

New Invention



We can...we will...together!

Equality Objectives & Public Sector Equality Duty (PSED) Statement

January 2026

Policy Review

This policy will be reviewed in full by the Governing Body on an annual basis unless circumstances require policy update in the interim.

The policy was last reviewed and agreed by the Governing Body on 22/01/2026

It is due for review in September 2030

Signature Date

Headteacher

Signature Date

Governor

1. Our Commitment to Equality (Linked to Our Values)

At New Invention Infant School, we are proud of our diverse school community and we are committed to ensuring that every child and adult is treated fairly, respectfully and with dignity.

Our equality work is rooted in our school values:

- Integrity - We act with honesty and fairness, challenging discrimination and ensuring equality is at the heart of decision-making.
- Inclusion - We remove barriers so that every child feels they belong and can fully participate in learning and wider school life.
- Tenacity - We persevere to reduce inequality and respond swiftly to any prejudice or disadvantage.
- Ambition - We maintain high expectations for all pupils, ensuring every child has the opportunity to achieve and thrive.
- Collaboration - We work in partnership with families, professionals and the wider community to strengthen equality and inclusion.

2. Legal Framework - Equality Act 2010

This statement reflects our duties under the Equality Act 2010, which protects individuals from unfair treatment and promotes a fair and more equal society.

The protected characteristics are:

- Age (staff only)
- Disability
- Gender reassignment
- Marriage and civil partnership (staff only)
- Pregnancy and maternity
- Race (including ethnicity, nationality and colour)
- Religion or belief
- Sex
- Sexual orientation

3. Public Sector Equality Duty (PSED): How We Comply

As a public body, the school has a duty to have due regard to the need to:

A) Eliminate discrimination, harassment and victimisation

We do this through our values of Integrity and Tenacity by:

- Having clear expectations for respectful behaviour across the school
- Preventing and responding to prejudice-based bullying and discriminatory language
- Recording, investigating, and acting on incidents consistently
- Providing staff training to promote fair practice and reduce bias
- Ensuring school policies reflect equality and protect all groups

B) Advance equality of opportunity

We do this through our values of Inclusion and Ambition by:

- Tracking and analysing outcomes for different pupil groups (attendance, attainment, behaviour, exclusion, enrichment)
- Removing barriers through reasonable adjustments for disability/SEND and other needs
- Ensuring targeted support is used effectively to close gaps
- Supporting pupils and families who experience disadvantage, including access to trips and enrichment
- Promoting high aspirations for all children and ensuring access to the full curriculum

C) Foster good relations between different groups

We do this through our values of Collaboration and Inclusion by:

- Promoting respect, empathy and understanding through our curriculum and school culture
- Teaching children about different backgrounds, families and communities
- Celebrating diversity through assemblies, events, visitors and themed learning
- Listening to pupil voice and ensuring all groups are represented and heard
- Working positively with parents/carers and the wider community to build strong relationships

4. Our Equality Objectives (SMART)

Objective 1: Close attainment gaps and raise outcomes for vulnerable groups (Ambition + Tenacity)

By July 2028, reduce attainment gaps in reading, writing and maths between identified groups (e.g. disadvantaged pupils, SEND, EAL) and their peers through strong teaching, effective interventions and high expectations.

Actions:

- Use assessment and pupil progress meetings to identify barriers and agree next

steps

- Strengthen adaptive teaching and quality-first strategies
- Monitor the impact of interventions and adjust provision quickly
- Ensure consistent access to ambitious learning and vocabulary-rich teaching
- Prioritise vulnerable groups through our school development plan

Measures of success:

- Improved group progress and attainment outcomes
- Reduced gap measures over time
- Intervention impact records and work scrutiny

Objective 2: Improve inclusion and participation for all pupils in school life
(Inclusion + Collaboration)

By July 2028, increase leadership opportunities and representation for pupils from underrepresented or vulnerable groups across school council, buddies and any other leadership positions.

Actions:

- Identify leadership roles where pupils from vulnerable groups are underrepresented
- Remove any accessibility barriers
- Make reasonable adjustments to enable full participation
- Work closely with parents/carers to encourage involvement

Measures of success:

- Improved participation data across groups
- Pupil voice surveys showing increased belonging and confidence
- Parent/carer feedback indicating improved access and inclusion

Objective 3: Strengthen consistent response to prejudice-based incidents
(Integrity + Tenacity)

By July 2028, ensure all prejudice-related incidents are consistently recorded, responded to and followed up with a clear educational and restorative approach.

Actions:

- Deliver annual staff refresher training on equality and protected

characteristics (through our safeguarding training)

- Use consistent systems for reporting and responding to incidents
- Teach children expected language and respectful communication
- Monitor patterns and report to governors

Measures of success:

- Clear records of incident response and follow-up
- Reduction in repeated incidents
- Pupil feedback showing improved safety and respect

Objective 4: Improve accessibility for pupils and families (Inclusion + Collaboration)

By July 2029, strengthen accessibility across the school to ensure learning, communication, and school life are accessible to everyone.

Actions:

- Review and update the Accessibility Plan annually
- Improve physical and curriculum access where feasible
- Provide information in accessible formats and support families with additional needs
- Increase the use of inclusive resources (visuals, structured supports, assistive technology)

Measures of success:

- Increased engagement and reduced barriers for identified pupils
- Improved family communication and attendance at key meetings
- Evidence from SEND reviews and accessibility audits

Objective 5: By July 2028, improve staff equality by increasing staff confidence and consistency in inclusive practice and ensuring all staff feel valued, supported and treated fairly, as evidenced through training completion and staff feedback.

Actions:

- Audit current practice through staff surveys and workforce data (recruitment, retention, promotion, CPD access) to identify any patterns or barriers.
- Deliver annual equality training for all staff (including protected characteristics, unconscious bias, inclusive language and reasonable

adjustments).

- Strengthen inclusive systems by reviewing key policies and procedures (recruitment, induction, appraisal, flexible working, anti-bullying/harassment).
- Ensure fair access to CPD and progression, including transparent opportunities for leadership development and mentoring.
- Promote a positive staff culture where concerns can be raised safely and addressed quickly (clear reporting routes, regular check-ins).
- Monitor and review termly, with outcomes shared with SLT and governors.

Measures of success:

- 100% staff completion of annual equality and inclusion CPD by July 2028.
- Improved staff survey outcomes, showing increased confidence in inclusive practice and perceptions of fairness and belonging (e.g. +20% positive responses from baseline).
- Reduction in equality-related complaints or concerns recorded through staff wellbeing and HR processes.
- Improved consistency in practice, evidenced through monitoring (e.g. lesson visits, learning walks, behaviour logs, reasonable adjustments being implemented).
- Equitable access to CPD and leadership opportunities, evidenced through training records and role allocation data.

5. Monitoring, Impact and Governance (Integrity + Collaboration)

We monitor equality and inclusion through:

- Attainment and progress data (including group analysis)
- Attendance and persistent absence monitoring
- Behaviour records, bullying logs and exclusions analysis
- Participation in enrichment opportunities and leadership roles
- Pupil voice, parent voice and staff feedback
- SEND provision monitoring and individual support plan reviews

The Governing Body reviews progress through termly reporting and ensures accountability for meeting the Public Sector Equality Duty.

6. Publication and Review

This Equality Objectives statement is published on the school website and reviewed at least every four years, with progress reviewed annually.