



**Beaumont
Primary
School**

A Learning Community Partnership

Equality Information School Year 2026-2027

Equality and Diversity

Beaumont Primary recognises our obligations under the Equality Act 2010 and is committed to equality, values diversity and actively supports practises that promote genuine equality of opportunity for all staff and children. We oppose all forms of unlawful and unfair discrimination, bullying and harassment and will make every effort to comply with the requirements of the Act and its subsequent provisions.

We comply with SEND Regulations 2014 and make our curriculum accessible for those with disabilities and / or special educational needs.

Aims and Legislation

We aim to meet our obligations under the public sector equality duty by having due regard to the need to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010;
- advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.
- having an equality link governor as well as a designated member of staff responsible for equality at this school

Promoting the 9 Protected Characteristics

We strive to ensure our children understand:

- Everyone is different
- We celebrate difference
- We are all equal in our difference



The 9 Protected Characteristics:

Under the Equality Act, there are nine Protected Characteristics:

1. Age
2. Disability
3. Gender reassignment
4. Race
5. Religion or belief
6. Marriage or civil partnership
7. Sex
8. Sexual orientation
9. Pregnancy and maternity

Roles and Responsibilities

Our governing body will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout our school, including to staff, pupils and parents
- Ensure that the published equality information is updated at least every year (pupil population), 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
- Ensure they are familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training

There will be an equality link governor – Marion Hampton. She will:

- Meet with the designated member of staff (Catherine Donohue) for equality every term, and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure that they are familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to full board of governors regarding any issues

Our 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
- Identify any staff training needs, and deliver training as necessary

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

There is a designated member of staff – Catherine Donohue. She will:

- Support the Headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Meet with the equality link governor every term to raise and discuss any issues
- Support the Headteacher in identifying any staff training needs, and deliver training as necessary

All staff at Beaumont Primary School are expected to have regard to this document and to work to achieve the following objectives that are set out later in this document.

We champion diversity and inclusion and embed the Protected Characteristics into the whole school ethos at Beaumont Primary School by:

- Embedding a values-based curriculum
- Delivering whole school assemblies linked to diversity and equality, promoting the protective characteristics including high quality texts which promote diversity and inclusion
- Reading and discussing picture books and stories encouraging respect and developing understanding of diversity.
- Adopting an adapted learning experience and environment for those with special educational needs and disabilities- supported by robust inclusion, equality and diversity policies and practices.
- Developing children's self-esteem, self-knowledge, self-confidence and resilience
- Understanding and celebrating differences and acknowledging the strengths of others
- Embedding a culture of respect for democracy and support for participation in the democratic process e.g. School Parliament
- Using restorative approaches to support children to take responsibility for their own behaviour and to teach children to make good choices

- Teaching children to have respect for their own and other cultures. We are a multiculturally diverse school and celebrate all main festivals such as Christmas, Diwali and Eid. We teach children that difference should not be the cause of prejudicial or discriminatory behaviour
- Promoting an understanding of how we can all contribute positively to school and home life and to the lives of our local community e.g. harvest festival collection
- Having an understanding of Equality, Human Rights and Protected Characteristics, which is developed through staff CPD. This training is delivered at the start of the academic year for all staff on the Equality Act
- An understanding that we have the freedom to choose and hold other faiths and beliefs as protected in law e.g. Values and RE curriculum,
- Developing an understanding of the importance of identifying and combating discrimination
- Working with parents to take an active part in identifying barriers and informing school leaders of actions that can be taken to eradicate these
- We have the highest expectations for all our children and staff, and the wider community to ensure all children can Grow Together.
- Ensuring all new staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every Autumn Term once data has been collated.

At Beaumont Primary, we achieve this through:

- Our school vision and ethos statements, SES and SDP
- Our school core values
- Our school behaviour policy
- Conscious role modelling by all adults in the school community
- Active engagement and communication with parents and carers
- The promotion of British Values in school life
- Developing a love of reading through a range of authors and genres
- Discussion within curriculum subjects, taking a cross-curricular approach, for example when we learn about relationships in RSHE
- Promoting articulation by building appropriate language and a coherent vocabulary
- The Curriculum; Personal, Social, Health and Economic Education (PSHE) sessions and RSHE lessons, Religious Education (RE) lessons and assemblies
- Sporting competitions – inter and intra competitions
- School Parliament

- Educational experiences and visits
- Real-life learning outside the classroom
- Extra-curricular activities, after-school clubs, charity work and work within the local community
- Safer recruitment, retention and staff development

We collect and analyse the following data to assess the impact of our Equality Policy. The data is recorded on our '**CPOMS**' safeguarding system and the main areas we assess are:

- Admissions
- Attendance
- Exclusions
- Outcomes
- Racial incidents
- Bullying incidents
- Homophobic incidents
- Sexually related incidents
- Any other prejudice related incidents

Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, Beaumont Primary School aims to advance equality of opportunity by:

- Removing or minimising 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 Muslim pupils the option to fast and rest during Ramadan 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 societies)

In fulfilling this aspect of the duty, our school will:

- 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)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

Fostering good relations

Our school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in 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
- Having lessons and holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies, and we will also invite external speakers to contribute
- 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
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within our school. For example, our school Parliament has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in our school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- Equality is one of our key curriculum drivers
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

Our school community

In addition to pupils with protected characteristics as defined in the Equality Act, our school gathers further information on the following groups of pupils which includes our socioeconomic duty:

- Pupils eligible for Targeted or Expanded FSM (Note only Targeted pupils are classed as Pupil Premium)
- Pupils with Special Educational Needs (SEN)
- Pupils with English as an Additional Language (EAL)
- Young carers
- Looked after and Post looked after children (LAC & PLAC)
- Children of members of the armed forces
- Past records of offending

As it may be possible to identify individuals from the information provided when the number of pupils with a particular characteristic is low and the information is special category information, the information will be excluded from publication but will be taken fully into consideration when developing and determining our policies, procedures and equality objectives.

Number of pupils on roll at the school: 221/222 as of 28th September 2026

Age range of pupils: 4 - 11

Gender: Boys 103/221 = 47% Girls 118/221 = 53%

Race: Out of 221 pupils

- White British – 44
- Indian – 35
- Black African – 21
- Pakistani – 18
- Any other white background – 16
- White Asian – 13
- Any other mixed background – 14
- Any other Asian background – 18
- Chinese – 6
- Black British - 1
- Black Caribbean – 9
- White and Black African – 8
- White and Black Caribbean - 4
- Any other ethnic background – 3
- Asian British – 3
- Refused - 7
- Bangladeshi – 1

EAL: 70/221 = 32%

Special Educational Needs and Disability: 39/221 = 18%

Pupil Premium Targeted Group: 23/221 = 10%

Young carers: 0%

Looked after children including PLAC: 6/221 = 3%

Children of members of the armed forces: 0%

School Attendance: 95.4% as of 28th September 2026

Languages spoken at Beaumont Primary School

English, Tamil, French, Arabic, Urdu, Dari Persian, Kurdish, Portuguese, Faris, Ukrainian, Slovak, Bulgarian, Russian, Turkish, Romanian, Albanian, Bengali, Akan, Tigrinya, Somali, Yoruba, Chinese Mandarin, Chinese Cantonese, Hindi, Malayalam, Polish, Marathi and Punjabi.

Equality considerations in decision-making

At Beaumont Primary School, we ensure that we have due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when an educational visit or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays / festivals
- Is accessible to pupils with disabilities
- Has equivalent facilities for both boys and girls

In our risk assessments, the teacher – who is planning a trip – has actively considered our equality duties and asked the relevant questions. This assessment is kept in the school office when complete.

The Information above is to be reviewed by SLT in September 2027