COPPULL PARISH

CHURCH OF ENGLAND PRIMARY SCHOOL

Equality Policy & Action Plan

Date Approved	Next Review	Responsible Person
November 2026	November 2030	P. Clarkson

Our Vision

At Coppull Parish Church of England Primary School we strive to nurture a loving family ethos in which everyone can flourish and develop their God-given talents. Our aim is to inspire children to be compassionate, strong and courageous, understanding that everyone matters in God's world.

"Let your light shine before others." Matthew 5:16

Our Christian vision is at the heart of everything we do. It shapes the relationships we build, the curriculum we provide and the way we support every member of our school community. We believe that every person is unique and should be treated with dignity, respect and kindness. We are committed to ensuring that all pupils, families, staff and visitors feel welcomed, valued and able to flourish regardless of background, ability, faith, race, disability, gender or family circumstance.

Aims of this Policy

At Coppull Parish CE Primary School, we are committed to meeting our responsibilities under the Equality Act 2010 and fulfilling the Public Sector Equality Duty. Our school seeks to ensure that all members of the school community feel valued, included and able to achieve their full potential.

In carrying out our functions, we have due regard to the need to:

- eliminate discrimination, harassment and victimisation;
- advance equality of opportunity between those who share a protected characteristic and those who do not;
- foster good relations between people who share a protected characteristic and those who do not.

We recognise that equality is not about treating everyone the same. It is about recognising and responding to individual needs so that all members of our school community can flourish.

School Context

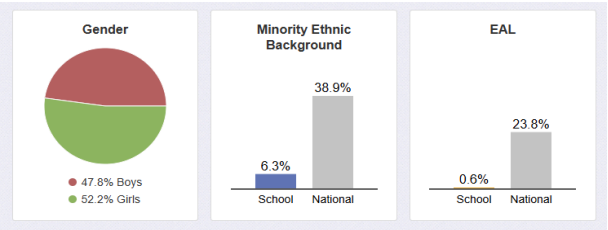
Coppull Parish Church of England Primary School is a voluntary aided Church of England primary school serving the village of Coppull in Lancashire. The school educates pupils aged 4-11 within a nurturing and inclusive environment.

The school currently has approximately 159 pupils on roll. The school community is predominantly White British, with a small but valued representation of pupils from different ethnic backgrounds. The school actively promotes understanding, respect and appreciation of diversity within modern Britain.

The school is proud of its inclusive ethos and works hard to ensure all pupils are able to participate fully in school life.

Current pupil profile

- 19.5% of pupils are identified as having SEND.
- 16.4% receive SEN Support.
- 3.1% have an Education, Health and Care Plan.
- 11.9% are eligible for Pupil Premium funding.
- 21.4% are classed as disadvantaged.
- School attendance is above national averages.
- We have 4 LAC children.



SEND Specific Needs

	# Pupils	% Pupils
Social, Emotional and Mental Health	11	6.9%
Speech, Language and Communication Needs	11	6.9%
Autistic Spectrum Disorder	3	1.9%
Moderate Learning Difficulty	3	1.9%
SEN support but no specialist assessment of type of need	3	1.9%
Hearing Impairment	2	1.3%
Other Difficulty/Disability	2	1.3%
Multi-Sensory Impairment	1	0.6%
Specific Learning Difficulty	1	0.6%

Ethnicities

	# Pupils	% Pupils
White - British	149	93.7%
White and Asian	3	1.9%
White and Black Caribbean	3	1.9%
Asian - British	2	1.3%
Any Other Asian Background	1	0.6%
Any Other White Background	1	0.6%

Legislation and Guidance

This policy has been developed in accordance with the Equality Act 2010 and the Equality Act 2010 (Specific Duties) Regulations 2011. It has also been informed by Department for Education guidance and guidance from the Equality and Human Rights Commission relating to schools and equality duties.

The Equality Act 2010 identifies a number of protected characteristics, including disability, race, religion or belief, sex, sexual orientation, gender reassignment, pregnancy and maternity, and marriage and civil partnership.

Roles and Responsibilities

The Governing Board has overall responsibility for ensuring that the school complies with equality legislation and fulfils its statutory duties. Governors are responsible for reviewing equality information, monitoring progress towards objectives and ensuring this policy remains up to date.

The Headteacher has responsibility for the day-to-day implementation of this policy and for ensuring that equality considerations remain central to school improvement, curriculum development, staffing and pastoral support.

All staff are expected to promote inclusion, challenge discrimination where it occurs and contribute towards maintaining an environment where everyone feels respected, safe and valued.

We expect all members of our school community, including pupils, parents, volunteers and visitors, to support our commitment to equality and dignity for all.

Eliminating Discrimination

At Coppull Parish CE Primary School we recognise that all members of our school community are of equal worth. We are committed to ensuring that no individual experiences discrimination, harassment or victimisation.

We actively promote respect through our Christian vision, safeguarding procedures, behaviour policy, curriculum and daily interactions. Incidents of prejudice-based behaviour are taken seriously, recorded where appropriate and addressed promptly.

Staff receive appropriate guidance and training to support inclusive practice and ensure that pupils with additional needs, disabilities or vulnerabilities receive the support they require to participate fully in school life.

Advancing Equality of Opportunity

We recognise that some groups may face barriers that affect participation or achievement. We therefore seek to remove disadvantage and provide appropriate support so that all pupils are able to achieve.

This includes careful monitoring of attendance, attainment, progress, behaviour, participation and wellbeing. Information is analysed regularly to identify trends and inform school improvement priorities.

Reasonable adjustments are made for disabled pupils and staff where required, and support is targeted to ensure that children with additional needs can access the full life of the school.

Fostering Good Relations

At Coppull Parish Church of England Primary School, we believe that positive relationships are at the heart of a successful school community. We encourage pupils to show kindness, respect and understanding towards others and to recognise that people may have different beliefs, cultures, backgrounds and life experiences.

Promoting equality and fostering good relations is embedded throughout our curriculum and wider school life. Through Religious Education, PSHE, collective worship and class learning, pupils develop an understanding of diversity, respect and inclusion. We encourage children to celebrate differences, challenge stereotypes and treat others with dignity and respect.

We regularly welcome visitors who help children learn about different faiths and cultures through first-hand experiences. Recent examples include visits from Imran Kotwal, who taught pupils about the Islamic festivals of Ramadan and Eid, and Rachel, who shared her experiences and traditions as a member of the Jewish faith. These opportunities help pupils develop a deeper understanding of different beliefs and traditions and support our aim of preparing children for life in a diverse society.

Children are encouraged to engage with and contribute positively to the wider community. Through Kingdom Club, pupils participate in charitable and community-focused projects, including supporting Woodland Animal Sanctuary and attending the Lancashire Fairtrade

Conference. These experiences help pupils develop an understanding of fairness, responsibility and the importance of making a positive contribution to society.

Pupil leadership plays an important role in promoting inclusion and positive relationships across the school. In Year 6, pupils have the opportunity to become members of the Beacons leadership team, representing the school and helping to shape its future. Within this team, Community Beacons promote kindness, service and positive relationships within school and the wider community, while Change Beacons gather pupil voice and contribute to school improvement. Through these leadership opportunities, pupils learn to represent others, listen to different perspectives and promote a culture where everyone feels valued and included.

Pupils are also encouraged to take active roles in Worship Group and other leadership opportunities throughout school. By leading events, representing their peers and contributing to decision-making, children develop confidence, respect for others and an understanding of their responsibilities as members of a community.

Through curriculum enrichment, visits, visitors, pupil leadership opportunities, charitable initiatives and engagement with the local and wider community, we aim to ensure that all pupils develop the knowledge, understanding and attitudes needed to become respectful, thoughtful and inclusive citizens who are well prepared for life in modern Britain.

Equality Information

The school reviews and analyses information relating to attendance, attainment, progress, behaviour, exclusions, participation, SEND, disadvantage and pupil voice. This information helps leaders and governors evaluate the effectiveness of equality provision and identify priorities for improvement. Equality information will be reviewed annually and published on the school website in line with statutory requirements.

Equality Objectives 2026-2030

- Objective 1: Improve outcomes and inclusion for pupils with SEND
- Objective 2: Develop pupils' understanding of diversity and equality
- Objective 3: Ensure equitable access to wider opportunities

Monitoring Arrangements

The school will review and publish equality information annually to demonstrate how it is meeting the requirements of the Public Sector Equality Duty and to monitor progress towards its equality objectives.

Equality information may include analysis of attendance, attainment, progress, behaviour, exclusions, participation in wider opportunities, SEND provision, disadvantaged pupils and pupil voice. This information will help leaders and governors identify strengths, address any barriers to participation and ensure equality remains a key consideration in school improvement planning.

The Governing Board will review progress towards the school's equality objectives regularly. Equality objectives will be reviewed and republished at least every four years in line with statutory requirements.

Considering Equality in Decision Making

At Coppull Parish Church of England Primary School, we are committed to ensuring that equality considerations form part of everyday decision-making. Equality implications are considered whenever policies are developed or reviewed and when significant decisions are made about curriculum provision, staffing, school improvement, educational visits, enrichment opportunities and wider school activities.

The school considers whether decisions may affect particular groups differently and seeks to remove barriers to participation wherever possible. When planning activities and opportunities for pupils, leaders and staff carefully consider the needs of all learners to ensure that everyone can participate and benefit from the experiences offered.

For example, when planning educational visits, residential experiences or extra-curricular activities, we consider:

- whether the activity is accessible to pupils with disabilities or additional needs;
- whether reasonable adjustments may be required to support participation;
- whether financial barriers could disadvantage some families;
- whether dates coincide with significant religious observances;
- whether all pupils have fair access to the same opportunities regardless of background or circumstance.

By considering these factors as part of our everyday planning and decision-making, we aim to ensure that all members of our school community are treated fairly and have access to the opportunities available at Coppull Parish Church of England Primary School.

Equality Objectives Action Plan 2026-2030

Objective 1: Improve outcomes, participation and inclusion for pupils with SEND.			
Rationale	Actions	Success Criteria	Monitoring
19.5% of pupils are identified as having SEND. The school is committed to ensuring that all pupils can access the curriculum, wider opportunities and achieve their potential.	Continue to develop adaptive teaching across the school; provide targeted interventions; monitor progress and participation of SEND pupils; ensure reasonable adjustments are in place where required; gather pupil voice regarding inclusion and belonging.	SEND pupils make strong progress from their individual starting points; participation in visits, clubs and leadership opportunities reflects the wider school population; pupil voice indicates that children feel included and supported.	Annual review of SEND outcomes, participation data and pupil voice.
Objective 2: Develop pupils' understanding of diversity, equality and protected characteristics.			
Pupils should be prepared for life in modern Britain and develop an understanding of people from different backgrounds, cultures, faiths and experiences.	Continue to provide curriculum opportunities to explore diversity; welcome visitors from different faiths and cultures; use PSHE, RE and collective worship to promote respect and understanding; celebrate national and global events that broaden pupils' experiences.	Pupils can talk confidently about diversity, equality and respect; pupil voice demonstrates positive attitudes towards people from different backgrounds; prejudice-related incidents remain rare.	Curriculum monitoring, pupil voice and behaviour records.
Objective 3: Ensure equitable access to leadership, enrichment and wider opportunities for all pupils.			
The school wants all pupils, including disadvantaged pupils and those with SEND, to access leadership roles, clubs, educational visits and enrichment opportunities.	Monitor participation in extra-curricular activities, visits and leadership roles; identify and remove barriers to participation; provide support where needed; promote opportunities to all pupils.	Participation data demonstrates that opportunities are accessible to all groups; pupils report feeling able to take part and contribute to school life; leadership groups represent a broad range of pupils.	Annual review of participation data and pupil voice.