

Equalities

Our Equality Commitments and the Public Sector Equality Duty

In our school and across PACE Academy Trust we celebrate diversity and promote equity. We recognise that we are all different and the contributions of all our adults and children are seen, heard and valued. We enjoy our differences and take time to understand our varied experiences. We encourage one another to challenge our assumptions. As a Rights Respecting School, we embed the principles of the UN Convention on the Rights of the Child (UNCRC) into our ethos, ensuring that every child's rights are respected, protected, and promoted.

We aim to promote pupils' spiritual, moral, social and cultural development. We will tackle the barriers which could lead to unequal outcomes and ensure equality of access for all stakeholders. We will treat people fairly and consistently. We will treat any allegations of discrimination seriously. This commitment aligns with our Rights Respecting School approach, where children learn about their rights and the importance of respecting the rights of others.

We welcome our duties under the Equality Act 2010. The school's general duties, with regards to equality are:

- Eliminating discrimination
- Fostering good relationships
- Advancing equality of opportunity

We have our full statement of commitment to how we celebrate diversity and promote equality [here](#).

Keston Primary school is a two-form entry school with nursery provision in Old Coulsdon, Surrey.

- 13.9 of pupils are eligible for pupil premium funding. This is lower than the national average (20.8%) but a priority for our school as we are determined to narrow the gap. It has remained steady for the past few years.
- 12.5% of pupils are identified as having English as an Additional Language, which is much lower than the national average of 23%. There are 20 additional languages spoken throughout the school. Of these 20 languages, the majority languages spoken are Chinese, Hindi and Romanian all at 0.6% some of the other languages spoken are Polish, Romanian, Urdu and Greek.
- Our cohort of pupils represents 25 different ethnic groups, with 59% of pupils from a White British background and our next largest group being any White and Black Caribbean, at 7%. The remaining ethnic groups are represented by very small numbers of pupils across the school, highlighting the importance of creating an inclusive, welcoming environment for all.
- Our catchment area includes one LSOA which is in the second decile (i.e. the 10 to 20%) most deprived in England.

At Keston, we have high aspirations and ambitions for all our children and we want to move beyond beliefs about ‘fixed’ ability and to model teaching and learning behaviours that avoid labelling our children. We are determined to ensure that our children are given every chance to realise their full potential.

The profile of Equity and Diversity at Keston is something that is important to us as a school. We have worked hard to ensure that our curriculum and school environment embody the diverse world that we live in. The children at Keston feel heard and represented within our school and have played a big part in shaping the diverse learning environment that we have today.

At Keston, our priority is for the children to learn about the diverse world that we live in and for them to also feel like they each have an equal voice in shaping what we do as a school, so their opinion and feedback is so important to us. School Council members from Year 1 through to Year 6 have looked at our displays, books and communal areas to feedback their thoughts on Equality and Diversity.

Alongside our School Council, we have a team of Rights Respecting Officers who champion the principles of the UN Convention on the Rights of the Child (UNCRC) within our school. These pupils work to ensure that children’s voices are heard and that rights are respected across all aspects of school life. They collaborate with staff and peers to promote equality, fairness, and respect, and help embed rights-based values into our curriculum, assemblies, and daily routines.

Our library and book corners play host to a range of authors, cultures, family structures, genders and religions. Children have the opportunity to learn about people who are like them, and those who are not. When studying topics in the wider part of the curriculum, we ensure that all pupils are exposed to a range of influential people and historical events both from the past and present day. It is essential that children’s learning is not limited to what they already know – we help them develop themselves into open-minded, accepting and cultured individuals who appreciate one another for their uniqueness.

Our Target for 2025/2026

In our school our governing body have agreed that our equality targets for this year are to:

Equality Objective 1 – Linked to promotion of Equality, Diversity and Inclusion	
Objective:	To ensure that our curriculum reflects the school’s growing diversity in terms of race, gender and disability.
Equality Objective 2: Linked to Pupil Attendance/Pupil Premium	
Objective:	To explore and understand the reasons for the disproportionately higher absentee levels of PP pupils and begin to improve attendance rates of these pupils.
Equality Objective 3: Linked to Equality and Diversity	
Objective:	To avoid potential prejudice and increase understanding and practice of equality through direct teaching in all areas of the curriculum.
Equality Objective 4: Linked to Equality and Diversity	
Objective:	To ensure all staff receive high-quality training on equality, diversity, and inclusion through trust and school professional development supported by the Hemisphere platform.