**1. Statement**

Aims and Values

As a Church of England school and in keeping with the ethos and vision for our school we endeavour to create a welcoming environment where everyone is valued highly and where acceptance of others, honesty, co-operation and mutual respect for others are fostered. We are committed to the development of the whole person within a supportive, secure and creative environment and we value each person as a unique individual. A broad, balanced and appropriate curriculum provides equal opportunity for all pupils to maximise their potential regardless of sexuality, religion or belief, age, race, culture, gender/gender reassignment, mobility, ability and disability. We endeavour to promote positive relationships with pupils, parents, governors and members of the wider community.

At Boltons C of E Primary we aim to promote equality and tackle any form of discrimination and actively promote harmonious relations in all areas of school life. We seek to remove any barriers to access, participation, progression, attainment and achievement. We take seriously our contribution towards community cohesion.

**2. Publishing Information**

Under the Equality Act school is aware that certain information has to be published in relation to protected characteristics and our school. However we also pay due regard to the Data Protection Act 1998 and GDPR May 2018 and, when appropriate, we will not publish information that allows individuals to be identified.

**Race**

Pupils in school are predominately of a white British background.

**Deprivation factors**

The school collects data on pupils who are eligible for free school meals and pupil premium funding, but does not publish this due to the small number of pupils.

**Gender**

Generally there is a balance of gender in school. In September 2023 there were 78 pupils on role with an equal gender split.

The staff population is predominately female. External music teachers and coaching staff who visit school are a mix of gender.

**Disability**

The school holds data on the number of pupils who are classed as having a disability, but does not publish due to the small number of pupils.

The school also has members of staff who are classed as having a disability due to long term significant medical needs.

**Bullying or Discrimination**

The school has no reported incidents of harassment or bullying.

**Sexual Orientation**

The school does not collect data on this or on gender reassignment for staff or pupil populations.

**Religion**

The school does not collect data on the religious background of pupils or staff.

**Performance Trends**

Analysis of 2023 results shows that girls performed better in KS2 in writing and SPAG with boys’ performance in maths and reading being better than that of the girls in the cohort. In KS1 there was a significant gender imbalance and so comparisons were not appropriate. Over a three year period the proportion of disadvantaged KS2 pupils making and exceeding expected progress in reading, writing and maths is at least similar to, and in many cases exceeds, that of other pupils nationally, with any differences in performance, based on prior attainment, diminishing.

**3. How We Promote Equality**

The Governing Body comprises a mix of gender.

Each class is represented on the School Council by one boy and one girl.

All pupils in Year 6 are given the responsibility of looking after pupils in Year Reception.

Pupils in year 5 and 6 run the school tuck shop.

Pupils in Year 6 are given the responsibility of looking after areas in school.

All pupils in EYs and KS1 are given responsibility for handing out equipment, milk and fruit.

A range of after school clubs are available to all pupils from Year 2 upwards.

Pupils are taught about discrimination, prejudice, racism and the different forms of bullying.

All pupils are taught about Fundamental British Values.

The school reviews its access plan annually.

The school sets and monitors equality objectives.

Anti-Bullying forms part of the school behaviour policy.

2024-2026 Equality Objectives

* To ensure parity in attainment levels of boys and girls in KS2 end of year SATs.
* To monitor progress of all pupils in KS1 and their progress to be at least in line with rates of progress nationally from their individual starting points.
* To monitor attendance in KS2.
* To ensure that pupils with SEND are able to make progress in core subjects, that is generally in line with their peers.

Reviewed:
January 2016 – Minor Changes

November 2016 – new targets set

October 2017- Minor Changes

February 2018 – No Changes

December 2018- New targets set

December 2020- New targets set

December 2022- New targets set

January 2024- New Targets set