

South Borough Primary School Equality Objectives 2025-2029

The Equality Act 2010 requires schools to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other evidence gathered through surveys, pupil voice and a review of school curriculum areas. Our equality objectives focus on areas where we have agreed to take action to improve equality and tackle disadvantages.

- We believe all learners are of equal value.
- We recognise and respect differences.
- We foster positive attitudes and relationships and have a shared sense of cohesion and belonging.
- We observe good equalities practice in staff recruitment, retention and development.
- We aim to reduce and remove inequalities and barriers that already exist.
- We aim to involve all key stakeholders.
- We work to ensure that all children make good academic and personal progress.

Objective	Action taken	Outcomes	Impact
Promote understanding and respect for differences.	<ol style="list-style-type: none"> 1. Identify opportunities in the curriculum to celebrate diversity. 2. Analyse the curriculum to ensure that diversity is at the centre of all choices (e.g. authors used) 3. Equalities and diversity policy developed system for reporting prejudice related incidents reviewed to ensure a rigorous approach 4. Use assemblies and curriculum opportunities to challenge stereotypes and celebrate festivals of a range of cultures and countries. 5. Implement a new PSHE curriculum to further build on children understanding diversity tolerance and acceptance. 	<ul style="list-style-type: none"> • A curriculum embedded with wide opportunities which represents the richness of global cultures. • Greater understanding and respect for other cultures and beliefs throughout the school community. • The school ethos fosters respect for the diversity and multinationalism of the school and global community. 	
Continue to narrow the gap in disadvantaged pupils' attainment, so that is in line with national..	<ol style="list-style-type: none"> 1. Pupils with low levels of communication and language competency identified during baseline 2. Comprehensive programme of catch-up interventions in place, for those who have been affected by school closure or who have been disadvantaged. 3. Language rich curriculum approaches developed. 	<ul style="list-style-type: none"> • Gaps in attainment reduced between disadvantaged pupils and national. 	
Maintain provision for pupils for whom English is an additional language, particularly new arrivals at the early stage of English acquisition	<ol style="list-style-type: none"> 1. Review current EAL support process at the school 2. Maintain a means to communicate with parents in their own language. 3. Send parents a questionnaire to establish if systems are robust enough 	<ul style="list-style-type: none"> • New pupils and parents with EAL are supported and interventions put in place to ensure a positive transition to school. 	
Provide training for all staff and governors on equality and diversity	<ol style="list-style-type: none"> 1. Provide specific training to staff on the equalities act and our responsibilities. 2. Regular opportunities for all staff development throughout the year to provide training on equality and diversity. 	<ul style="list-style-type: none"> • All staff and governors aware of legislation and responsibilities of all stakeholders 	

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	3. Share British values and school's core values to parents, children and Governors each academic year.		
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