

Springwood Infant and Junior School Federation

TOGETHER WE LEARN, TOGETHER WE GROW



Springwood Federation Equalities Policy

Statutory Policy

Approved By: **Governing Body**

Effective Date: **September 2026**

Review By: **September 2027**

Stay Safe,
Treat Others How You Wish to be Treated,
Try Your Best and be Proud

Equality Policy

(including Equality Information and Objectives)

Introduction

We welcome our duties under the Equality Act 2010 as both a provider of education and as an employer.

We believe that all pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstances. We are committed to creating a community that recognises and celebrates difference within a culture of respect and co-operation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. We recognise that equality will only be achieved by the whole school community working together – our pupils, staff, governors and parents/carers.

This document outlines the principles which will guide our approach to working with our school community and enabling an open culture.

For staff and prospective staff, this policy should be read in conjunction with the school's Employment Equality Policy.

National and Legal Context

We recognise that we have duties under the Equality Act 2010 in relation to the school community to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (applicable only to staff), disability, gender reassignment, race, sex, maternity and pregnancy, religion or belief, sexual orientation and marriage and civil partnership (applicable only to staff).

We also recognise that we have a duty under the Education & Inspections Act 2006 to promote community cohesion, i.e. developing good relations across different cultures and groups.

We also appreciate that these duties reflect the international human rights standards as expressed in the UN Convention on Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

School Context (up to 24.9.2026)

School	Number on Roll	Girls	Boys	EAL	Pupil Premium	Free School Meals	Service Children	SEND	EHCP
Infants	136	54% (74/136)	46% (62/136)	9% (12/136)	33% (45/136)	39% (53/136)	1% (1/136)	18% (24/136)	4% (5/136)
Juniors	216	45% (98/216)	55% (118/216)	10% (21/216)	50% (109/216)	46% (99/216)	4% (8/216)	49% (106/216)	10% (22/216)

Principles

To fulfil our legal obligations, we are guided by a number of principles.

1. All pupils, families and staff are of equal value

We see all pupils, potential pupils, their parents and carers, and staff as of equal value:

- Whether or not they are disabled
- Whatever their ethnicity, culture, national origin or national status
- Whatever their sex
- Whatever their gender identity
- Whatever their religious and non-religious affiliation or faith background
- Whatever their sexual orientation
- Whatever their marital status
- Whether they are currently pregnant or have recently given birth
- Whatever their age

2. We recognise and respect difference

We recognise that treating people equally does not necessarily involve treating them all the same. We recognise that our policies, procedures and activities must not discriminate but must take account of diversity and the kinds of barriers and disadvantage that staff, parents/carers or pupils may face in relation to their protected characteristics:

- Disability – we understand that reasonable adjustments may need to be made.
- Sex – we recognise that girls and boys, men and women have different needs.
- Gender reassignment – we recognise an individual has the protected characteristic of gender reassignment if they are proposing to undergo, is undergoing or has undergone a process (or part of a process) for the purpose of reassigning their sex by changing physiological or other attributes of sex.
- Religion and belief – we acknowledge that reasonable requests in relation to religious observance and practice may need to be made and complied with.
- Ethnicity and race – we appreciate that all have different experiences as a result of our ethnic and racial backgrounds.
- Age – we value the diversity in age of staff, parents and carers.
- Sexual orientation – we respect that individuals have the right to determine their own sexual identity and that they should not experience disadvantage as a result of their preference.

- Marriage and civil partnership – we recognise that our staff, parents and carers may make their own personal choices in respect of personal relationships and that they should not experience disadvantage as a result of the relationships they have.
- Pregnancy and maternity – we believe that our staff, parents and carers should not experience any unfair disadvantage as a result of pregnancy or having recently given birth (*NOTE: Secondary schools should also include pupils within this section as this protected characteristic applies to pupils as well*).

3. We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:

- positive attitudes and interaction between groups and communities different from each other
- an absence of harassment, victimisation and discrimination in relation to any protected characteristics

4. We observe good equalities practice in relation to staff

We ensure that our policies and practices for all staff and potential staff throughout the employment lifecycle, i.e. from recruitment through to the cessation of employment and beyond, are applied fairly and consistently across all groups with full respect for legal rights, taking into account aspects applicable to particular groups (e.g. duty to make reasonable adjustments for disabled staff).

5. We aim to reduce and remove inequalities and barriers that already exist

We intend that our policies, procedures and activities avoid or minimise any possible negative impacts and we aim to reduce inequalities that exist between groups and communities different from each other.

6. We consult and involve to ensure views are heard

In our development of policies, we engage with groups and individuals, including pupils who are affected by a policy or activity to ensure that their views are taken into account. For policies and activities affecting pupils, we will take account of views expressed at school council; for parents, through parent governor representation and for staff, through staff governor representation. Where necessary, we will consult more widely with specific groups.

7. We aim to foster greater community cohesion

We intend that our policies, activities and curriculum offer foster greater social cohesion and provide for an equal opportunity to participate in public life irrespective of the protected characteristics of individuals and groups.

8. We base our practices on sound evidence

We maintain and publish information annually to show our compliance with the public sector equality duty, set out under section 149 of the Equality Act 2010. Our current equality information can be found in Appendix A to this policy statement.

NOTE: The duty is proportionate and depending on the size and resource of the school and therefore what is published for a small primary school will not be the same as for a large secondary school.

Where schools have less than 150 staff, the Governing Body will not be required to publish information in relation to their staff, and therefore are only required to publish pupil-related data.

9. We set ourselves specific and measurable equality objectives

We develop and publish specific and measurable objectives every four years based on the evidence that we have gathered (principle 8) and the engagement we have been involved in (principle 7).

The objectives can be found in Appendix B to this policy statement and take into account both national, county and school level priorities.

We will set ourselves new objectives every four years, but keep them under review and report annually on progress towards achieving them.

Application of the principles within this policy statement:

The principles outlined in the policy statement will be applied and reflected in:

- The delivery of the school curriculum
- The teaching and learning within the school
- Our practice in relation to pupil progress, attainment and achievement
- Our teaching styles and strategies
- Our policies and practice in relation to admissions and attendance
- Our policies and practice in relation to staff
- Our care, guidance and support to pupils, their families and staff
- Our policies and practice in relation to pupil behaviour, discipline and exclusions
- Our partnership working with parents and carers
- Our contact with the wider school community

Addressing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice including but not limited to prejudice related to protected characteristics. We will ensure that prejudice-related incidents in relation to staff and pupils are recorded and dealt with appropriately.

Roles and responsibilities

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented and that arrangements are in place to deal with any concerns or unlawful action that arises.

The headteacher is responsible for implementation of this policy, ensuring that all staff are aware of their responsibilities and given appropriate training and support and for taking appropriate action in any cases of unlawful discrimination, harassment or victimisation.

All staff are expected to work in accordance with the principles outlined in this policy to:

- promote an inclusive and collaborative ethos in their practice
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons
- support pupils in their class who have additional needs

Date approved by the Governing Body: September 2026

Date for policy review: September 2027

Equalities Information

Appendix A

We recognise that the public sector equality duty has three aims, to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act.
- advance equality of opportunity between people 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 have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, sex, gender re-assignment, age, pregnancy and maternity, marriage and civil partnership, religion or belief and sexual orientation).

We have also involved staff, pupils, parents and others in the following ways:

- *focus groups*
- *parent questionnaires*
- *involvement of the student council*
- *staff survey*
- *contact with parents representing pupils with particular protected characteristics*
- *contact with the local community and disability organisations*

Pupil-related data

EYFS 2026

	Milestone 1 September/On Entry	Milestone 2 December 2025	Milestone 3 March 2026	Early Learning Goal
<i>Literacy</i> ELG 9 Word Reading	Children will hear and identify initial sounds verbally. Children will be able to recognise words with the same initial sound, such as money and mother Children will have a developing phonological awareness and might spot and suggest rhymes, count or clap syllables in a word. Children will begin to show an interest in written words, and link graphemes to phonemes.	Children will say a sound for most phase 2 graphemes. The children can recognise and begin to read all phase 2 sounds and some phase 3 sounds. Children will begin to apply their sound knowledge to blend CVC words. Children will explore books, understanding that the words they read will link to form sentences. Children will begin to recognise a few harder to read and spell words e.g, a, the, I.	Children will be able to confidently use phase 2 digraphs independently. With some support, children will recognise at least 5 phase 3 digraphs. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Children will re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Children will continue to independently read some harder to read and spell words matched to the school's phonic programme. For example: I, no, he, go, into, is, was, you, they, my, by, all, are	Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
Word Reading	On track – 44% (21/48) Non-SEND – 45% (21/47) SEND – 0% (0/1)	On track – 52% (25/48) Non-SEND – 51% (24/47) SEND – 100% (1/1)	On track – 64% (31/48) Non-SEND – 85% (35/41) SEND – 29% (2/7)	On track – 71% (35/49) Non-SEND – 74% (31/42) SEND – 57% (4/7)
<i>Literacy</i> ELG 10 Writing	Children are beginning to form some letters accurately and begin to write some or all of their name. Children use mark making to create labels/ pictures for others. Children can orally rehearse a sentence given to them by an adult. Children begin to use	Children form some letters accurately. Including capital letters and the letters in their name. Children begin to write labels and words using their phonetic knowledge. Children are supported to orally rehearse sentences before writing. Children begin to write their own	Children can form most letters accurately and can securely write their own name. Children securely write labels, words, captions, using their phonetic knowledge. Children orally rehearse their writing with some support from a teacher. Children begin to write	Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.

	letters to represent words e.g. 'm' for mummy. Children show an awareness of spacing in writing.	phrases using their phonetical knowledge Children can begin to understand and use spacing in their writing.	short sentences with words with known letter-sound correspondences using a capital letter and full stop. These can be read by others. Children have a secure understanding of how to use spacing when writing.	
Writing	On track – 40% (19/48) Non-SEND – 40% (19/47) SEND – 0% (0/1)	On track – 45% (22/48) Non-SEND – 45% (21/47) SEND – 100% (1/1)	On track – 58% (28/48) Non-SEND – 63% (26/41) SEND – 29% (2/7)	On track – 69% (34/49) Non-SEND – 71% (30/42) SEND – 57% (4/7)
<i>Mathematics</i> ELG 11 Number	Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 3. Children can develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Compare numbers to 5 and understand the 'one more than/one less than' relationship between consecutive numbers to 5.	Know that the last number reached when counting a small set of objects tells you how many there are in total. Link the number symbol (numeral) with its cardinal number value to 5. Children can subitise objects to 3 Children begin to understand a number can be split into 'parts' e.g. 3 and 2 makes 5, 1 and 4 makes 5.	Children can link the numeral to its number value to 7 using 1:1 correspondence. Children can securely subitise objects to 4. Children know the number bonds (including subtraction facts) for numbers up to 4.	Have a deep understanding of number to 10, including the composition of each number. Subsidise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts
Number	On track – 63% (30/48) Non-SEND – 62% (39/47) SEND – 100% (1/1)	On track – 77% (37/48) Non-SEND – 77% (36/47) SEND – 100% (1/1)	On track – 83% (40/48) Non-SEND – 90% (37/41) SEND – 43% (3/7)	On track – 88% (43/49) Non-SEND – 93% (39/42) SEND – 57% (4/7)

Mathematics ELG 12 Numerical Patterns	Verbally count numbers past 5. Say one number for each item in order: 1,2,3,4,5,6, 7 Compare quantities using language: 'more than', 'fewer than' Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc. Extend and create ABAB patterns and notice and correct errors. Children explore sharing objects equally, noticing when something isn't the same.	Children can begin to count beyond ten. Count objects, actions and sounds with adult support. Compare quantities up to 5 using language: 'more than', 'fewer than' and 'the same as or equal to'. Continue, copy and create repeating patterns. Children begin to pair objects, noticing that there are 2 of each objects.	Children can verbally count beyond ten, noticing the change in pattern for 'teen' numbers. Compare quantities up to 7 using language: 'more than', 'fewer than' and 'the same as or equal to'. Children begin to notice that doubling means twice the amount. Children begin to notice that an odd number cannot be shared equally between two and that an even number can.	Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
Numerical Patterns	On track – 54% (22/48) Non-SEND – 47% (22/47) SEND – 0% (0/1)	On track – 73% (35/48) Non-SEND – 71% (34/47) SEND – 100% (1/1)	On track – 83% (40/48) Non-SEND – 88% (37/41) SEND – 29% (2/7)	On track – 86% (42/49) Non-SEND – 93% (39/42) SEND – 43% (3/7)

Year 1 Phonics 2026

ARE		End of EYFS 2025 (15% SEND 7/47)	December 2025 (20% SEND, 6% EHCPs)	March 2026 (28% SEND, 6% EHCPs)	End of Year 2026 (compared against end of EYFS 2025) (28% SEND, 8% EHCPs)	National 2026
Phonics	All		32+ 27% (13/49) 25+ 33% (16/49)	32+ 40% (20/50) 25+ 56% (28/50)	31+ 70% (32/50)	82%
	Non SEND				92% (33/36)	
	SEND				14% (2/14)	
	PP				66% (15/23)	
	Non SEND PP				100% (13/13)	
	Non PP				74% (20/27)	
	Non PP (Non SEND)				86% (19/22)	

Year 6 Attainment 2026

ARE	End of EYFS 2020	End of Year 1 2021	End of Year 2/ Entry Points Year 3 2022	End of Year 3 2023 (compared against end of Year 2 2022)	End of Year 4 2024 (compared against end of Year 3 2023) (29% SEND, 7% EHCPs)	End of Year 5 2025 (compared against end of Year 4 2024) (37% SEND, 8% EHCPs)	December 2025 TA – Line 1 (38% SEND, 8% EHCPs)	March 2026 TA Line 1 (40% SEND, 8% EHCPs)	End of Year 2026 (compared against end of Year 5 2025) TA Line 1 (40% SEND, 8% EHCPs)	National 2026
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								SATs Score – Line 2 (95+ on track for ARE)	SATs Score – Line 2 (100 on track for ARE)	SATs Score	
Reading	All			57% (31/54)	65% (37/57)	65% (34/52)	71% (42/59) <u>SATs Practise (93+ on track ARE):</u> 67% (40/60)	63% (38/60)	68% (41/60)	68% (41/60)	75%
								66% (40/60)	February Paper 62% (37/60) March Paper (informal) 62% (37/60)	65% (38/60)	
	Non SEND			80% (28/35)	82% (32/39)	94% (29/31)	92% (32/37)	89% (33/37)	94% (34/36)		94% (34/36)
								89% (33/37)	February Paper 86% (31/36) March Paper (informal) 86% (31/36)	89% (32/36)	
	SEND			16% (3/19)	28% (5/18)	24% (5/21)	36% (8/22)	22% (5/23)	29% (7/24)		29% (7/24)
								30% (7/23)	February Paper 33% (8/24) March Paper (informal) 25% (6/24)	29% (7/24)	
	PP				54% (13/24)	58% (16/28)	61% (17/28)	52% (15/29)	59% (17/29)		59% (17/29)
								58% (17/29)	52% (15/29)	48% (14/29)	
	Non SEND PP				79% (11/14)	92% (12/13)	91% (10/11)	91% (10/11)	100% (10/10)	100% (10/10)	
								91% (10/11)	70% (7/10)	100% (10/10)	
	Non PP				73% (24/33)	96% (23/24)	81% (25/31)	74% (23/31)	77% (24/31)	77% (24/31)	
								74% (23/31)	71% (22/31)	81% (25/31)	
	Non PP (Non SEND)				84% (21/25)	100% (18/18)	92% (24/26)	88% (22/25)	92% (24/25)	92% (24/25)	
								88% (22/25)	84% (21/25)	92% (23/25)	
Writing	All			52% (28/54)	63% (36/57)	58% (25/52)	59% (35/59) <u>SATs Practise (93+ on track ARE):</u> 68% (41/60)	57% (34/60)	61% (37/60)	70% (42/60)	73%
								78% (47/60)	February Paper 60% (36/60) March Paper (informal) 70% (42/60)	73% (44/60) (68% without special consideration)	74%
	Non SEND			77% (27/35)	79% (31/39)	77% (24/31)	81% (30/37)	81% (30/37)	86% (31/36)		

								89% (33/37)	February Paper 83% (30/36) March Paper (informal) 92% (33/36)	92% (33/36)	
	SEND			5% (1/19)	28% (5/18)	19% (4/21)	23% (5/22)	17% (4/23) 30% (7/23)	25% (6/24) February Paper 35% (6/24) March Paper (informal) 38% (9/24)	25% (6/24) 46% (11/24)	
	PP				50% (12/24)	29% (11/28)	50% (14/28)	41% (12/29) 66% (19/29)	48% (14/29) 41% (12/29)	52% (15/29) 62% (18/29)	
	Non SEND PP				71% (10/14)	77% (10/13)	82% (9/11)	81% (8/11) 91% (10/11)	80% (8/10) 70% (7/10)	90% (9/10) 90% (9/10)	
	Non PP				73% (24/33)	92% (22/24)	68% (21/31)	71% (22/31) 87% (27/31)	74% (23/31) 77% (24/31)	81% (25/31) 84% (26/31)	
	Non PP (Non SEND)				84% (21/25)	94% (17/18)	81% (21/26)	85% (21/25) 88% (22/25)	88% (22/25) 88% (22/25)	96% (24/25) 96% (24/25)	
Maths	All			56% (30/54)	65% (37/57)	60% (31/52)	63% (37/59) <u>SATs Practise (93+ on track ARE):</u> 42% (25/60)	62% (37/60) 68% (41/60)	60% (36/60) February Paper 50% (30/60) March Paper (informal) 66% (40/60)	65% (39/60) 72% (43/60) (68% without special consideration)	75%
	Non SEND			77% (27/35)	79% (31/39)	84% (26/31)	84% (31/37)	89% (33/37) 92% (34/37)	92% (33/36) February Paper 72% (26/36) March Paper (informal) 88% (32/36)	92% (33/36) 94% (34/36)	
	SEND			16% (3/19)	28% (5/18)	29% (6/21)	27% (6/22)	17% (4/23) 26% (6/23)	17% (4/24) February Paper 17% (4/24) March Paper (informal) 38% (9/24)	25% (6/24) 38% (9/24)	

	PP				46% (11/24)	54% (15/28)	57% (16/28)	77% (24/29)	38% (11/29)	48% (14/29)	
								52% (15/29)	34% (10/29)	59% (17/29)	
	Non SEND PP				64% (9/14)	77% (10/13)	91% (10/11)	91% (10/11)	80% (8/10)	90% (9/10)	
								91% (10/11)	70% (7/10)	100% (10/10)	
	Non PP				76% (25/33)	92% (22/24)	68% (21/31)	77% (24/31)	81% (25/29)	81% (25/29)	
								81% (25/31)	61% (19/31)	84% (26/31)	
	Non PP (Non SEND)				88% (22/25)	94% (17/18)	81% (21/26)	85% (21/25)	88% (23/25)	96% (24/25)	
								92% (23/25)	72% (18/25)	92% (23/25)	
Combined	All			48% (26/54)	61% (35/57)	50% (26/52)	58% (34/59)	53% (32/60)	53% (32/60)	60% (36/60)	63%
								53% (32/60)		58% (35/60) (57% without special consideration)	

Greater Depth		End of EYFS 2020	End of Year 1 2021	End of Year 2/Entry Points Year 3 2022	End of Year 3 2023 (compared against end of Year 2 2022)	End of Year 4 2024 (compared against end of Year 3 2023)	End of Year 5 2025 (compared against end of Year 4 2024)	December 2025 TA – Line 1	March 2026 TA – Line 1	End of Year 2026 TA – Line 1 (compared against end of Year 5 2025)	National 2026
								SATs Score – Line 2 (105+ on track for GD)	SATs Score – Line 2 (110+ on track for GD)	SATs Score	
Reading	All			13% (7/54)	21% (12/57)	19% (10/52)	20% (12/59) <u>SATs Practise (105+ GD):</u> 12% (7/60)	16% (10/60)	18% (11/60)	16% (10/60)	31%
								15% (9/60)	February Paper 13% (8/60) March Paper (informal) 22% (13/60)	23% (14/60)	
Writing	All			4% (7/54)	16% (9/57)	10% (5/52)	7% (4/59) <u>SATs Practise (105+ GD):</u> 10% (6/60)	2% (1/60)	3% (2/60)	7% (4/60)	13%
								18% (11/60)	February Paper 7% (4/60) March Paper (informal) 15% (9/60)	22% (13/60)	GPS – 30%
Maths	All			11% (6/54)	16% (9/57)	17% (9/52)	17% (10/59) <u>SATs Practise (105+ GD):</u> 5% (3/60)	8% (5/60)	8% (5/60)	12% (7/60)	27%
								13% (8/40)	February Paper 2% (1/60)	18% (11/60)	

									March Paper (informal) 10% (6/60)		
Combined	All			6% (4/54)	11% (6/57)	6% (3/52)	7% (4/59)	0	2% (1/60)	5% (3/60)	9%
										5% (3/60)	

Protected Characteristic: Ethnicity

Due to the small numbers of ethnicity, the school has not reported on these outcomes. Please book an appointment to meet with the Executive Headteacher if you wish to discuss this further.

Protected Characteristics Incidents:

2023-24 – 63 Incidents

2024-25 – 45 (reduction from 2023-24)

2025-26 – 66 incidents (increase from 2024-25)

Autumn Term 2025

	Infant Incidents	Junior Incidents	Commentary
3.9 - 11.9	0	0	
18.9.25	1	1	Year 2 x 1 Year 4 x 1
			Year 3 x 1 Year 5 x 3 Year 6 x 4
3.10.25	1	8	Year 5 x 1
10.10.25	0	1	Year 2 x 2 Year 1 x 2
17.10.25	2	0	Year 5 x 1
24.10.25	2	1	Year 1 x 1 Year 4 x 1 Year 6 x 1
7.11.25	1	2	Year 4 x 1 Year 3 x 1 Year 6 x 1
14.11.25	0	1	Year 4 x 1
21.11.25	0	2	Year 3 x 1 Year 6 x 1 Year 4 x 1
5.12.25 (2 weeks)	0	2	Year 5 x 1
11.12.25	0	1	Year 3
19.12.25	0	0	
Total	7	19	

Infant Incidents	Junior Incidents	Commentary
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Spring Term

			Year 5 x 3
8.1.26	1	3	Year 2 x 1
15.1.26		2	Year 6 x 2
			Year 3 x 1
22.1.16	0	2	Year 4 x 1
			Year 6
29.1.26	0	2	Year 6
5.2.26	0	3	Year 5 x 3
12.2.26	0	0	
27.2.26	0	0	
			Year 5 x 1
6.3.26	0	3	Year 6 x 2
13.3.26	0	1	Year 6 x 1
			Year 2 X 1
19.3.26	1	2	Year 5 x 2
23.3.2026	0	1	Year 5 x 1
Total	2	19	

Summer term	Infant Incidents	Junior Incidents	Commentary
			Y1 x 1
17.4.26	1	1	Y5 X 1
			Y2
24.4.26	2	1	Y6
			Y3
1.5.2026	0	2	Y6
			Year 5 x 2
7.5.26	0	3	Year 4 x 1
			Year 2
14.5.26	1	0	
			Year 4 x 1
5.6.26	0	3	Year 6 x 2
12.6.2026	0	0	
19.6.26	1	0	Year 1
			Y4 x 1
26.6.2026	0	2	Y6 x 1
3.7.2026	0	0	
10.7.2026	0	1	Year 5 x 1
17.7.2026	0	1	Y5 x 1
22.7.2026	0	0	
Total	5	14	
Total Federation	14	52	

The work completed during 2024-25 has continued to raise the profile of the nine Protected Characteristics. This continued into 2025-26, however there was an increase in incidents. Please book an appointment with the Executive Headteacher if you wish to discuss this further and understand how the school is addressing this area.

Attendance 2025-26

Year to date As At:	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Infants	93.80%	94.19%	94.46%	94.67%	94.23%
Without RHP	94.84%	95.02%	95.94%	95.41%	94.32%

Year to date	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Juniors	93.97%	94.14%	94.15%	94.12%	93.60%
Without RHP	95.60%	95.70%	95.70%	95.71%	95.26%

End of Year Overall	All	Girls	Boys	PP	Non PP	SEND	NON SEND
EYFS	92.84%	93.68%	91.83%	92.08%	93.18%	90.52%	93.27%
Year 1	94.63%	95.46%	93.20%	93.12%	96.06%	92.44%	95.58%
Year 1 without RHP	95.00%	95.86%	93.90%	93.87%	96.06%	93.64%	95.58%
Year 2	95.22%	96.62%	94.32%	93.34%	96.70%	94.17%	96.44%
Year 2 without RHP	96.48%	96.85%	96.24%	96.18%	96.71%	96.51%	96.44%
Year 3	94.11%	93.85%	93.53%	91.92%	95.46%	91.79%	95.38%
Year 3 without RHP	96.38%	95.59%	95.30%	94.67%	96.20%	94.71%	96.08%
Year 4	92.57%	93.80%	93.03%	91.98%	94.77%	91.64%	95.09%
Year 4 without RHP	94.00%	95.03%	94.97%	94.58%	95.41%	94.29%	95.68%
Year 5	94.80%	94.08%	93.65%	91.91%	95.78%	91.78%	95.58%
Year 5 without RHP	95.19%	95.10%	95.38%	94.47%	95.99%	94.64%	95.73%
Year 6	92.99%	94.01%	92.96%	92.45%	94.52%	92.09%	94.81%
Year 6 without RHP	95.72%	95.65%	95.08%	94.96%	95.76%	94.73%	95.96%

Yearly Comparison:

	25-26	24-25	23-24	22-23
Infants	94.2	92.8	92.8	92.9
Without RHP	94.3	95.9	96	94.4

	25-26	24-25	23-24	22-23
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Juniors	93.6	94.5	94.6	95.2
Without RHP	95.3	95.8	95.7	95.6

Staff Data

The staff structure can be found on the school's websites:

<https://www.springwoodfederation.co.uk/meet-the-team/>

Qualitative information

The school has published various policies on the school's internet site

<http://www.springwoodfederation.co.uk/>. These policies evidence the school's commitment to the principles outlined in this policy and the public sector equality duty.

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Equality Objectives

Appendix B

NOTE: Governors may also wish to refer to the Governors workbook to support them in determining what objectives should be set and published and how they should be worded to ensure they are specific and measurable.

We recognise that the public sector equality duty has three aims, to:

- *eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act*
- *advance equality of opportunity between people 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 have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, sex, gender re-assignment, age, pregnancy and maternity, marriage and civil partnership, religion or belief and sexual orientation).

We have also involved staff, pupils, parents and others in the following ways:

- *focus groups*

- *parent questionnaires*
- *involvement of the student council*
- *staff survey*
- *contact with parents representing pupils with particular protected characteristics*
- *contact with the local community and disability organisations*

Having referred to and analysed our equality information, we have set ourselves the following objective(s):



Springwood Federation's School Improvement Plan 2026-27
(Refer to action plans for further breakdowns)

Together We Learn, Together We Grow

In order to learn and grow, we are committed to enhancing the quality of teaching and learning, enriching our curriculum and creating a consistent and supportive environment for behaviour and emotional development. By fostering inclusive practices and strengthening family engagement, we aim to ensure every child feels valued and supported within our school community.

Aspirational target over time will be for 100% of Non-SEND pupils to meet ARE. Aspirational target over time will be for 100% of SEND pupils who do not have Cognition and Learning as a Primary Area of Need to meet ARE.

Refer to the Strategic Overview for 2026-27 for Governor Monitoring Opportunities and the Action Plans for each Key Objective for Governor Questions

KO1: Enhance the Quality of Teaching and Learning	KO2: Continue to Enhance the Wider Curriculum	KO3: Shift Perceptions around Consequences and Behaviour	KO4: Ensure that Every Child and Family are Included in our School Community
1.1 Embed the school's Principles of Teaching and Learning through consistent high-quality classroom practice, ensuring all pupils, including those with SEND, receive effective Ordinarily Available Provision and adaptive teaching that enables them to achieve their full potential. 1.2 Review and refine the formal and informal pathways for Springwood's mainstream offer 1.3 Commence the second year of the maths curriculum and check impact 1.4 Embed oracy across the curriculum, in the second year of implementation, to improve pupil spoken language, reasoning, confidence, and to use talk as a lever for reading comprehension and final outcomes.	2.1 Subject leaders to use assessment, monitoring and curriculum reviews to identify gaps in learning, support teachers in adapting provision and ensure consistent implementation of the Springwood curriculum.	3.1 Embed the Restorative approach from the Behaviour Policy - Enhance systems from Stage 2 to ensure swifter and standardised communication to parents - Enhance systems from Stage 3 to the Individual Behaviour Management Plan process to ensure tighter monitoring using the assess, plan, do and review cycle and use SMART targets 3.2. Continue to support children to recognise their emotions by using zones of regulation.	4.1 Increase Parental Engagement across the school 4.2 Continue to standardise systems and communication to manage parental expectations

Planned Action Plans, break down the Key Objectives further in conjunction with the delivery of the PSHE curriculum, to support teaching across the Federation in order to support children's understanding of the Protected Characteristics. The SIP and action plans are reviewed termly.

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