



Equality information and objectives

Date of policy: July 2025
Date of next review: June 2026

Signed: Mr Mitchell Clark:  (Chair of Governors)

Signed: Mr Simon Pile:  (Headteacher)

Agreed by the Governing Body on 9th July 2025 as part of the end of year review meeting.

Headteacher
Mr. S. Pile
Tel: 0208 452 8552
Web: www.ansonprimaryschool.com
Email: admin@anson.brent.sch.uk

School policy statement on equality and community cohesion

Anson Primary School is committed to equality both as an employer and a service-provider:

- We ensure that everyone is treated fairly and with respect.
- We make sure that our school is a safe, secure and stimulating place for everyone.
- We recognise that people have different needs and we understand that treating people equally does not always involve treating them all exactly the same.
- We recognise that for some pupils extra support is needed to help them to achieve and be successful.
- We deliver a broad and balanced curriculum, which is always modified to suit the needs of all our pupils
- We ensure that reasonable adjustments are made to accommodate pupils and staff with additional needs
- We make sure that people from different groups are consulted and involved in our decisions, for example, through talking to pupils and parents/carers and through our School Council.
- We aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age, any disability they may have, their ethnicity, colour or national origin, their gender, their gender identity or reassignment, their marital or civil partnership status, being pregnant or having recently had a baby, their religion or beliefs, their sexual identity and orientation.
- We observe good equalities practice in staff recruitment and development
- We aim to enhance a wider sense of community both locally and beyond
- We provide a range of equipment for our pupils, which include practical resources to support the learning needs of the children.
- We provide intervention plans ensuring every child receives the support and input they require to make good progress.
- We work in partnership with pupils, parents, teachers, carers and other professionals, valuing the contribution that each makes to learning.
- The continuing professional development of all staff is encouraged, to meet the varied and changing needs of all our pupils.
- Off-site activities, including residential trips, are risk-assessed to ascertain their suitability for our population - a child would never be disadvantaged by being left behind at school or left out of a particular activity because it was deemed unsuitable.

We are committed to narrow gaps in achievement which affect, amongst others:

- pupils from certain cultural and ethnic backgrounds
- pupils who belong to low-income households and pupils known to be eligible for free school meals
- pupils who are disabled
- pupils who have special educational needs
- boys in certain subjects and girls in certain other subjects.

We welcome our general duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations, and our specific duties to publish information every year about our school population; to explain how we have due regard for equality; and to

publish equality objectives which show how we plan to tackle particular inequalities, and reduce or remove them.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We welcome the emphasis in the Ofsted inspection framework on the importance of narrowing gaps in achievement which affect, amongst others:

- pupils from certain cultural and ethnic backgrounds
- pupils who belong to low-income households and pupils known to be eligible for free school meals
- pupils who are disabled
- pupils who have special educational needs
- boys in certain subjects, and girls in certain other subjects.

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- **Eliminate unlawful discrimination, harassment, victimisation** and any other conduct prohibited by the Equality Act 2010
- **Advance equality of opportunity** between people who share a protected characteristic and people who do not share it
- **Foster good relations** between people who share a protected characteristic and people who do not share it.

1. Information about the pupil population

Number of pupils on roll at the school: **394 as at 02/07/25**

Information on pupils by protected characteristics

The Equality Act protects people from discrimination on the basis of 'protected characteristics'. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

Disability

The Equality Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.'

There are pupils at our school with different types of disabilities and these include:

- Autistic Spectrum Disorder
- Physical Disability
- Visual and Hearing Impairment
- Profound and Multiple Learning Difficulties

Pupil Special Educational Needs (SEN) Provision		
	Total number of pupils	Percentage (%) of school population
Special Education Needs	79	20%
EHCP/Special Needs	22	5.58%

Ethnicity/Race	Boys	Girls	Total
White			
White British	15	11	26
White Irish	1	1	2
White Eastern European	6	13	19
White Other	8	6	14
Total	30	31	61

Ethnicity/Race	Boys	Girls	Total
Black or Black British			
Black – Somali	7	11	18
Black Caribbean	8	9	17
Black Nigerian	1	5	6
Black Ghanaian	1	0	1
Other Black African	4	6	10
Other Black Background	0	2	2
Total	21	33	54

Ethnicity/Race	Boys	Girls	Total
Asian or Asian British			
Bangladeshi	2	0	2
Indian	8	6	14
Pakistani	18	25	43
Other Asian	50	52	102
Asian British	1	0	1
Total	79	83	162

Ethnicity/Race	Boys	Girls	Total
Mixed			
White/Other Asian Background	1	4	5
White and Black African	5	5	10
White and Black Caribbean	5	3	8
White and Pakistani	1	3	4
Other Mixed Background	13	19	32
White and Indian	0	0	0
Total	29	50	79

Ethnicity/Race	Boys	Girls	Total
Other			
Afghan	0	3	3
Albanian	3	4	7
Iraqi	1	2	3
Italian	1	2	3
Kurdish	3	0	3
Portuguese	1	1	2
Arab	1	0	1
Chinese	1	0	1
Kosovan	0	1	1
Other Gypsy/Roma	0	1	1
Sri Lankan Tamil	1	0	1
Turkish	1	0	1
Turkish Cypriot	0	1	1
Other Ethnic Group	16	6	22
Total	29	21	50

Ethnicity/Race	Boys	Girls	Total
Refused	6	5	11

Gender	
Boys	208
Girls	189

Religion and Belief			
Buddhist	4	Sikh	2
Christian	92	Muslim	251
Hindu	7	No Religion	31
Refused	2	Other Religion	8

2. Information on other groups of pupils

In addition to pupils with protected characteristics, we wish to provide further information on the following groups of pupils:

Pupil with English as an additional language (EAL)				
	Boys	Girls	Total	Percentage of school population
Number of pupils who speak English as an additional language	172	148	319	80.46%

Pupils from low-income backgrounds				
	Boys	Girls	Total	Percentages
Number of pupils identified as eligible for free school meals	63	62	125	31.2% of the whole school
Number of free school meals with English as an additional language	48	53	101	80% of free school meals
Number of free school meals with attendance less than 95%	28	18	46	36.8% of free school meals

Our main equality challenges

We are already developing strategies and interventions to tackle some of these challenges. These points have been detailed in the Provision Mapping, which is regularly updated by the Inclusion Team.

How we have due regard for equality

The information provided here aims to show that we give careful consideration to equality issues in everything that we do.

Schools are required to have due regard to the need to **eliminate discrimination, harassment and victimisation** and other conduct that is prohibited by the Equality Act 2010.

The information below is a summary of how we are aware of this particular requirement and how we respond to it. Please contact us if you would like to see copies of any of our school policies.

Legal framework

Duties as identified in the Equality Act 2010 and its Schedules. There are nine equality strands (*known as Protected Characteristics*):

- disability;
- ethnicity (*including Gypsy and Traveller groups*);
- gender;
- gender identity and transgender;
- faith, religion and belief;
- marriage and civil partnership;
- sexual orientation (*homophobia*);
- pregnancy and maternity;
- age.

Each relates to direct discrimination, discrimination by association, discrimination by perception, indirect discrimination; harassment and victimization. Anson Primary School always seeks to achieve positive action in respect of the Act.

Staff and Governors

1. 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.
2. A member of the Governing Body has the role of monitoring the implementation of this policy.
3. The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.
4. The Deputy Headteacher has the day-to-day responsibility for co-ordinating implementation of this policy.

All staff are expected to:

- adhere to this policy;
- promote equality and inclusion in their classrooms, amongst colleagues and with visitors to the school;
- deal with any prejudice related incidents that may occur;
- plan and deliver curricula and lessons that reflect our principles
- provide and analyse quantitative and qualitative data that supports better understanding of equality groups and any issues that may arise, e.g., attendance, bullying, exclusion;
- attend appropriate training that enables Anson School to keep up-to-date with equality issues.

Examples of Equality Objectives at Anson Primary School

- To identify different ways to add value to our provision, supporting disadvantaged pupils to help increase their motivation, overcome any obstacles and maximise their achievements.
- Improved levels of motivation, engagement and attendance for those in receipt of Pupil Premium, measured by a reduction of incidents, increased attendance and improved assessment/pupil progress data.
- Continually improved home / school links which will benefit all pupils and engage parents in their child's learning
- To gather evidence of progress for various groups within school to ascertain where intervention may be needed
- Targeted intervention to close any apparent gaps (measured prior to and after the intervention).

3. **Our equality objectives**

The Equality Act 2010 requires us to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other information. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages.

We will regularly review the progress we are making to meet our equality objectives.

Equality objective 1:

To further reduce the progress/attainment gap between children for whom English is an additional language (EAL) and children whose first language is English. The school has over 80% EAL with 64% of families from the Islamic community.

To improve the achievement of EAL children in reading & writing

Progress we are making on this objective:

The staff have been trained on how to meet the needs of children with an additional language. New procedures have been put in place from the point of admission to ensure relationships build between the school and families from the first meeting. Children have been identified and targeted for intervention on 12-week plans. Phonics groups are established within two weeks of an EAL pupil starting at Anson.

The Equalities Objectives will be monitored

- Half termly data analysis and tracking of all children, including disadvantaged EAL children.
- Biannual Pupil Progress meetings with teachers
- Senior Leadership Team to monitor all data and share with staff on a termly basis
- Provision maps to be updated regularly to ensure all EAL children are receiving the right support and making expected progress
- Classroom observations
- Pupil questionnaires
- Review and evaluation of the School's Strategic Priorities

Equality objective 2:

To further reduce the progress/attainment gap between the 29% of pupils who are entitled to free school meals are also on the SEND register.

Progress we are making on this objective:

Staff are aware of the importance of progress for all pupils. We have begun to work directly with families to identify provision which may be needed to support pupils beyond the school day. This includes free access to After School clubs, childcare and Food Programmes. Extra learning support and materials are also provided to support learning at home in some cases. Parents are specifically targeted for our coffee morning programme in order to support learning and issue which arise at home. These have included neurodiversity sessions as well as specific medical sessions. Outside projects are also sourced at no cost including play therapy, pet therapy and drama therapy.

Links with other policies:

- SEND Policy
- PSHE Policy
- Anti-bullying Policy
- Safeguarding Policy
- Attendance and Punctuality Policy