



Equality Policy, Information and Objectives

Adel Primary School

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1. Introduction

Adel 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. We support each other, so everyone in our school community is accepted and valued, enabling everyone to feel like they belong and that their voice is heard. Our commitment and approach to inclusivity means that we create an environment which supports every child to thrive.

Our commitment to advancing equality and promoting respect for difference and diversity is reflected in the school's vision and values:

Vision

To enable every child to achieve success, develop skills for life and a thirst for learning which equips them for the challenges of the 21st century.

Mission Statement

To provide an enriched curriculum that meets the requirements of all children, regardless of background and ability, within a supportive environment of high expectations.

Values:

Thrive and Succeed: Adel Primary school will provide a safe, caring environment in which children can thrive and succeed.

Grow and Achieve: Adel Primary School will prepare children by developing skills for life with high expectations of academic achievement for all.

Engage and Inspire: Adel Primary School will provide an enriched curriculum which engages and inspires children to question, explore, make mistakes and persevere.

Respect and Celebrate: Adel Primary School will respect and celebrate diversity, community and promote global citizenship with children.

2. Principles

Our approach to equality is based on the following 7 key principles:

1. All learners and potential learners are of equal value. Whether or not they are disabled, whatever their ethnicity, culture, economic background, national origin or national status, whatever their gender and gender

identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation. We will act to ensure that all members of the school community experience equality of opportunity and feel included and respected.

2. We recognise, respect and value difference and understand that diversity is a strength. We celebrate and promote differences and strive to remove barriers and disadvantages which people may face, in relation to background, disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

3. We foster positive attitudes and relationships. We actively promote positive attitudes and mutual respect between groups and communities different from each other.

4. We foster a shared sense of cohesion and belonging. We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and included in school life.

5. We observe good equalities practice for our staff. We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment, promotion, and in continuing professional development.

6. We have the highest expectations of all our children. We expect that all pupils can make good progress and achieve to their highest potential; we take positive action to address where this is not happening, either for individuals or groups of pupils.

7. We work to raise standards for all pupils, but especially for the most vulnerable. We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school, alongside improving the social mobility of our community more widely.

3. Purpose of the policy

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as **protected characteristics**). This means that schools cannot discriminate against pupils or treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity

The Act requires all public organisations, including schools, to comply with the Public Sector Equality Duty and two specific duties.

The Public Sector Equality Duty or “general duty”

This requires all public organisations, including schools to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups

Two “specific duties”

This requires all public organisations, including schools to:

1. Publish information to show compliance with the Equality Duty
2. Publish Equality objectives at least every 4 years which are specific and measurable

This policy describes how the school is meeting its obligations under these duties. We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people.

While socio-economic background is not specifically listed as a protected characteristic by the Act, we also take action to ensure that we tackle issues of disadvantage and advance equality of opportunity between different socio-economic groups.

4. Links with other policies

This document links to the following policies and documents:

- Accessibility Plan
- Anti-bullying Policy
- Behaviour Policy
- Safeguarding and Child Protection Policy

- Supporting Pupils at School with Medical Conditions Policy
- SEND and Inclusion Policy
- EAL Policy
- School Development Plan
- Pupil Premium Strategy

5. Roles and responsibilities

The governing body will:

- Ensure that the equality information and objectives as set out in this policy are published and communicated throughout the school, including to staff, pupils and parents / carers
- Ensure that the equality information is reviewed and updated at least annually and that the equality objectives are reviewed and updated at least once every four years or as required if the context of the school changes or external understanding of Equality, Diversity and Inclusion develops.
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governor will:

- Promote knowledge and understanding of the equality objectives amongst the governing body
- Meet with the designated member of staff for equality annually and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they are familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing body regarding any issues

The headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff, pupils and the wider school community
- Demonstrate commitment to equality and diversity through promoting the school's vision, values and ethos
- Monitor success in achieving the objectives and report back to governors

The designated member of staff for equality will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff, pupils and the wider school community
- Meet with the equality link governor annually to raise and discuss any issues
- Support the headteacher in demonstrating commitment to equality and diversity through promoting the school's vision, values and ethos
- Support the headteacher in identifying any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 10.

6. 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 and governors receive training on the Equality Act as part of their induction, and all staff receive refresher training annually.

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.

We are mindful of the Reasonable Adjustment duty for disabled pupils, which is designed to enhance access and participation to the level of non-disabled pupils. We take positive steps to ensure that no member of the school community is disadvantaged as a result of their disability. The headteacher ensures that appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities.

We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all. We ensure that we do not discriminate against pupils by treating them less favourably on the grounds of their sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity. We challenge all forms of prejudice and prejudice-based bullying.

7. 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 which are connected to a particular characteristic they have
- Taking steps to meet the particular needs of people who have a particular characteristic
- Encouraging people who have a particular characteristic to participate fully in any activities

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

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

We know the needs of our school population very well and collect and analyse data in order to inform our planning and identify targets to achieve improvements. We take action to close any gaps, for example, for those making slow progress in acquiring age-appropriate literacy and number skills. We also ensure children from all groups are challenged to reach higher levels.

We also collect, analyse and use data in relation to attendance and exclusions of different groups.

We use a range of teaching strategies to ensure that we meet the needs of all pupils

We are alert and proactive about the potentially damaging impact of negative language within our school community in matters such as race, gender, disability and sexuality

We ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary.

8. 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:

- Preparing our pupils for life in a diverse society and ensuring that there are activities across the curriculum that promote the spiritual, moral, social and cultural development of our pupils.
- Teaching about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHE and citizenship and across the curriculum.
- Using materials and resources that reflect the diversity of the school, population and local community in terms of race, gender, sexual identity and disability, avoiding stereotyping. We include the contribution of different cultures to world history and that promote positive images of people.
- Promoting a whole school ethos and values that challenge prejudice-based discriminatory language, attitudes and behaviour.

- Providing opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.
- Providing opportunities for pupils to listen to a range of opinions and to empathise with different experiences.
- Promoting positive messages about equality and diversity through displays, assemblies, visitors and whole school events.

9. 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:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities or any other protected characteristics

The school keeps a written record (known as an Equality Impact Assessment – see Appendix 1) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

10. Equality objectives (2024-2028) – last review March 2026

Objective	Action(s)	Progress
<p>Improve the availability of accessible information to all pupils and parents</p>	<ol style="list-style-type: none"> 1. Ensure that signage, information sent to parents and provided on the website can be understood by all (e.g. multi-language / auditory where appropriate) 2. Current school signage to be audited, high-use languages to be identified and specific signage planned for. 	<ul style="list-style-type: none"> • New website has improved accessibility features (see Website Accessibility Statement https://www.adelprimary.org.uk/accessibility-statement/), including the 'Translate' function. • School documentation can be translated for parents upon request.
	<ol style="list-style-type: none"> 1. Improve the use of visual communication across school for our SEND and EAL learners 2. Monitor the consistency of usage of visual communication and the impact of this on individuals and groups of pupils 	<p>Visual supports are used across school to support learners:</p> <ul style="list-style-type: none"> • Visual timetables (whole-class and individual) • Visual Checklists / ticklists, e.g. for self-organisation / promoting independence • 'Now and Next' boards / 'start finish' boxes • Reward charts • Communication aids, e.g. PECS (Picture Exchange Communication System); Colourful Semantics • Zones of Regulation • Social stories / comic strip conversations • Visual transition support booklets <p>Consistency of usage is monitored on a termly basis by SENDCo / SLT and the impact of the supports on individuals / groups is reviewed at termly Pupil Progress meetings with SLT.</p>

Reduce the attainment gap between pupils in receipt of PPF (Pupil Premium Funding) and those not in receipt of PPF

1. Accurately assess and track attainment and progress of pupils in receipt of PPF, identifying where gaps are developing

Termly tracking of attainment and progress is carried out to identify where pupils are falling behind and any barriers to learning.

External Data (2024/25):

Subject / attainment level	Pupils in receipt of PPF	Pupils not in receipt of PPF
KS2 Reading – ARE+	100%	91.3%
KS2 Reading – GD	40.0%	56.5%
KS2 Writing – ARE+	100%	82.6%
KS2 Writing – GD	40.0%	34.8%
KS2 Maths – ARE+	100%	95.7%
KS2 Maths - GD	40.0%	43.5%
KS2 RWM – ARE+	100%	78.3%
KS2 RWM - GD	20.0%	26.1%
Year 1 Phonics Check	66.7%	92.0%
EYFS GLD	N/A	80.0%

In 2024/25, the % of pupils in receipt of PPF working at ARE+ in reading, writing and maths at the end of KS2 was 100% and 20% achieved the greater depth standard in reading, writing and maths combined. Although this % is slightly lower than that of pupils not in receipt of PPF, the % achieving the greater depth standard in writing was higher at 40%.

In 2024/25, 66.7% of pupils in receipt of PPF in Year 1 passed the phonics check compared to 92% of pupils not in receipt of PPF. This related to 2 pupils out of 3 and it should be noted, therefore, that due to small cohorts, figures can fluctuate greatly from year to year.

		<p>Whole-school internal data (Years 1-6, December 2025):</p> <table border="1"> <thead> <tr> <th data-bbox="1086 247 1406 343">Subject / attainment level</th> <th data-bbox="1406 247 1751 343">Pupils in receipt of PPF</th> <th data-bbox="1751 247 2072 343">Pupils not in receipt of PPF</th> </tr> </thead> <tbody> <tr> <td data-bbox="1086 343 1406 406">Reading – ARE+</td> <td data-bbox="1406 343 1751 406">80.0%</td> <td data-bbox="1751 343 2072 406">88.1%</td> </tr> <tr> <td data-bbox="1086 406 1406 470">Reading – GD</td> <td data-bbox="1406 406 1751 470">26.7%</td> <td data-bbox="1751 406 2072 470">32.5%</td> </tr> <tr> <td data-bbox="1086 470 1406 534">Writing – ARE+</td> <td data-bbox="1406 470 1751 534">46.7%</td> <td data-bbox="1751 470 2072 534">79.4%</td> </tr> <tr> <td data-bbox="1086 534 1406 598">Writing – GD</td> <td data-bbox="1406 534 1751 598">6.7%</td> <td data-bbox="1751 534 2072 598">12.5%</td> </tr> <tr> <td data-bbox="1086 598 1406 662">Maths – ARE+</td> <td data-bbox="1406 598 1751 662">60.0%</td> <td data-bbox="1751 598 2072 662">87.5%</td> </tr> <tr> <td data-bbox="1086 662 1406 726">Maths - GD</td> <td data-bbox="1406 662 1751 726">20.0%</td> <td data-bbox="1751 662 2072 726">31.3%</td> </tr> <tr> <td data-bbox="1086 726 1406 790">RWM – ARE+</td> <td data-bbox="1406 726 1751 790">46.7%</td> <td data-bbox="1751 726 2072 790">75.0%</td> </tr> <tr> <td data-bbox="1086 790 1406 853">RWM - GD</td> <td data-bbox="1406 790 1751 853">6.7%</td> <td data-bbox="1751 790 2072 853">10.0%</td> </tr> </tbody> </table> <p>In December 2025, the percentage of pupils across school in receipt of PPF who were working at age-related expectations (ARE) was lower than that of pupils not in receipt of PPF, particularly in the areas of writing and maths.</p> <p>Interventions are in place for pupils in receipt of PPF assessed as working below ARE and progress will continue to be monitored at termly pupil progress meetings.</p>	Subject / attainment level	Pupils in receipt of PPF	Pupils not in receipt of PPF	Reading – ARE+	80.0%	88.1%	Reading – GD	26.7%	32.5%	Writing – ARE+	46.7%	79.4%	Writing – GD	6.7%	12.5%	Maths – ARE+	60.0%	87.5%	Maths - GD	20.0%	31.3%	RWM – ARE+	46.7%	75.0%	RWM - GD	6.7%	10.0%
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RWM – ARE+	46.7%	75.0%																											
RWM - GD	6.7%	10.0%																											
	<p>2. Use of evidence-based English and Maths interventions to ensure the attainment of pupils in receipt of PPF is in line with their peers</p>	<p>Interventions used:</p> <ul style="list-style-type: none"> • One-to-one tutoring • First class @ number 1 • First class @ number 2 • Success at arithmetic (Edge Hill University) • Mastering number (NCETM) • Daily small group feedback sessions/pre-teach • Individualised instruction • Daily reading 																											

		<ul style="list-style-type: none"> • Little Wandle Rapid Catch Up intervention • Targeted spelling and handwriting interventions • NELI • Inference Training <p>Pre-and post-intervention standardised assessment tools are being used to evaluate impact and measure progress. These include:</p> <ul style="list-style-type: none"> • Sandwell Early Numeracy Test • NFER (National Foundation for Educational Research) tests in reading, maths and spelling • YARC (York Assessment of Reading for Comprehension) tests • Single Word Reading and Spelling Tests / Non-Word Reading Test (GL Assessments)
Ensure that the curriculum and resources used to deliver it reflect the school's commitment to celebrating diversity.	Ensure that the curriculum has non-stereotyping diversity and promotes positive representation across the protected characteristics	<p>Curriculum plans have been written with a focus on ensuring that they actively represent and celebrate diversity across the protected characteristics.</p> <p>New PSHE scheme ensures comprehensive coverage of equality and diversity, including all protected characteristics. Curriculum map has been created to identify equality and diversity across the curriculum.</p>
	Carry out an audit of resources in each curriculum area to ensure that they reflect the diversity within our school and wider community	Curriculum resources are continually reviewed by subject leaders to ensure that they represent and celebrate the diversity of our school and wider community and that they include non-stereotyping content. This is part of the ongoing process of school improvement.
	Ensure that the wider curriculum (e.g. visits, visitors, assemblies, whole-school celebrations) reflects our commitment to the celebration of diversity	Annual program of assemblies, celebrations, visits and visitors created to reflect and celebrate diversity across the protected characteristics; this is continually reviewed and revised to ensure coverage of all faiths and characteristics.
	Continue and further develop the school's 'Kindness Matters' approach to equality, diversity and inclusion.	<p>'Kindness Matters Council' enables pupil voice and empowers pupils to make a difference to their school and wider community.</p> <p>School achieved the RED (Respect, Equality, Diversity) Award in January 2025, with much of the evidence being centred around school's 'Kindness Matters' approach.</p>
Effective and accurate assessment and tracking of SEND	Use appropriate assessment tools for all SEND learners (e.g. AET Progression Framework, SENIT Developmental Journal and B Squared)	Where SEND learners are working significantly below age-related expectations in English and / or Maths, they are assessed using either B Squared (Primary Steps) or the SENIT Developmental Journal. Other assessment tools include National

learners in order to maximise progress		Curriculum statements, the AET (Autism Education Trust) Framework and occupational / speech and language therapy targets. The use of BSquared to assess and monitor pupils' progress has been strengthened (Autumn 2025) with termly reviews and tracking documents which are shared with parents.
	Ensure that targets are set using these tools and that they are SMART	Targets are set for up to three terms in length (as appropriate to the pupil and the target), so that there is the opportunity to review / update as appropriate. The SENDCO works with teachers and quality assures targets to ensure that these are specific and measurable.
	Ensure that assessment and tracking against individual targets are carried out termly, next steps identified and interventions put in place where appropriate to ensure that progress is maximised.	SEN review meetings with parents take place at the end of each term, at which point progress towards targets is assessed and next steps identified, if appropriate. TA deployment is reviewed at least termly as part of the assessment and monitoring calendar (linked to outcomes from pupil progress analysis) to ensure that support is provided where needed and appropriate interventions are used to deliver this support, e.g. small group intervention, delivering evidence-based interventions or 1:1 support, linked to targets from BSquared, AET Framework, speech and language therapy.

11. Monitoring arrangements

The headteacher / designated member of staff for equality will update the equality information we publish, described in sections 4-7 above, at least every year.

This document will be reviewed by the governing body at least every 4 years.

This document will be approved by the governing body.

Equality Impact Assessment

		Yes/ No	Comments
1.	Does the policy / guidance affect one group less or more favourably than another on the basis of:		
	▪ age	No	
	▪ disability	Yes	As per Equality Act, 2010 (1.25): 'schools are allowed to treat disabled pupils more favourably than non-disabled pupils, and in some cases are required to do so, by making reasonable adjustments to put them on a more level footing with pupils without disabilities'
	▪ gender reassignment	No	
	▪ marriage and civil partnership	No	
	▪ pregnancy and maternity	No	
	▪ race	No	
	▪ religion or belief	No	
	▪ sex	No	
	▪ sexual orientation	No	
2.	Is there any evidence that some groups are affected differently?	Yes	Reasonable adjustments to policy and provision are made for pupils with a disability
3.	If you have identified potential discrimination, are any exceptions valid, legal and/or justifiable?	Yes	Required by Equality Act, 2010

4.	Is the impact of the policy/ guidance likely to be negative?	No	
5.	If so, can the impact be avoided?	N/A	
6.	What alternatives are there to achieving the policy/ guidance without the impact?	N/A	
7.	Can we reduce the impact by taking different action?	N/A	