



Chiseldon Primary & Nursery School

Single Equalities Policy & Plan

Governor's Committee Responsible: FGB

Status and Review Cycle: Statutory Annual

Ratified by Governors: March 2026

Next Review Date: March 2027

1. Introduction

Chiseldon Primary & Nursery School is committed to promoting equality, diversity, and inclusion for all members of our school community. This Single Equalities Policy & Plan consolidates our legal duties and best practises under the Equality Act 2010 and related legislation, including the Public Sector Equality Duty (PSED). It reflects our commitment to:

- Eliminating discrimination, harassment, and victimisation.
- Advancing equality of opportunity.
- Fostering good relations between people with different protected characteristics.
- Promoting community cohesion within our diverse school and local community.

This policy covers all protected characteristics as defined in the Equality Act 2010: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. It also specifically addresses Special Educational Needs and Disability (SEND) in line with the SEND Code of Practice.

2. Legal and Policy Context

Our approach complies with:

- The Equality Act 2010 and Public Sector Equality Duty (PSED).
- The SEND Code of Practice (latest version).
- The Education Act 2011 provisions relevant to equality and governance.
- OFSTED's 2025 Inspection Framework focusing on safeguarding, inclusion, curriculum quality, personal development, and leadership.
- Relevant DfE guidance on equality, diversity, and inclusion in education.

3. School Context

Chiseldon Primary & Nursery School serves approximately 170 pupils, including Nursery, with a diverse community profile:

- 28% Pupil Premium (PP)
- 28% Free School Meals (FSM)
- 0.7% Looked After Children (LAC)
- 36% SEND (including 9% with EHCPs)
- Ethnic and cultural diversity reflective of the local area



We recognise that equality can only be achieved through the collective effort of pupils, staff, governors, parents, and the wider community.

4. Our Equality Objectives

We commit to the following SMART objectives, reviewed annually:

- 1. Enhance outcomes for all pupils by closing gaps in achievement related to protected characteristics and disadvantage.**
Success Indicator: Reduction in attainment gaps as measured in internal and external assessments.
- 2. Promote a culture of respect and inclusion where discriminatory incidents are swiftly addressed.**
Success Indicator: Zero tolerance of discrimination incidents; monitored incident logs show reduction.
- 3. Ensure all staff receive regular training on equality, diversity, SEND, and safeguarding.**
Success Indicator: 100% staff completion of equality and safeguarding CPD annually.
- 4. Improve accessibility of the school environment, curriculum, and communications for disabled pupils, staff, and families.**
Success Indicator: Updated Accessibility Plan with measurable targets; positive feedback from stakeholders.
- 5. Foster community cohesion through curriculum content, events, and partnerships that celebrate diversity.**
Success Indicator: Increased pupil engagement in cultural events and community activities.

5. Roles and Responsibilities

- **Governing Body:**
Ensures statutory compliance, monitors equality objectives, and promotes an inclusive environment.
- **Headteacher and Leadership Team:**
Leads implementation, monitors progress, ensures staff training, and responds promptly to incidents.
- **All Staff:**
Promote equality in daily practice, challenge discrimination, and support diverse needs.
- **Pupils:**
Encouraged to respect differences and participate in promoting an inclusive school culture.

- **Parents and Carers:**
Engaged as partners in supporting equality and inclusion.

6. Equality in Practice

6.1 Teaching and Learning

- Use data to identify and address gaps in achievement.
- Employ inclusive teaching strategies and materials reflecting diverse cultures and perspectives.
- Promote discussion and understanding of equality and diversity issues.



- Provide targeted support for disadvantaged and SEND pupils, including those with EHCPs.

6.2 Admissions and Exclusions

- Comply with Swindon Borough Council's admissions policy ensuring no discrimination.
- Apply Behaviour Policy fairly, with right to appeal and consideration of pupils' needs.

6.3 Employment and Staff Development

- Ensure recruitment and promotion processes are fair and non-discriminatory.
- Monitor workforce equality data.
- Provide ongoing professional development on equality and inclusion.

6.4 Accessibility

- Maintain and review the Accessibility Plan addressing physical, curricular, and communication accessibility.
- Make reasonable adjustments proactively to meet needs of disabled pupils and staff.

7. Tackling Discrimination and Harassment

- Clear definitions of discriminatory incidents including verbal, physical, and online abuse.
- Procedures for reporting, recording, investigating, and resolving incidents.
- Support for victims and appropriate sanctions for perpetrators.
- Promotion of a safe and respectful environment for all.

8. Monitoring, Review, and Reporting

- Annual analysis of pupil achievement data by protected characteristic and disadvantage.
- Regular review of policy effectiveness and equality objectives.
- Reporting to governors and publication on the school website.
- Engagement with stakeholders for feedback and continuous improvement.

9. Publication and Communication

This policy and associated plans are:

- Published on the school website in accessible formats.
- Included in staff induction and training.
- Shared with parents, carers, and pupils through newsletters and meetings.
- Available in hard copy on request.

10. Conclusion

Chiseldon Primary & Nursery School is dedicated to fostering an environment where everyone is valued, respected, and supported to achieve their full potential. Through this policy, we affirm our commitment to equality and inclusion in all aspects of school life.



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Equality Action Plan (2026-2027)

Equality Objective	Actions	Success Criteria	Monitoring & Evaluation	Lead Staff	Timescale
1. Enhance outcomes for all pupils by closing gaps in achievement related to protected characteristics and disadvantage.	<ul style="list-style-type: none"> - Analyse pupil achievement data by race, gender, SEND, PP, and other groups termly (3). - Implement targeted intervention strategies for identified groups. - Set individual pupil targets with regular progress reviews. 	<ul style="list-style-type: none"> - Reduction in attainment gaps in internal and external assessments. - Evidence of targeted support impacting progress. 	<ul style="list-style-type: none"> - Termly data reports to SLT and governors - Pupil progress meetings. - Governor scrutiny of data trends. 	SENCo, SLT, Class teachers	Termly, reviewed annually
2. Promote a culture of respect and inclusion where discriminatory incidents are swiftly addressed.	<ul style="list-style-type: none"> - Maintain and regularly update incident log for discriminatory behaviour. - Provide staff training on identifying and responding to discrimination and bullying. - Promote pupil awareness through assemblies, PSHE, and curriculum. 	<ul style="list-style-type: none"> - Zero tolerance of discriminatory incidents. - Reduction in number and severity of incidents logged. - Positive feedback from pupils and parents on school climate. 	<ul style="list-style-type: none"> - Incident log analysis 5 times per year. - Staff and pupil surveys. - Reports to governors. 	Headteacher, DSL, PSHE Lead	Ongoing, reviewed termly
3. Ensure all staff receive regular training on equality, diversity, SEND, and safeguarding.	<ul style="list-style-type: none"> - Schedule annual CPD sessions on equality and inclusion. - Include training on SEND Code of Practice updates and safeguarding. - Monitor staff participation and impact on practice. 	<ul style="list-style-type: none"> - 100% staff completion of training. - Evidenced improvements in inclusive teaching strategies. 	<ul style="list-style-type: none"> - Training attendance records. - Lesson observations and learning walks. - Feedback from staff. 	CPD Coordinator, SENCo, DSL	Annual, with refresher sessions
4. Improve accessibility of the school environment,	<ul style="list-style-type: none"> - Review and update Accessibility Plan annually. - Conduct accessibility 	<ul style="list-style-type: none"> - Updated Accessibility Plan published. - Improved access 	<ul style="list-style-type: none"> - Accessibility audit reports. - Feedback from disabled 	Site Manager, SENCo, SLT	Annual review, ongoing



curriculum, and communications for disabled pupils, staff, and families.	audits of physical environment and digital resources. - Make reasonable adjustments proactively. - Provide accessible formats of communications.	and participation reported by disabled pupils and staff. - Positive feedback from parents/carers.	stakeholders. - Governor monitoring.		implementation
5. Foster community cohesion through curriculum content, events, and partnerships that celebrate diversity.	- Embed diversity and inclusion themes across curriculum subjects. - Organise cultural events and celebrations throughout the year. - Develop partnerships with local community groups.	- Increased pupil engagement in cultural activities. - Positive community feedback. - Curriculum reviews demonstrate diversity integration.	- Curriculum review reports. - Event attendance and feedback. - Community partnership evaluations.	Curriculum Leads, Community Liaison	Ongoing, reviewed annually

Additional Monitoring and Reporting

- Equality objectives and action plan progress will be formally reported to the Full Governing Body annually.
- The policy and action plan will be published on the school website and shared with staff, parents, and pupils.
- Regular feedback will be sought from all stakeholders to inform ongoing improvements.