Essendine Primary School
Working Together, Growing Together
Equality Objectives 2024-2028

Equality Act 2010
Essendine Primary is an inclusive school where all are welcome. We celebrate diversity and champion equality. Everybody who enters our school must behave in a way which respects **the protected characteristics of the Equality Act 2010**:



The Equality Act 2010 protects people from discrimination on the basis of these protected characteristics. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment ensuring that as a school, we must:

- **Eliminate unlawful discrimination, harassment, victimisation** and any other conduct 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** between people who share a protected characteristic and people who do not share it.

We believe that the Equality Act provides a framework to support our ongoing commitment to tackling issues of disadvantage and underachievement of different groups.

Our approach to equality is based on the following key principles:
1. All learners are of equal value
2. We recognise and respect difference
3. We foster positive attitudes and relationships and a shared sense of cohesion and belonging.
4. We observe good equalities practice in staff recruitment, retention and development.
5. We aim to reduce and remove inequalities and barriers that already exist.
6. We have the highest expectations of all our children.

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

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 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 Essendine Primary 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 Essendine Primary 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.

Evidence-based decision making
Data collection and evaluation methods
Review of CPOMS incidences by category
- Reporting to governors around attendance and behaviour termly is broken down by characteristics and reviewed termly
- Outcomes for children for every year at the end of July and comparing it to outcomes from previous years.
- Pupil voice, staff voice, parent voice
- Curriculum review

Summary of data evaluation

-outcomes for SEND are below their peers across all year groups;
-Attendance for SEND is 5% lower than non-SEND peers across the school;
-There has been an increase in the number of children accessing inappropriate online content;
-The number of incidents involving racist comments increased in 2024-25.
-The number of SEND children with EHCP support in Essendine is 10, with 13 on pathways. Total of SEN children is 26%
-Girls in KS1 attain less well than boys
-Boys in KS2 attain less well in Reading and Writing although this is not a consistent picture.
-Boys' attainment and progress in English is below that of girls across the year groups, resulting in fewer boys attaining GDS in reading and writing.
-Girls attain less well at GDS in maths than their male peers.
-Parental engagement with school has increased with recent presentations around mobile phone safety being quiet high.

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Equality Objectives

At Essendine Primary School we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, irrespective of race, gender, disability, belief, religion or socio-economic background. In order to further support pupils, raise standards and ensure inclusive teaching, we have set the following objectives:

	Age	Disability	Gender	Marriage and civil partnership	Pregnancy and marriage	Race	Religion or Belief	Sex	Sexual Orientation
Objectives									
To train all members of staff and directors involved in recruitment and selection on equal opportunities and non-discrimination.	x	x	x	x	x	x	x	x	x
To ensure tolerance and respect towards individuals who identify with any of the protected characteristics, specifically supporting language use and understanding of key terms such as homophobia and racism.	x	x	x	x	x	x	x	x	x
To close gaps in attainment and achievement, especially in achieving: -'Greater Depth' in all subjects for the group disadvantaged, - Greater depth for identified groups of boys in English -Greater depth for identified groups of girls in maths.		x	x			x	x		
To ensure quality first teaching and universal provision facilitates the progression and attainment for all SEN and SEMH learners. Early identification and interventions ensure gaps are minimised and addressed.	x	x	x			x	x	x	x
To provide support and interventions to improve attendance and punctuality, particularly amongst key groups.	x	x							
To tackle misconceptions about nationalities and religions based on global events in the news, particularly those pertaining to children identifying with the protected characteristics.						x	x		

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			Progress Against Objectives			
Objective	**Action**	**Success Criteria**	**September 2025 Review**	**September 2026 Review**	**September 2027 Review**	**September 2028 Review**
To train all members of staff and directors involved in recruitment and selection on equal opportunities and non-discrimination.	• Safer recruitment training for SLT members to be booked before Dec 2024 and kept up-to-date to avoid expiry of training period. • Review the recruitment process for the federation. • Use the equalities panel to review the process. • Federation wide training around recruitment.	• SLT are trained to practice safer recruitment and a renewal date is saved in the calendar.	• The governor equalities group has confirmed they will continue to review the recruitment process. • Schools process is in line with guidance. The federation wants to enhance the process ready for recruitment in 2026 • Policy to be updated Autumn 2025 with an adapted interview and screening process included.		•	
To ensure tolerance and respect towards individuals who identify with any of the protected characteristics, specifically supporting language	• Review previous incidents to identify patterns in relation to the environment, time, individuals and groups involved and the nature of incident. • Parent workshops, particularly in relation to online behaviours and exposure to language.	• There are no incidences of racist, misogynistic and homophobic language use by children. • Pupil voice specifically demonstrates tolerant attitudes to the different protected characteristics, especially gender, race,	• The Anti-racism policy is continuing to be reviewed alongside the PSHE curriculum, and updated. This included additional assemblies/lessons on antiracism to be taught to each year	•	•	•

			Progress Against Objectives			
Objective	**Action**	**Success Criteria**	**September 2025 Review**	**September 2026 Review**	**September 2027 Review**	**September 2028 Review**
use and understanding of key terms such as homophobia and racism.	• PSHE scheme is reviewed annually for relevance to issues specific to our context and has a high profile. • Review of behaviour policy and how incidences of discrimination are managed, particularly follow up educational actions. • Pupil and staff voice questions included in termly surveys.	sexual orientation and faith. • Parent attendance to coffee mornings related to online safety and behaviour is well-attended	group and a series of lessons to be delivered in class as the first step to dealing with racist incidents. • The behaviour policy has been embedded, including an escalation process for incidents of discrimination • Pupil voice continues to demonstrate that children feel that all are welcome at the school. They identified the importance of neurodiversity week as part of this. • There have been less incidents of homophobic language this year compared to previous years			

			Progress Against Objectives			
Objective	**Action**	**Success Criteria**	**September 2025 Review**	**September 2026 Review**	**September 2027 Review**	**September 2028 Review**
			• Targeted parent coffee mornings held to inform parents of our behaviour policy/anti-racism policy and how the school deals with racism and what the escalation process is. Clear steps are taken when incidences occur.			
To actively close gaps in attainment and achievement, particularly those of those children classified as disadvantaged in achieving 'Greater Depth' in all subjects.	• Analyse data from different year groups and look for specific trends: e.g. gender and other significant groupings so that provision can be targeted. • Individual target setting based on KS1 and EYFS outcomes. • Staff training in evidence-based interventions. • Targeted interventions for making accelerated progress. • Gap analysis in moderation.	• There is no significant difference in the outcomes and progress for boys and girls • There is no significant difference in the outcomes of disadvantaged and non-disadvantaged pupils • GDS at the end of KS2 is achieved in equal proportion among both disadvantaged and non-pupils. • Academic attainment of children with SEND is in	• Outcomes for disadvantaged students are in line with non-disadvantaged or better across the school. • Outcomes in national assessments are in line with internal data. • Children on the SEND register require targeting	•	•	•

			Progress Against Objectives			
Objective	**Action**	**Success Criteria**	**September 2025 Review**	**September 2026 Review**	**September 2027 Review**	**September 2028 Review**
	• Regular tracking of targeted groups, including termly Pupil Progress Reviews (PPRs).	line with peers by end of KS2	for accelerated progress particularly in English. • Fewer boys attaining GDS in reading and writing, English Reading curriculum was reviewed and enhanced to engage boys. • Girls attain less well at GDS in maths than their male peers-review of opportunities for girls to have role models in STEM.			
To ensure quality first teaching and universal provision adapts to the needs of all learners. Where individuals are assessed to need further	• Meetings scheduled through the year for teachers to discuss best practice in delivering effective universal provision. • CPD offered for key staff 'champions' of universal provision, including the SENDCO.	• Triangulation of classroom provision reveals adaptations and provision which enables all learners to make at least expected progress • Interventions are effective: children leave specific intervention groups, with	• Behaviour policy has been embedded including seeking OAT advice • Specific areas designated for regulation, including sensory	•	•	•

			Progress Against Objectives			
Objective	**Action**	**Success Criteria**	**September 2025 Review**	**September 2026 Review**	**September 2027 Review**	**September 2028 Review**
support, early intervention and appropriate pastoral support is provided.	• Interventions timetable implemented, with targeted intervention focus sheets evaluated termly by SLT and SENDCO.	the identified gaps addressed.	room, calming room and Hub. • Parental engagement planned and continued to support and improve offer available. • SaLT service has provided training for staff in shape coding and new interventions. This was observed as being implemented highly effectively. • Behaviour mediators have continued to be trained and used to support in the playground, as well as, sports captains.			
To provide support and interventions to improve attendance and punctuality,	• Close partnership with Early Help and the children's centres / family hubs to target families with high levels of persistent absenteeism.	• Attendance for all children exceeds national average of 96%. • Reduction in persistent absenteeism.	• Attendance is at least in line with the local authority. • Persistent absenteeism	•	•	•

			Progress Against Objectives			
Objective	**Action**	**Success Criteria**	**September 2025 Review**	**September 2026 Review**	**September 2027 Review**	**September 2028 Review**
particularly amongst key groups.	• Review and ensure there are clear guidelines in the attendance policies for parents around attendance and punctuality. • Communicate clearly the new attendance guidance to all stakeholders • Working with the Westminster team. • Attending the network meetings and conferences • Work alongside the Family Hub and School Navigator to support SEN families in improving attendance. • Introduction of an attendance reward and sanctions system	• Reduction in numbers of lates. • Improved attendance in SEN children to be in line with the rest of the school.	continues to be the biggest challenge and this is associated with SEND. • The school continues to meet regularly with the LA for support and there are regular meetings of the leadership team in school and across the federation around attendance. • A new policy has been reviewed ready to be put in place in September 2025.			

Approved by Governors: September 2025

Annual Review of Actions: September 2026