Blenheim Primary School

Equality Report 2025-26

What is the equality duty?

Previously, public bodies were bound by three sets of duties to promote disability, race and gender equality. In April 2011 these were replaced by a single Public Sector Equality Duty (PSED). This duty extends to all aspects of a person's identity – known as 'protected characteristics' – that are protected under the Equality Act 2010. These are: race; disability; sex; age; religion or belief; sexual orientation; pregnancy and maternity; and gender reassignment.

The equality duty has two main parts: the 'general' equality duty and 'specific duties'. The general equality duty sets out the equality matters that schools need to consider when making decisions that affect pupils or staff with different protected characteristics. This duty has three elements. In carrying out their functions, public bodies are required to have 'due regard' when making decisions and developing policies, to the need to:

1. Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010.
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
3. Foster good relations across all protected characteristics – between people who share a protected characteristic and people who do not share it.

Having due regard to the need to advance equality of opportunity is defined further in the Equality Act 2010 as having due regard to the need to:

1. Remove or minimise disadvantages.
2. Take steps to meet different needs.
3. Encourage participation when it is disproportionately low.

In order to help schools in England meet the general equality duty, there are two specific duties that they are required to carry out. These are:

- To publish information to demonstrate how they are complying with the equality duty.
- To prepare and publish one or more specific and measurable equality objectives, and update annually.

What does this mean for schools?

For a school, having 'due regard' means:

- When making a decision or taking an action a school must assess whether it may have implications for people with particular protected characteristics.
- It should consider equality implications before and at the time that it develops policy and takes decisions, not as an afterthought and it needs to keep them under review.
- It should consciously consider each aspect of the duty (having due regard to the need to eliminate discrimination is not the same thing as having due regard to the need to advance equality of opportunity).
- It should assess the risk and extent of any adverse impact that might result from a policy or decision and the ways in which the risk may be eliminated before the adoption of a proposed policy.
- The equality duty has to be integrated into the carrying out of a school's functions. The analysis necessary to comply with the duty should be carried out rigorously and with an open mind – it is not a question of just ticking boxes.
- Schools need to do this themselves and cannot delegate responsibility for carrying out the duty to anyone else. The steps they have taken to meet the duty must be recorded.

How does it help schools?

The equality duty supports good education and improves pupil outcomes. It helps a school to identify priorities such as underperformance, poor progression, and bullying. It does this by requiring it to collate evidence, take a look at the issues and consider taking action to improve the experience of different groups of pupils. It then helps it to focus on what can be done to tackle these issues and to improve outcomes by developing measurable equality objectives.

Equality at Blenheim Primary School

Blenheim Primary School is committed to the Equality Act 2010 and we aim to enable all pupils to take part as fully as possible in every aspect of school life by developing each child's self-confidence, recognising their strengths and encouraging them to achieve their potential. We take steps to advance equality of opportunity, foster good relations and work to eliminate discrimination or harassment across all the protected characteristics.

Our School Population

Blenheim is a large primary school. On 2nd March 2026 there were 660 pupils on roll (including part-time children in the nursery): 53% were boys and 47% were girls. 18% of the school population is eligible for the Pupil Premium, 10% speak English as an Additional Language (EAL), 18% have Special Educational Needs and/or Disabilities (SEND), of whom 8% have an Education Health and Care Plan (EHCP). The percentage of pupils with an EHCP is double the national average; the percentages who are eligible for the Pupil Premium or Free School Meals (FSM) are slightly below national averages.

The table below shows the ethnicity of pupils at the school.

Ethnicities

	# Pupils	% Pupils
White - British	465	73.9%
Any Other Mixed Background	33	5.2%
Any Other White Background	26	4.1%
Indian	26	4.1%
White and Black Caribbean	13	2.1%
Bangladeshi	11	1.7%
Black - African	8	1.3%
Pakistani	8	1.3%
Any Other Asian Background	7	1.1%
Any Other Ethnic Group	7	1.1%
White and Asian	7	1.1%
White and Black African	6	1.0%
NOBT	3	0.5%
Chinese	2	0.3%
REFU	2	0.3%
White - Irish	2	0.3%
BBRI	1	0.2%
Black Caribbean	1	0.2%
Not Set	1	0.2%

It is not appropriate for us to collect information from pupils in relation to some protected characteristics, such as gender identity and sexual orientation, although we are aware that these may cause equality issues for some pupils and we are committed to understanding these and providing the appropriate support.

Pupil Outcomes

At the end of the academic year 2024-25, attainment for all pupils at Blenheim Primary School at the end of Key Stage 2 was above national for Reading, Writing and Maths combined at both the expected and the higher standard. Pupils at Blenheim attained above the national average at the end of EYFS and close to national in Phonics Screening in Year 1.

At the end of KS2, 75% of pupils met the expected standard in Reading, 80% in Writing and 81% in Mathematics. Analysis of the data for pupil groups shows that girls outperformed boys across all subjects, but this was marginal in maths. There was a gap between pupils eligible for the Pupil Premium and those who are not in every subject, although it was widest in writing. Pupils with English as a second language achieved higher standards than their peers in every subject. Although fewer pupils with a Special Educational Need or Disability (SEND) met the expected standard than their peers in formal assessments at the end of primary school, they demonstrated success by meeting individual targets, according to their Individual Support Plan or Education, Health and Care Plan (EHCP).

How does the school promote equality of opportunity?

The list below does not capture everything which happens at Blenheim to promote equality, but will provide some information about the efforts that the school goes to in order to create an inclusive learning community and eliminate discrimination.

- All staff are aware of the Equality Act 2010 and understand that Blenheim is committed to a culture of inclusion.
- We have a Behaviour Policy and Anti-Bullying Policy, maintaining the highest expectations for children's learning and behaviour and always dealing promptly with any incidents or complaints. All types of bullying and/or racism are recorded in the school's Bullying Log and reported to the Local Governing Body termly.
- Our ASPIRE values of Achievement, Support, Perseverance, Independence, Respect and Enthusiasm form an important part of pupils' personal development. These are discussed regularly in whole school assemblies and in the classroom. This is in addition to our three school rules: Ready, Respectful and Safe.
- The school is committed to making reasonable adjustments to ensure that disabled pupils are not disadvantaged. This may include the use of specialist equipment, planning focused interventions or adapting learning to ensure that pupils are appropriately challenged.
- Our curriculum supports pupils to understand, respect and value difference and diversity.
- We monitor the attainment of all pupils and track groups, including gender, SEND and EAL to ensure that additional support can be provided if needed.

- Pupils celebrate cultural diversity and learn to challenge prejudice and discrimination in assemblies (including British Values) and through the curriculum, particularly in RE and PSHE. Our school uniform expectations are also sensitive to the needs of different religious customs.
- The school takes every opportunity to promote the spiritual, moral, social and cultural development of all pupils through whole school and community events.
- Pupils are encouraged to share their views on the school through regular discussions, surveys and as ambassadors for the Blenheim Cabinet (school council).
- We support pupils (and their families) who speak English as an Additional Language (EAL) and provide opportunities for the translation of important letters and documents through Google Translate and Google Docs.
- In addition to the opportunity to visit the school at different times and take part in termly consultation meetings, parents and carers have the opportunity to share their views on the school through the parent questionnaire.
- We produce an annual workforce census and recognise that a diverse workforce can bring benefits in promoting opportunity, fostering good relations and prohibiting harassment.

Equality Objectives 2024-28

At Blenheim, we are committed to ensuring equality of education and opportunity for all pupils. In order to further support pupils, provide equity and ensure we continue to create an inclusive community we have set the following objectives:

- To monitor the achievement and attainment of all pupil groups, identifying and narrowing any gaps.
- To empower pupils to challenge racism and all forms of discrimination through the curriculum.
- To promote spiritual, moral, social and cultural development through appropriate curricular opportunities, with particular reference to equality and diversity.

Blenheim Primary School

Accessibility Plan 2024-27

We are committed to providing an accessible environment that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. Please speak to a member of staff if you have any suggestions for improving accessibility at Blenheim.

Target	**Strategic Actions (RAG rated)**	**Outcome**	**Responsibility**	**Timescales**	***Notes***
Improving Physical Access					
To continue to ensure that disabled pupils, parents/carers and staff can access the visitors' car park.	▪ Provide parking permits to adults who need to access the visitors' car park because of a disability. ▪ Monitor use of disabled parking bays.	▪ Disabled pupils, parents and staff are able to access the visitors' car park and use the designated spaces, including during some periods when it might otherwise be closed to the wider community, such as community events.	Inclusion team Site manager	Ongoing	▪ Parking permits provided to parents who have requested permission to park outside of normal routines.
To maintain clear pathways around the site through the autumn and winter, clearing leaves, acorns and other obstacles to improve access.	▪ Site manager to routinely check pathways for obstructions. ▪ Pathways to be regularly cleared in order to improve access to the school. ▪ Local Authority grounds team clear pathways weekly. ▪ Path on School Way to be regularly assessed for further subsidence, after successful repair in 2024.	▪ Pathways remain clear and accessible to all throughout the year.	Site manager	Ongoing	
To continue to monitor and improve accessibility around the school site for wheelchair users. **Note**: During the lifetime of this plan, the school is likely to enter the School Rebuilding	▪ Corridors to be kept clear to enable ease of access for wheelchair users. ▪ Ramps to be installed to building entry points where these are not already in place.	▪ Pupils or adults (staff or visitors) in wheelchairs are able to move around the school easily and independently (if appropriate).	Site manager	December 2028	

Programme. Accessibility for all stakeholders will be considered throughout the project.					
To complete the development of the Autism Resource Base (ARB) so that pupils have the opportunity for a calm and effective start to each day.	▪ Support the development of the ARB building project through the academic year 2024-25. ▪ Furnish and open the ARB in the Autumn Term 2025. ▪ Ensure effective transition plans for pupils who will attend the ARB are in place. ▪ Ensure staffing levels are appropriate and that staff training is effective and up to date. ▪ Ensure that children who attend the ARB have a daily warm welcome and are part of the school community.	▪ Pupils in the ARB have the opportunity to come into school and start their day in a way which meets their needs. ▪ Pupils in the ARB are well supported to achieve the educational outcomes which are appropriate for them. ▪ Pupils in the ARB feel a sense of belonging to the Blenheim Community.	Site manager Senior Leadership Team Inclusion Lead	December 2025	▪
Improving Curriculum Access					
To support all children with medical conditions (e.g. anaphylaxis, Cystic Fibrosis) to enable them to take a full and active part in school life.	▪ Liaise with parents through the EHCP process and discuss ways in which pupils can be supported at school. ▪ Ensure that reasonable adjustments are made to support pupils. ▪ Provide an alternative lunch menu for pupils with allergies. ▪ Implement an effective strategy for ensuring children with allergies are easily identifiable for catering staff daily.	▪ Pupils with medical conditions are able to take part in all aspects of school life. ▪ Pupils with allergies are able to have school meals.	Inclusion team Catering staff	Ongoing	
To support children who are blind or partially sighted to take a full and active part in school life.	▪ Liaise with external agencies to assess the needs of pupils who are partially sighted. ▪ Ensure that reasonable adjustments are made in the classroom to support pupils' learning. ▪ Ensure that specific skills, such as learning braille, are part of pupils' curriculum offer.	▪ Pupils who are blind or partially sighted are able to take part in all aspects of school life.	Inclusion Team Senior Leadership Team Site manager	December 2026	

	▪ Take advice on how to ensure the school building supports pupils who are blind or partially sighted to move around with increasing independence.				
To continue to develop the curriculum for pupils with complex needs, including those who are accessing the ARB.	▪ Ensure assessment systems for pupils with complex needs enable teachers and support staff to build a clear picture of pupils' strengths and learning needs. ▪ Refine and implement the Blenheim SEND curriculum, including a subject based pathway and an independence pathway. ▪ Ensure the intent of the SEND curriculum meets our Purpose of Education. ▪ Monitor the implementation of the SEND curriculum, ensuring teachers are responsive and adapt learning effectively to ensure learning is appropriate. ▪ Monitor the impact of the SEND curriculum, ensuring that it supports pupils to make good progress and achieve well.	▪ Pupils with complex needs are well supported to make good progress on the assessment framework and/or towards their individual targets (ISPs and EHCPs).	Inclusion Team Class teachers	Ongoing	▪
Improving Communication					
To improve the availability of written communications in different languages.	▪ Use Google Docs to translate documents for parents and carers who do not speak or read English using the translate function.	▪ Parents and carers will be able to access written communications in different languages if appropriate.	Inclusion team Office staff	Ongoing	

Public Sector Equality Duty Statement

1.1 This statement describes how the Governing Body at Blenheim intends to fulfil its responsibilities under the Public Sector Equality Duty with regard to its workforce. The equality objectives will form part of the accessibility plan and the information will be published.

1.2 We will have a due regard to the need to:

- eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act;
- advance equality of opportunity between people who share a projected characteristic and people who do not share it; and
- foster good relations between people who share a protected characteristic and those who do not share it.

1.3 We will collect and use equality information to help us to:

Identify key issues

- understand the impact of our policies, practices and decisions on people with different protected characteristics, and thereby plan them more effectively;
- assess whether we are discriminating unlawfully when carrying out any of our functions;
- identify what the key equality issues are for our organisation.

Assess performance

- benchmark our performance and processes against those of similar organisations, nationally or locally.

Take action

- consider taking steps to meet the needs of staff who share relevant protected characteristics;
- identify if there are any actions we can take to avoid discrimination and harassment, advance equality opportunity or foster good relations;
- make informed decisions about policies and practices which are based on evidence about the impact of our activities on equality;
- develop equality objectives to meet specific duties;
- have due regard to the aims of the general equality duty by ensuring that staff have appropriate information for decision-making.

1.4 We will work towards developing an equality profile of staff to help us understand key equality issues in our workforce, including any evidence of pay gaps or 'occupational segregation' i.e. staff with certain protected characteristics being over-represented in particular roles, for example, women as cleaners, or at certain grades. In addition, we note that it is likely to be useful to collect and consider information, appropriately disaggregated, about:

- recruitment and promotion
- numbers of part-time and full-time staff
- pay and remuneration
- training
- return to work of women or maternity leave
- return to work of disabled employees following sick leave relating to their disability
- appraisals
- grievances (including about harassment)
- disciplinary action (including harassment)
- dismissals and other reasons for leaving

2 Publication of Equality Information

We will collect and use enough workforce information to effectively meet the general equality duty. Where relevant and proportionate we will publish information about the impact of our employment functions on people with the different protected characteristics in order to demonstrate compliance with the general equality duty.