



Equality Data and Objectives

2025-26

Peafield Lane Academy has used the following process to assist in identifying some of the barriers to our pupils in accessing education provision.

Understanding Our School Community – Pupils

What is the school profile?

- How many children are on roll at the school?

Number of Pupils on Roll (Foundation 1 to Year 6)	306
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What information on pupils is collected by protected characteristics?

Using the Arbor data, the following information was available:

<u>Ethnic Categories</u>					
White British	Hong Kong Chinese	Black Caribbean	Other White Background	Indian	White and Asian
256	5	0	0	2	1
Any other Asian Background	White European	Sri Lankan	Black African	White and Black Caribbean	Other Mixed Background
1	9	1	10	1	5

*Data suppressed to protect individual identity.

Disability/SEND Categories			
Communication and Interaction	Social, Emotional and Mental Health	Cognition and Learning	Sensory and/or Physical
36	14	4	1

Gender	
Girls	135
Boys	171

Religion and Belief			
Christian	Muslim	Roman Catholic	Refused
7	6	8	87
Anglican/Church of England	No Religion	Hindu	
60	137	1	

Special Educational Needs (SEND)	
No SEN	251
SEN Provision/SEN Support	43
EHCP	12
Total Number of Pupils with SEN	55

*Data suppressed to protect individual identity.

No Information was available on the following protected characteristics:

Gender Reassignment – The school did not have any information on whether any of the children on roll had reassigned their gender. The school agreed to seek further support and guidance on how and when to monitor.

Sexual Identity –The school did not have information on whether any of the pupils on roll identified as Lesbian, Gay, Bi-sexual or Transgender (LGBT) as the question had never been asked. The school agreed to seek further advice and guidance from local and national specialists on how and when to ask pupils this question and how to use the data sensitivity when collected.

Equality Objective One: Through curriculum opportunities and wider school life, the school will promote positive attitudes towards cultural differences (race)

Why

- Peafield has a diverse community represented by multiple different countries and more than five different religions.
- 84% of the children in our school community is White British.

How

- Assemblies are used to reinforce the school values which celebrates, protected characteristics, difference and diversity
- Curriculum opportunities are carefully planned to ensure that different cultures and diversity of experienced – diversity being a curriculum value.
- Find curriculum opportunities which raises awareness of the local and wider community.
- Pupil interviews carried out to gather views on difference and diversity developing curriculum and wider school opportunities.
- Continue to have a zero-tolerance policy to incidents relating to the use of inappropriate language, related to race equality.
- People and events of significance have been carefully planned to ensure diversity across the curriculum.
- Continue to purchase texts that deal with racial diversity to add to the already well-established bank of books.
- Ensure that displays and published material are multi-racial.
- Ensure that incidents that arise are dealt with proactively and discussed as part of the weekly staff meeting.
- Use any incidents that arise as learning opportunities for both staff and children.
- Monitor that the PSHE Programme of study is delivered regularly across school.
- Protected Characteristics remains a focus of the curriculum and the wider school offer.

Outcome

- All children and families at Peafield Lane Academy feel valued and respectful.
- Children respect and value their peers. They are confident to talk about Protected Characteristics and why these are important to know and understand.
- Children have a thorough understanding of the local and wider community and embrace cultural similarities and differences.
- Incidents involving the inappropriate language linked to racial equality are rare.

Equality Objective Two: Through curriculum opportunities and wider school life, school will promote an understanding and appreciation of others' religious beliefs (Protected Characteristic: Religion)

Why

- 73% of our school community have declared no religion or refusal to declare.

How

- Continue the review of the Peafield Curriculum to ensure that it is outward facing at its core.
- Through monitoring, ensure that the R.E curriculum focuses on a deeper understanding and acceptance of varying faiths, represented in our school and community.
- Monitor whole school assembly planning allowing for a greater awareness of religious diversity, including a range of faith visitors.
- Continue to purchase texts that deal with religious diversity to add to the already well-established bank of books.
- Monitor British Values as a golden thread through subjects across the curriculum and British Values links are made in assemblies.
- Ensure that incidents that arise are dealt with proactively and discussed as part of the weekly staff meeting and briefing.
- Use any incidents that arise as learning opportunities for both staff and children.
- Continue to have a zero-tolerance approach to incidents related to the use of inappropriate language related to religious beliefs.

- Monitor that the PSHE Programme is delivered regularly across school.
- Plan visits to places of worship feature in our annual events across school.
- Plan visitors from the main religions represented within our community to visit school and work with our children.
- Protected Characteristics remains a focus of the curriculum and the wider school offer.

Outcome

- Our children will display positive attitudes towards people of different religions and faiths.
- Children's understanding and knowledge of a range of religions and faiths will be seen as an opportunity to celebrate diversity.
- Our children's awareness and tolerance will grow through being well-informed.
- Children respect and value their peers. They are confident to talk about Protected Characteristics and why these are important to know and understand.