

Summerfield School

Equality Information and Objectives

(Updated January 2025)

Summerfield School, Milton Keynes

Equality and Diversity Information and Objectives

Introduction

At Summerfield School, we are proud to be a diverse and inclusive learning community. We are committed to ensuring equality of education and opportunity for all pupils, staff, parents, and carers—regardless of race, gender, disability, faith or religion, sexual orientation, age, gender identity, or socio-economic background.

We value the rich diversity of our school community and actively celebrate the different backgrounds, perspectives, and experiences that make us stronger together. By embedding equality and diversity into all aspects of school life, we ensure that everyone is treated with respect and has the opportunity to thrive.

Our Commitment

Our approach to equality and diversity is underpinned by the following principles:

All individuals are of equal value, regardless of background or personal characteristics.

We embrace and celebrate difference as a source of strength and enrichment.

We promote positive relationships and mutual respect across our diverse community.

We work to remove barriers to access, participation, and achievement.

We are accountable to our community and committed to continuous improvement.

Legal and Policy Framework

This statement is aligned with the Equality Act 2010 and our duties to:

Eliminate discrimination, harassment, and victimisation.

Advance equality of opportunity between people who share a protected characteristic and those who do not.

Foster good relations and understanding between all members of the school community.

We also take guidance from the Department for Education's statutory policies on equality, diversity, and inclusion.

Our Equality and Diversity Objectives (2024–2028)

- To close the attainment gap by ensuring all pupils—particularly those from disadvantaged or underrepresented groups—have equitable access to high-quality teaching, enrichment opportunities, and tailored support.
- To promote a curriculum that reflects diversity, challenges stereotypes, and supports pupils to understand and respect a wide range of cultures, identities, and histories.
- To enhance the accessibility of the school environment—physically, digitally, and socially—for pupils, staff, and visitors with disabilities or additional needs.
- To create an inclusive culture where all members of the school community feel safe, welcome, valued, and empowered to express their identity without fear of discrimination or prejudice.
- To deliver regular equality, diversity, and inclusion training for staff and governors, ensuring that our school practices reflect current best standards and inclusive approaches.
- To engage families and the wider community in promoting diversity and inclusion, through partnerships, events, and open dialogue.

Monitoring, Review, and Impact

Our Senior Leadership Team monitors progress against these objectives, and the Governing Body reviews outcomes annually. We collect and analyse data on pupil performance, attendance,

engagement, and wellbeing by key characteristics to ensure no group is disadvantaged. Pupil voice, staff feedback, and community consultation are vital to shaping and improving our work on equality and diversity.

Equality Information

Number of pupils on roll at the school: 338

Age of pupils: 4 to 11

Information on pupils by protected characteristics

The Equality Act 2010 protects people from discrimination on the basis of protected characteristics. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

In order to ensure that all pupils are protected from discrimination, the school collects information on protected characteristics.

Information on other groups of pupils

In addition to pupils with protected characteristics, we gather further information on the following groups of pupils:

- Pupils eligible for Free School Meals (FSM)
- Pupils with Special Educational Needs (SEN)
- Disadvantaged group
- Pupils with English as an Additional Language (EAL)
- Young carers
- Looked after children
- Other vulnerable groups

Basic Characteristics

Rec, Y1, Y2, Y3, Y4, Y5, Y6 - All Pupils (351 pupils)

Year Group	No. of Pupils	Boys / Girls	Pupil Premium	Free School Meals	Not White British *	1st language not English *	Special Educational Needs	SEN Support	Statement	Education, Health and Care Plan	No. of Looked after Children
Rec	47	26 (55.3%) / 21 (44.7%)	5 (10.6%)	7 (14.9%)	33 (70.2%)	15 (31.9%)	14 (29.8%)	14 (29.8%)	0 (0%)	0 (0%)	0 (0%)
Y1	51	29 (56.9%) / 22 (43.1%)	5 (9.8%)	5 (9.8%)	40 (78.4%)	25 (49.0%)	9 (17.6%)	8 (15.7%)	0 (0%)	1 (2.0%)	0 (0%)
Y2	50	20 (40.0%) / 30 (60.0%)	7 (14.0%)	9 (18.0%)	26 (52.0%)	17 (34.0%)	15 (30.0%)	14 (28.0%)	0 (0%)	1 (2.0%)	0 (0%)
Y3	49	22 (44.9%) / 27 (55.1%)	8 (16.3%)	10 (20.4%)	35 (71.4%)	21 (42.9%)	14 (28.6%)	12 (24.5%)	0 (0%)	2 (4.1%)	0 (0%)
Y4	53	27 (50.9%) / 26 (49.1%)	9 (17.0%)	9 (17.0%)	31 (58.5%)	23 (43.4%)	16 (30.2%)	16 (30.2%)	0 (0%)	0 (0%)	0 (0%)
Y5	49	29 (59.2%) / 20 (40.8%)	15 (30.6%)	13 (26.5%)	33 (67.3%)	30 (61.2%)	11 (22.4%)	11 (22.4%)	0 (0%)	0 (0%)	0 (0%)
Y6	52	31 (59.6%) / 21 (40.4%)	16 (30.8%)	9 (17.3%)	31 (59.6%)	24 (46.2%)	12 (23.1%)	10 (19.2%)	0 (0%)	2 (3.8%)	1 (1.9%)
All	351	184 (52.4%) / 167 (47.6%)	65 (18.5%)	62 (17.7%)	229 (65.2%)	155 (44.2%)	91 (25.9%)	85 (24.2%)	0 (0%)	6 (1.7%)	1 (0.3%)

* Includes pupils with **Information Not Obtained**.

Ethnic Group	No. of Boys	No. of Girls	% Pupils
Black - Somali	7	9	4.6
Any Other Mixed Background	8	7	4.3
Information Not Yet Obtained	3	1	1.1
Indian	13	18	8.8
White Eastern European	6	8	4.0
Other White British	3	1	1.1
Refused	3	5	2.3
White - English	66	52	33.6
Black - Nigerian	5	8	3.7
Black - Ghanaian	10	5	4.3
Pakistani	16	10	7.4
Italian	2	0	0.6
Any Other Asian Background	7	12	5.4
Any Other Black Background	2	2	1.1
White and Black African	4	2	1.7
White and Black Caribbean	3	3	1.7
White Other	7	10	4.8
Black Caribbean	2	3	1.4
Other Ethnic Group	1	2	0.9
White and Indian	3	0	0.9
Bangladeshi	3	1	1.1
Other Black African	3	8	3.1
Japanese	1	0	0.3
White and Any Other Asian Background	2	0	0.6
Traveller of Irish Heritage	3	0	0.9
White - Irish	1	0	0.3
All	184	167	100.0

Through rigorous tracking and monitoring of individuals and of all the groups of children, including progress and attainment, and by providing equal opportunities to access the curriculum and activities, we aim to ensure that any gap in attainment for pupils within any of the above different groups is removed, or at least remains less than the gap nationally.

Eliminating discrimination and other conduct that is prohibited by the Act

The information provided here aims to demonstrate that we give careful consideration to equality issues in everything that we do at Summerfield School. 'Due regard' ensures that we work towards eliminating discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act.

We are committed to working for equality for all our staff, parents/carers and children to meet our duties under the Equality Act 2010.

We eliminate discrimination by:

- Adoption of the single Equality Scheme
- Our behaviour policy ensures that all children feel safe at school and addresses prejudicial bullying
- Reporting, responding to and monitoring all racist incidents
- Regularly monitoring the curriculum to ensure that the curriculum meets the needs of our pupils and that it promotes respect for diversity and challenges negative stereotyping
- Teaching is of the highest quality to ensure children reach their potential and all pupils are given equal entitlement to success
- Tracking pupil progress to ensure that all children make rapid progress, and intervening when necessary
- Ensuring that all pupils have the opportunity to access extra-curricular provision
- Listening to and monitoring views and experiences of pupils and adults to evaluate the effectiveness of our policies and procedures.

Advancing equality of opportunity between people who share a protected characteristic and people who do not share it

We advance equality of opportunity by:

- Using the information we gather to identify underachieving groups or individuals and plan targeted intervention
- Ensuring participation of parents/carers and pupils in school development
- Listening to parents/carers
- Listening to pupils at all times

Fostering good relations across all characteristics - between people who share a protected characteristic and people who do not share it

We foster good relations by:

- Ensuring that Summerfield School is seen as a community school within our local community
- Ensuring that equality and diversity are embedded in the curriculum and in collective worship.