endeavour to ensure that people from different groups are consulted and are involved in our decisions especially pupils, parents and those of us who can be treated less favourably.

2. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share a relevant protected characteristic
- Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it. The protected characteristics are:
 - Age
 - Disability
 - Gender reassignment
 - Marriage or civil partnership
 - Pregnancy and maternity
 - Race
 - Religion or belief
 - Sex
 - Sexual orientation

In addition to the protected characteristics above, at Thatcham Park C of E Primary and Nursery School, we include:

- Children in care
- Young carers
- Pupils with special needs including high achievers

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- Pupils whose home language is not English
- Pupils who are socio-economically disadvantaged - Gypsy, Roma and children of traveller families

Our school aims to promote respect for difference and diversity in accordance with our values: community compassion respect wisdom, thankfulness and endurance

3. The Law

This document meets the requirements under the following legislation:

[The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination.

[The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

Under the Equality Act 2010 it is unlawful to discriminate against an individual because of their protected characteristics.

4. Promoting Equality

Equality, diversity and inclusion are integral to all aspects of school life. The school seeks to eliminate discrimination, advance equality of opportunity and foster positive relationships in accordance with the Equality Act 2010 and the Public Sector Equality Duty.

Equality considerations are taken into account when developing policies, making decisions and reviewing provision. Staff receive appropriate training and guidance to ensure equality remains an integral part of safeguarding, curriculum delivery and wider school life.

5. Roles and responsibilities

The Governing Board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents/carers
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

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The equality governor is Rachael Lorman, supported by Rachael Lorman. They will:

- Meet with the designated member of staff for equality every [frequency], and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors
- Have “due regard” when making a decision or taking an action to whether it may have particular implications for people with particular protected characteristics

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

6. Advancing Equality of Opportunity

The school uses attainment, attendance, behaviour, participation and wellbeing information to identify any groups experiencing barriers to achievement or participation.

Where inequalities are identified, leaders take appropriate action to remove barriers, provide support and improve outcomes.

7. Equality Information

7.1 School Context

At Thatcham Park Church of England Primary School, we are committed to ensuring that all members of our community can flourish and fulfil their potential. Guided by our Christian vision and values, we seek to identify and remove barriers to participation, achievement and wellbeing.

The school serves a diverse community and regularly reviews information relating to protected characteristics and other groups that may experience disadvantage or unequal outcomes. This helps us identify priorities and take appropriate action to advance equality of opportunity.

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Our approach to equality is rooted in the belief that every member of our school family should be encouraged, supported and empowered to thrive. Equality work at Thatcham Park is therefore focused on removing barriers, providing appropriate support and ensuring that all pupils can access the opportunities they need to develop their potential academically, socially, emotionally and spiritually.

7.2 Equality Information

Current school information indicates that:

- The proportion of pupils identified with SEND is significantly above national averages.
- The proportion of disadvantaged pupils is above the West Berkshire average.
- A number of pupils require additional support through targeted interventions, reasonable adjustments and bespoke curriculum pathways in order to access learning successfully.
- The school provides specialist support for pupils with speech, language and communication needs, including targeted early intervention approaches.
- Accessibility is considered as part of curriculum provision, communication with families, the physical environment and the procurement of digital technology.
- The school actively promotes diversity, inclusion, respect, dignity and positive relationships through its curriculum, collective worship and wider provision.

7.3 How We Monitor Equality

In accordance with the Public Sector Equality Duty, the school reviews a range of information to identify whether any groups are experiencing barriers to participation, wellbeing or achievement.

This includes:

- attainment and progress data;
- attendance and persistent absence;
- behaviour, suspensions and exclusions;
- participation in clubs, trips, leadership opportunities and enrichment activities;
- access to the curriculum and wider school life;
- incidents of prejudice-related behaviour or bullying;

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- pupil, parent and staff voice;
- accessibility and inclusion considerations relating to the physical environment and communication systems.

The Governing Board receives regular updates regarding the achievement, progress and wellbeing of different groups of pupils and uses this information to evaluate the effectiveness of the school's equality objectives.

7.4 What the Information Tells Us

Analysis of the school's equality information indicates that key priorities include:

- Improving outcomes for disadvantaged pupils, particularly in writing.
- Continuing to develop support for pupils with SEND and speech, language and communication needs.
- Ensuring all pupils can access the curriculum and wider opportunities regardless of need or background.
- Continuing to remove barriers to participation through accessible environments, communication systems and inclusive practice.

7.5 Impact of Our Work

The school has several strengths in promoting equality, inclusion and accessibility:

- Pupils with SEND attain favourably compared with national SEND outcomes in a number of areas.
- Bespoke provision enables identified pupils to access learning appropriate to their needs whilst maintaining ambitious expectations.
- Families can access information through a range of methods, including digital communication platforms and personalised support where required.
- Pupils are encouraged to value diversity, show respect for others and contribute positively to school life and the wider community.

8. Monitoring and Review

8.1 Monitoring pupil performance

As part of the process of tracking pupils' progress, we monitor the performance of different groups, to ensure that all are making the best possible progress. We use this information to adjust future teaching and learning plans. School performance information is compared to national data and Local Authority data, to ensure that

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pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances. Resources are available to support groups of pupils where the information suggests that progress is not as good as it should be. The Governing Board receives regular updates on pupil performance.

8.2 Monitoring other indicators

We also monitor equality data on:

- Attendance
- Exclusion
- Incidents of discrimination
- All forms of bullying
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9. Equalities Objectives

Equality Objectives and Our Christian Vision

Our equality objectives reflect our commitment to living out our Christian vision of encouraging one another and building each other up. They focus on identifying and removing barriers that may prevent pupils from flourishing and achieving their potential. Through these objectives, we seek to ensure that all pupils, particularly those who may experience disadvantage or additional challenges, can fully participate in school life, access high-quality education and develop the knowledge, skills and confidence needed to flourish now and in the future.

We formulate and publish at least every four years, specific and measurable objectives, based on the evidence we have collected as well as national and local priorities, as appropriate. We revisit our equalities objectives annually and report to the Governing Board on progress towards achieving them.

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Objective One (September 2025)	
	<i>In line with the Public Sector Equality Duty under the Equality Act 2010, Thatcham Park school will take proactive steps to advance equality of opportunity for disadvantaged pupils by reducing the spoken language and communication gap evident at school entry.</i>
Annual Review September 2026	Impact: Partially achieved and ongoing Early language and communication development continues to be prioritised through targeted interventions, high-quality adult-child interactions and evidence-based programmes including ECAT and Flying Start. Staff confidence in identifying and supporting pupils with emerging communication needs has increased and families continue to be supported through collaborative approaches. EYFS analysis indicates that disadvantaged pupils generally make progress in line with, and in some areas stronger than, the cohort as a whole. Targeted intervention has supported improvements in areas where weaker progress was initially identified. The school's focus on communication and language has contributed to strong outcomes for vulnerable groups. SEND pupils attain well compared with national SEND outcomes and make strong progress in several key areas following targeted support. Analysis of pupils who did not achieve GLD indicates that listening and attention remain significant barriers to learning for some children, suggesting that continued focus on communication, language and self-regulation is required. The objective has therefore had a positive impact on advancing equality of opportunity and will be carried forward into the 2026-2030 objectives through a broader focus on speech, language and communication development.

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New objectives 2026-30 (linked to the School Development Plan)

Objective One (September 2026 redrafted)	
Specific	<i>To improve speech, language and communication outcomes for pupils in the Early Years, particularly those who are disadvantaged or at risk of underachievement, by ensuring timely identification of need, targeted intervention and high-quality communication-rich provision.</i>
Measurable	- Improved Communication and Language outcomes in EYFS, particularly for disadvantaged pupils. - Increased identification and support for pupils with speech, language and communication needs (SLCN). - Improved outcomes through ECAT, Flying Start and other language intervention programmes. - Increased staff confidence and consistency in supporting communication and language development. - Positive feedback from parents and carers regarding support and engagement
Attainable	- Deliver targeted language interventions through ECAT, Flying Start and other evidence-informed programmes. - Embed high-quality adult-child interactions across Early Years provision. - Provide staff training on speech, language and communication development and inclusive communication strategies. - Work closely with families to support language-rich home environments. - Collaborate with external professionals, including Speech and Language Therapy services, where appropriate. - Ensure pupils with emerging speech, language and communication needs are identified early and receive appropriate support.
Relevant	<i>This objective supports the Equality Act 2010 by:</i> - Removing or minimising disadvantages experienced by disadvantaged pupils and those with communication needs. - Taking steps to meet the needs of pupils who experience barriers to learning and development. - Advancing equality of opportunity through early intervention and targeted support. - Promoting equitable access to learning, participation and achievement from the earliest stages of education.
Time-Bound	• - Progress towards this objective will be reviewed annually. - Relevant equality information and attainment data will be analysed and published annually. - The effectiveness of interventions and provision will be evaluated as part of the school's self-evaluation processes. - The objective will be formally reviewed by September 2030.

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Objective Two	
Specific	<i>To improve access, participation and achievement for pupils with Special Educational Needs and Disabilities (SEND) through early identification, targeted support, reasonable adjustments and inclusive practice, ensuring that pupils can fully participate in school life and achieve their potential.</i>
Measurable	- Improved participation in learning and wider school life for pupils with SEND. - Evidence of effective reasonable adjustments in teaching, learning and school systems. - Positive pupil and parent feedback regarding inclusion and support. - Improved attendance, engagement and progress measures for identified pupils where appropriate. - Reduced barriers to participation through curriculum adaptations, accessibility measures and targeted provision.
Attainable	• - Maintain robust systems for identifying and assessing need. - Provide targeted interventions and bespoke provision where appropriate. - Ensure staff receive ongoing training in adaptive teaching and inclusive practice. - Implement reasonable adjustments to curriculum delivery, resources and school systems. - Work collaboratively with families and external professionals to support pupils' individual needs. - Regularly review the effectiveness of SEND provision, including targeted and bespoke support. •
Relevant	<i>This objective supports the Equality Act 2010 by:</i> - Advancing equality of opportunity for pupils with disabilities and additional needs. - Removing or minimising barriers to participation, learning and achievement. - Making reasonable adjustments to ensure equitable access to education and wider school opportunities. - Supporting inclusion and enabling all pupils to flourish irrespective of need or circumstance.
Time-Bound	• - Progress towards this objective will be reviewed annually. - Relevant equality information and school performance data will be analysed and published annually. - The effectiveness of provision and reasonable adjustments will be evaluated through the school's monitoring, review and self-evaluation processes. - The objective will be formally reviewed by September 2030.

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Objective Three (September 2026)	
Specific	<i>To reduce attainment gaps for disadvantaged pupils, particularly in writing, by ensuring equitable access to high-quality teaching, targeted intervention and wider curriculum opportunities.</i>
Measurable	- Improved attainment and progress for disadvantaged pupils, particularly in writing. - Reduction in the attainment gap between disadvantaged pupils and their peers where appropriate. - Increased participation of disadvantaged pupils in enrichment activities, leadership opportunities, trips and wider curriculum experiences. - Evidence that barriers to learning are identified and addressed through targeted support and provision. - Positive pupil and parent feedback regarding inclusion, participation and support.
Attainable	• - Deliver high-quality adaptive teaching and responsive intervention programmes. - Use assessment information to identify barriers to learning and target support effectively. - Monitor the participation, attendance and achievement of disadvantaged pupils. - Ensure disadvantaged pupils can access enrichment opportunities and wider curriculum experiences. - Work in partnership with families to support engagement, attendance and achievement. - Regularly review the impact of pupil premium funding and associated interventions.
Relevant	<i>This objective supports the Equality Act 2010 and Public Sector Equality Duty by:</i> - Advancing equality of opportunity for pupils who experience socio-economic disadvantage. - Removing or minimising barriers that may prevent pupils from achieving their potential. - Promoting equitable access to learning, enrichment and wider opportunities. - Supporting all pupils to flourish, participate fully and achieve success regardless of background or circumstance.
Time-Bound	• - Progress towards this objective will be reviewed annually. - Relevant equality information, attainment and progress data will be analysed and published annually. - The effectiveness of interventions and support strategies will be evaluated through the school's monitoring and self-evaluation processes. - The objective will be formally reviewed by September 2030.

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