



Poverest
Primary School

Equality Objectives Statement

This Policy was approved Governors in:	July 2025
This Policy was shared with staff on:	August 2025
Implementation of this Policy will be monitored by:	Emma Wilson & Chauntelle Wildman
Monitoring will take place at regular intervals	
The Policy will be reviewed annually or more regularly if needed.	
Policy Review Date:	July 2025
Date of next Review:	July 2026

Aims

Poverest Primary School is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth. Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

Our school aims to promote respect for difference and diversity in accordance with our values, such as being Polite, Respectful, Open minded, United and Determined (PROUD).

Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives
- This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

Roles and responsibilities

Staff and governors are regularly reminded of their responsibilities under the Equality Act e.g. during meetings.

The Governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The Equality Link Governor (Mrs Wildman) will:

- Meet with the designated member of staff for equality every year and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The Headteacher (Mr Haylock) will:

- Promote knowledge and understanding of the equality objectives amongst staff and children
- Monitor success in achieving the objectives and report back to governors

The Designated Member of Staff for Equality (Mrs Wilson/Mrs Jewitt) will:

- Support the Headteacher in promoting knowledge and understanding of the equality objectives amongst staff and children
- Meet with the equality link governor every year to raise and discuss any issues.
- Support the Headteacher in identifying any staff training needs, and deliver training as necessary

The Staff will:

- Have regard to this document and to work to achieve the objectives.
- Regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.
- Take ownership of ensuring that the curriculum they are delivering meets the objectives in promoting equality of opportunity.

Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions. Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct. Staff and governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes. New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every year, this will include unconscious bias training from September 25. The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. children with disabilities or SEND)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling all children to share their cultures and celebrations throughout the year)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all children to be involved in the full range of school clubs)

In fulfilling this aspect of the duty, the school will:

- Analyse attainment data each academic year showing how children with different characteristics are performing to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own children.

Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and PSHE education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, children will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Children will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of children within the school. For example, our school council has representatives from different year groups and is formed of children from a range of backgrounds. All children are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.

Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made. The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip is accessible to pupils with disabilities as well as having equivalent facilities for boys and girls.

Equality Objectives

Objective 1: To promote the protected characteristics under the Equality Act 2010 through our inclusive curriculum. These include age, disability, race, gender, religion etc. We will know that this aim has been successful when learning about people with protected characteristics is taught in every curriculum subject in each year group.	
To achieve this objective we plan to:	Progress made towards this objective (evidence):
<ul style="list-style-type: none"> Staff meeting time to map the protected characteristics across our curriculum subjects. e.g. where we study female scientists, disabled artists. Training for staff on the Equality Act and these objectives. 	<p>Staff meetings took place every half term, to allow time to plan and adapt the Kapow curriculum. INSET 3/6/24 was used by staff to adapt the curriculum for September 24 to include learning about even more people with protected characteristics, now that we have been using Kapow for a year.</p> <p>Annual training for all staff in September using The National College - Certificate in Equality, Diversity and Inclusion for Primary Schools.</p>
<p>Progress towards this objective</p> <ul style="list-style-type: none"> Equality Link Governor and Designated member of staff will meet in March to discuss the progress towards this objective, speak to children and carry out a curriculum/book scrutiny. Monitor the impact of this through learning conferences (speaking to the children) as well as looking at what the children are being taught through book scrutinies. 	<p>OFSTED 27/2/24 stated <i>“that all pupils are treated equally and with respect. Pupils with special educational needs and/or disabilities are included in all aspects of school life. The school promotes pupils’ wider development through a broad and diverse curriculum. Pupils are taught about different faiths and are encouraged to demonstrate fundamental British values.”</i></p> <p>Learning Conferences took place by SLT for all year groups. This led to more resources at play/lunchtimes for all children as well as clubs e.g. ‘reasoning club’ and ‘art club’ for the children who have been working at greater depth in art for at least two years.</p> <p>Picture News weekly assemblies</p>

We selected this objective as we had noticed some inequalities within our curriculum 2022-2023 e.g. learning about lots of famous white males and we wanted to ensure that our curriculum eliminates discrimination and promotes the protected characteristics.

2023-2024 We really focused on making changes to our curriculum. OFSTED 27/2/24 stated ‘The school has made deliberate and careful changes to the curriculum. Leaders identified where previous curriculum thinking had not ensured that pupils were taught a breadth of knowledge to deepen their understanding. The school now has in place an organised and ambitious curriculum that is designed to meet the needs of all pupils, including children in the early years.’

2024-2025: We are now following the condensed versions of the Kapow Schemes of work for most subject areas. This enables us to make sure that all objectives are covered and nothing is missed out due to a full timetable. Each unit of work has a famous person to learn about and these people are being added to the Pace Sheets/ Medium Term plans. This will need to be an ongoing target as units of work are being updated on Kapow.

Objective 2: Children from all groups (Equality Act 2010) make progress in line with their peers with the aim to meet or exceed national expectations across the curriculum

To achieve this objective we plan to:	Progress made towards this objective:
<ul style="list-style-type: none"> Monitor and analyse child achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for children. 	<ul style="list-style-type: none"> Child progress reviews held every six weeks show all children were targeted to ensure that the gaps were narrowed in line with their peers and national data. The SENCO and assessment coordinator reviewed, every six weeks, the impact of each intervention to ensure that all children were making progress. The school governors met termly to discuss and challenge the school about what was being done for these groups. The AFACT act as a 'critical friend' throughout the year to challenge what we are doing to support our vulnerable children.
<ul style="list-style-type: none"> Our EAL children achieve in line with their peers and their families to help with their child's learning. We have an English as an Additional Language (EAL) teacher who works with children one day a week and liaises with our EAL families and staff. 	<ul style="list-style-type: none"> 2024-2025 on average our EAL children achieve in line or better than their peers. Over 50% achieved expected or greater depth in reading, writing and maths. Writing is the biggest area where children with EAL perform better at greater depth 11% than children who are not EAL 5% Our EAL teacher worked with identified EAL children every week and wrote termly progress updates for the class teachers. EAL teacher held a coffee morning for our EAL parents and families. The parents made signs in different languages to go around the school.
<ul style="list-style-type: none"> Pupil Premium funding is allocated effectively: Additional and specialist teachers support our PP children to fall in line with national expectations. PP children are encouraged to take part in clubs at a significantly discounted rate 	<ul style="list-style-type: none"> See website for PP funding Half termly child progress reviews show the children are narrowing the gaps. Interventions in place for all PP children and the impact is monitored every half term.
<ul style="list-style-type: none"> Parents and families are confident to support their children at home. We provide regular workshops for parents as well as information about what the children will be learning and how to use any Apps. Communication through a range of media for parents who can't come into school. Parents can observe phonics lessons weekly in EYFS & Yr1 	<ul style="list-style-type: none"> 'Meet the teacher' events as well as parent workshops to support home learning and how to use any online apps they might need. Family Liaison officer meets with families to offer support as needed Celebration of Learning events half termly to share how we teach reading, maths etc.

Our focus will be determined by the cohort of children, subjects taught and other data or evidence gathered throughout the year.

We are continuing with this objective as we still need to monitor all groups but next year we will focus on the gender gap.

2024-2025 Gender Gap	girls expected	boys expected	girls greater depth	boys greater depth
reading	43%	44%	26%	19%
writing	50%	42%	6%	6%
maths	48%	43%	22%	29%

Objective 3: Enable children to appreciate and value difference and diversity in the community and with their peers through PSHE lessons and Picture News assemblies which reduces the incidents of homophobic, sexist and racist language by students. Children will continue to do this even when they are not in school and have moved on to their secondary schools.

To achieve this objective we plan to:	Progress made towards this objective:
<p>Monitor behaviour incidents with a focus on: Who? Where? Why? Then look at what additional strategies can be employed to reduce incidents?</p> <ul style="list-style-type: none"> • 'Peer Mentors' as part of the restorative justice scheme • Show racism the red card day as part of children's mental health week. • Promote our School and British Values through weekly 'Picture News' assemblies. • Nurture room for vulnerable children at lunchtime as well as a range of lunchtime clubs and quiet places for the children to use. 	<p>6 racial incidents 24-25, 10 racial incidents 23-24, 5 racial incidents 22-23, 7 racial incidents 21-22,</p> <p>When there is a spike in incidents we do more assemblies and circle times to reinforce why this is not acceptable. We also work with the families to make sure that this does not happen again.</p> <p>2024-2025: Racism has been focused on throughout the year in assemblies as well as in class, linked to our School and British Values. 3 incidents involving 5 children were around the use of the word 'monkey'. This was addressed with additional circle times in the KS2 classes and no further incidents took place.</p> <p>All children who had comments made to them have been supported through our nurture room as well as using restorative approaches to ensure that it did not happen again to them.</p> <p>Senior leaders monitored behaviour weekly and produced a report for Governors each half term including a breakdown of vulnerable groups. The Governors then monitored and challenged the school on what they are doing through the Safety and Behaviour Committee.</p> <p>OFSTED Inspection 27/2/24 <i>"The school has high expectations of pupils' behaviour, underpinned by the school's new values. Pupils generally behave well in lessons, and they are attentive and focused on their work. Pupils are taught expected behaviour and routines from the moment they join the school. Additional tailored support helps pupils who need extra guidance to manage their conduct."</i></p>
<ul style="list-style-type: none"> • Through PSHE lessons challenge stereotypes, body image etc • Appoint Year 6 LGBT+ Ambassadors who are trained using the 'metro training programme'. 	<p>No sexist or homophobic incidents have been reported now for four years.</p> <p>During the OFSTED inspection 27/2/24 children in Year 6 were asked about homophobia. What it meant and what they would do if they heard anyone using homophobic language? The inspector wanted to clarify that no incidents had been recorded because children did not know what homophobia was. The children in the younger year groups understood the inappropriate language even if they didn't understand the actual word.</p>
<ul style="list-style-type: none"> • Anti-Bullying Week was held to remind the children about what to do if they felt that they were being bullied and to inform parents about what we do. 	<p>The School Council produced an anti-bullying leaflet for children and parents which they shared with their year group and also went on the school council display.</p> <p>All behaviour incidents are logged daily on our register system and any trends are looked out for weekly. In Year 5, we have had some repeated incidents involving the same children who on investigating were the victim and participants. Most of this behaviour happened due to Parental disagreements outside of school but we put measures in place to limit this from happening whilst the children were in school. As this objective aims for children to behave in the same way whether they are in school or not we created an action plan for the identified children and worked with their parents to ensure that it could be as successful as possible.</p>

<ul style="list-style-type: none"> • The School Council is a central voice for children to discuss what is important to them in school, the local community and the global world. This group is composed of children who have one or more characteristics from the Equality Act and at least one child from our autistic provision. 	<ul style="list-style-type: none"> • The school council was elected by their peers and it is composed of boys, girls, EAL, SEND etc. The School Council meets every half term to plan and organise events. • As part of our Community Project the School Council collected food for the food bank and organised a fundraising event for the local homeless to have a place to go over Christmas. The rest of the year they raised money for our new outdoor classroom, this included an Easter Raffle.
<ul style="list-style-type: none"> • Black History Month – each year group celebrates the life of a famous black person chosen with the children. 	<ul style="list-style-type: none"> • Black History display to showcase what each class learnt. Sharing assembly where each class spoke about what they had done and created a whole school portfolio of evidence.

This objective links with our responsibilities for communication in school e.g. Parent Forums, Parent surveys, Coffee mornings, class dojo etc. We are continuing with this objective as we want to ensure that the number of incidents remains as low as possible and to ensure that our interventions have been effective.