

Equality Information and Objectives Including the Public Sector Equality Duty – April 2026 Review: April 2027

Equality Statement

Rockmount Primary School places great value on a sense of community and belonging, promoting creativity and inclusivity as part of the school motto, '**All Can Achieve**'. We seek to foster warm, welcoming and respectful environments which allow us to question and challenge discrimination and inequality, resolve conflicts peacefully and work/learn free from harassment and violence. We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access and learning so that we can create inclusive practices where the varying needs of individuals and groups are met. We therefore cannot achieve equality for all by treating everyone in the same manner. We will build on our similarities and seek enrichment from our differences, promoting understanding and learning to create a cohesive community. We refer to the agreed Rockmount School Values throughout the working day which underpin our ethos and foster equality in our school community – Respect, Kindness, Resilience, Integrity and Responsibility.

Legal Framework

This document meets the requirements under the following legislation:

- **The Equality Act 2010**, which introduced the public sector equality duty protects individuals from unfair treatment or discrimination and promotes a fair and equal society
- **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**.

Public Sector Equalities Duty

Rockmount Primary School welcomes its duties to meet its obligations under the Public Sector Equalities Duty by having due regard to the need to:

- Eliminate discrimination and other conduct prohibited by the Equality Act
- Advance equality of opportunity between people who share a protected characteristic and people who do not
- Foster good relations across all characteristics between people who share a protected characteristic and people who do not share it

The Protected Characteristics named in the Equality Act 2010 are:

- Age
- Disability
- Gender reassignment
- Marriage or civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Information on other groups of pupils

In addition to pupils with protected characteristics, we gather further information on specific groups of pupils in order to support our practice.

Ethnic Background	No. of pupils	Pupil %
Black African	24	5.3%
Black British	8	1.8%
Any Other Groups	18	4.0%
Asian British	2	0.4%
Asian Other	17	3.7%
Bangladeshi	1	0.2%
Black Other	21	4.6%
Black Caribbean	25	5.5%
Chinese	1	0.2%
Indian	4	0.9%
Mixed Other	73	16.1%
White & Asian	12	2.6%
White and Black African	5	1.1%
White and Black Caribbean	5	1.1%
Pakistani	3	0.7%
White British	183	40.3%
White other	52	11.5%

Other Groups	Pupil %
Male	49.5%
Female	50.5%
Pupils eligible for Free School Meals	18.9%
Pupils eligible for Pupil Premium Funding	21.6%
Pupils with Special Educational Needs and Disabilities (SEND)	23.5%
Pupils with English as an Additional Language (EAL)	19.8%
Young carers	0.8%
Looked after children	2.6%

It is our aim to embed the principle of equality through all policy and practice. To do this, we collect and use equality information to:

- Understand the impact of our policies, practices and decisions on people with different protected characteristics, and therefore plan more effectively to meet their needs
- Identify what the key equality issues are for our school and consider how we can address these issues
- Benchmark performance against that of similar organisations and assess its effectiveness
- Foster good relationships within our community
- Publish attainment data each academic year showing how pupils with different characteristics are performing

- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)

We implement our moral and legal responsibilities to ensure equality within our school by:

- Being aware of our obligations under the Equality Act 2010 and ensuring compliance with non-discrimination provisions.
- New staff receiving training on the Equality Act as part of their induction, and all staff receiving refresher training annually
- Implementing policies to ensure that every child is safe, healthy and able to enjoy learning and achievement and can contribute to the wider community
- Including in our policies reference to the importance of avoiding discrimination
- Removing or minimizing disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school activities and clubs)
- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, PSHE and other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Actively promoting diversity and inclusion through the curriculum and through the Rockmount School Values
- Addressing equality issues through Assemblies and Circle Times, the wider curriculum and through specific events which celebrate and promote community cohesion and diversity
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Working with parents/carers to promote knowledge and understanding of different cultures
- Ensuring our admission arrangements, administered by Croydon, are fair and transparent
- Implementing our Accessibility Plan to increase the extent to which pupils with a disability can participate in the curriculum, to improve the physical environment and to improve availability of accessible information for disabled pupils
- Analysing our exclusion data
- Meeting the individual needs of each member of our community taking full account of the nine protected characteristics
- Monitoring attainment and progress to ensure equality of opportunity through the removal of potential barriers to learning
- Ensuring that all appointment panels give due regard to this policy so that no-one is discriminated against when it comes to employment, promotion or training opportunities

Roles and Responsibilities

Our Staff

We comply fully with legislation to protect our staff from discrimination based on the protected characteristics. With regard to disability, we make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled. We make efforts to enable the diversity of our workforce to reflect that of our local community and wider society. We will ensure the safety and wellbeing of our staff and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators.

The Governing Body will:

- Ensure they are familiar with all relevant legislation and the contents of this document
- Ensure that at least two governors have attended appropriate equality and diversity training
- 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
- 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

The Headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

All school staff are expected to have regard to this document and to work to achieve the agreed equality objectives.

Rockmount Primary School Equality Objectives

Objective 1:

Ensure all school staff have a high level of training, knowledge and skills relating to good equalities practice so that teaching and learning builds in inclusivity, reflective of diversity and accessible for all.

Actions:

Raise awareness and skills to promote fairness and equality

Ensure high quality professional development opportunities for all members of the wider school team, aligning the priorities of whole-school improvement and ensuring the cultivation of effective practices at all levels.

Develop staff confidence in managing difficult conversations to ensure that we challenge discrimination whilst respecting cultural differences

Provide training for staff and governors on equality and diversity

Address unconscious bias through reading, research and training for staff and for pupils

Regularly review the school curriculum to ensure that topics and resources are contemporary and reflect diversity

Objective 2:

To increase the representation of cultural and ethnic groups within our school curriculum, staff, pupil leadership groups and parent/carers groups to ensure that all members of the school community have equitable access to diverse perspectives and role models reflecting the global context.

Actions:

Analysis of recruitment data and trends

Monitoring and analysis of achievement data

Monitoring and analysis of pupil leadership group membership

Review levels of parent/carers engagement in relation to the RFC and PCF and wider community participation

Use parent/carers consultation evenings and termly events to promote involvement in parent/carers groups

Planning of enrichment events linked to international cultural focus

Ensure that the curriculum promotes role models that young people positively identify with which reflects the school's diversity in terms of race, gender and disability

Improve equality by monitoring support of children and young people with SEND from ethnic minority backgrounds and LGBTQ+ communities.

Objective 3:

To ensure that we continue to address the individual needs of all children effectively in order to increase the proportion of pupils attaining Greater Depth at the end of KS2.

Actions:

Ensure that the school actively promotes enabling environments

Increase the range of emotional and well-being support and Growth Mindset projects to ensure that children understand **how** to learn

Regularly review robust year group and individual provision maps so that interventions are put in place as early as possible

Identify attendance concerns for specific children and agree actions with families

Use performance data to monitor pupil achievement and respond to variations between groups of pupils, subjects, key stages, trends over time and comparisons with other schools

Provide staff with the necessary information, training and resources to plan and deliver high quality lessons for all