

EQUALITY OBJECTIVES 2026-27

GREEN LANES PRIMARY SCHOOL

Equality Statement

At Green Lanes Primary School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith, religion or socio-economic background.

The information provided here aims to demonstrate that at Green Lanes Primary School and in line with our Single Equality Policy and the Equality Act 2010, we will continually work to:

- Eliminate discrimination, harassment and victimisation
- Advance equality of opportunity
- Foster good relations between people who share a protected characteristic and those who do not

We are committed to working for equality for our pupils, staff, parents, carers and the wider school community to meet our duties under the Equality Act 2010 and the Public Sector Equality Duty.

Area	Equality Objective	Actions required to achieve objective	Aims of the Equality Duty	Protected characteristics
Admissions	To use the Inclusion and Equality Policies to ensure that new pupils have equality of opportunity.	<ul style="list-style-type: none">• The school will follow local authority guidelines consistently ensuring that all paperwork is completed accurately and adheres to local authority guidelines.• Ensure that Fair Access Protocol applications are	<p>Eliminate discrimination</p> <p>Advance equality of opportunity</p>	<p>Disability</p> <p>Race</p> <p>Sex</p> <p>Gender reassignment</p> <p>Religion and belief</p>

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		<p>carefully considered to assess whether equality objectives both for on-roll pupils and incoming on-roll requests are appropriately investigated.</p> <ul style="list-style-type: none"> • INCO and Senior leaders will have a clear understanding of incoming needs and will work with teachers and TAs systemically to ensure that transition plans provide equality of opportunity and additional CPD to meet the needs of the SEND pupil. • Complete pre-start transition information CPD gathering effectively to ensure that equality of opportunity is available for a pupil on their first day at school. • INCO will provide systemic 		Pregnancy and maternity

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		<p>CPD and information sharing will be in place and shared with all staff.</p>		
<p>Attendance</p>	<p>To increase access to education for all pupils and reduce attendance gaps for pupils with protected characteristics.</p>	<ul style="list-style-type: none"> • The attendance of disadvantaged pupils (including those eligible for Pupil Premium) will increase year on year in line with other pupils to reach 96%. • The attendance for pupils with SEND will increase year on year with other pupils to reach 96%. • INCO and Pupil premium lead to work in an open and transparent way with parents of PPG pupils and those with SEND needs, addressing low attendance at each meeting. • Pupil Premium leader to add opportunities to improve attendance through pupil 	<p>Eliminate discrimination</p> <p>Advance equality of opportunity</p>	<p>Disability Race Sex Gender reassignment Religion and belief</p>

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		<p>engagement activities.</p> <ul style="list-style-type: none"> • Termly Pupil Premium reviews to inform a cycle of assess, plan, do, review. • School office to follow attendance policies including referrals to the attendance team and the use of penalty notices where appropriate. • Monitor attendance data by protected characteristics to identify and address any patterns of inequality. 		
<p>Attainment and Progress</p>	<p>To enhance and develop quality first teaching through a broad and balanced curriculum that ensures all pupils, including those with protected</p>	<ul style="list-style-type: none"> • Increased progress of pupils at risk of underachievement, with particular focus on pupils with protected characteristics. • Inclusion and progress for children admitted under the fair access protocol. • Opportunities for children to 	<p>Advance equality of opportunity</p> <p>Foster good relations</p>	<p>Disability Race Sex Gender reassignment Religion and belief</p>

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	<p>characteristics, make good progress.</p>	<p>access learning in a variety of ways including COOL access- carry on our learning to meet complex needs.</p> <ul style="list-style-type: none"> • Ensure that the curriculum is continually monitored so that it promotes respect for diversity and challenges negative stereotypes. • Rigorous tracking of progress and attainment by protected characteristics. • Inclusion lead action planning (SEND, Pastoral & Mental Health Well-being) to track and support pupils not working at age-related expectations. • Stretch and challenge to be clear in all schemes of work. More able pupils to receive appropriate challenge within our mastery approach. 		<p>Socio-economic disadvantage</p>

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		<p>Continued development of assistive technology to support SEND & PPG pupils</p> <ul style="list-style-type: none"> • Pupil Premium lead to support all pupils eligible for PPG funding, including those who have been known to a social worker. • Monitor curriculum development to ensure positive representation of all protected characteristics. • Address any gender gaps in attainment, particularly in writing and mathematics. 		
Behaviour, Safety and Suspensions	<p>To ensure that our behaviour policy addresses prejudicial behaviour and that positive behaviour strategies are used</p>	<ul style="list-style-type: none"> • Pupils understand what prejudicial behaviour and bullying is through a well-developed curriculum. 	<p>Eliminate discrimination and harassment</p> <p>Foster good</p>	<p>Disability Race Sex Gender reassignment Religion and</p>

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	<p>consistently to reduce the occurrence of suspensions, particularly for pupils with protected characteristics.</p>	<p>Pupils are taught through therapeutic behaviour and relationship policy ways to regulate their emotions.</p> <ul style="list-style-type: none"> • Pupils understand the need to keep others safe and treat everyone with respect. • Pupils know who to talk to if they feel that prejudicial bullying has taken place and that their concerns will be taken seriously. • Parents are kept informed of incidences of prejudicial bullying and understand the school's reporting process. • Continual staff training and development (in particular to embed therapeutic approaches to behaviour management). • All incidents of discrimination and bullying are fully investigated and 	<p>relations</p> <p>Advance equality of opportunity</p>	<p>belief</p> <p>Sexual orientation</p>

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		<p>logged using CPOMs system.</p> <ul style="list-style-type: none"> • All staff understand the equality duty and what systemic processes are in place to manage incidences of prejudicial behaviour. • All staff are trained in positive and relationship management strategies. • Monitor suspension data by protected characteristics to identify and address any disproportionate impact. • Reduce the use of suspensions year on year, with particular focus on avoiding disproportionate impact on pupils with SEND or other protected characteristics. 		

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<p>Prejudice-related Incidents</p>	<p>To ensure that pupils, staff and wider members of the school community demonstrate respect and tolerance for all, and that prejudice-related incidents are effectively prevented and addressed.</p>	<ul style="list-style-type: none"> • Pupils have the opportunity to learn from and about individuals from a diverse selection of adults and role models. • The school curriculum is diverse and subject leaders are responsible for promoting diversity within their area – this ensures that the school ethos wholly supports inclusion of opportunity for all. • Parents are informed and part of a working party to help shape school expectations for equality. • Parents of any child involved are informed about any prejudice-related incident within 24 hours of the incident being investigated. • Staff log all incidents 	<p>Eliminate discrimination and harassment</p> <p>Foster good relations</p> <p>Advance equality of opportunity</p>	<p>Disability Race Sex Gender reassignment Religion and belief Pregnancy and maternity Age Sexual orientation Marriage and civil partnership</p>

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		<p>accurately and against the school's policy and process requirements.</p> <ul style="list-style-type: none"> • 90% of our staff will feel confident in responding effectively to prejudice-related incidents, as shown in the annual staff survey. • Provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent incidents through the consistent use of RSHE curriculum resources. • Staff training will be provided every year about equality as part of the CPD cycle. • Diversity and Equality working group to be established to include teaching staff, parents, governors and pupils. • Assemblies and themed 		

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		<p>weeks promote equality and diversity amongst diverse groups.</p> <ul style="list-style-type: none"> • School website demonstrates the school's commitment to diversity and equality. • Monitor and analyse prejudice-related incident data to identify trends and inform preventative action. 		
<p>Sexual Violence and Sexual Harassment</p>	<p>To create a culture where sexual violence and sexual harassment are not tolerated and all pupils understand healthy, respectful relationships.</p>	<ul style="list-style-type: none"> • Ensure all pupils understand that sexual violence and sexual harassment are never acceptable and are not an inevitable part of growing up. • Deliver age-appropriate RSHE curriculum that teaches about healthy relationships, consent, and respectful behaviour. 	<p>Eliminate discrimination and harassment</p> <p>Foster good relations</p> <p>Advance</p>	<p>Sex</p> <p>Sexual orientation</p> <p>Gender reassignment</p>

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		<ul style="list-style-type: none"> • Staff training on recognising and responding to sexual violence and sexual harassment, in line with DfE guidance. Staff training on identifying misogyny and dealing with this. • Any reports of sexual violence or sexual harassment are taken seriously and responded to in accordance with safeguarding procedures. • Challenge everyday sexism, misogyny, homophobia and gender stereotypes. • Provide an environment that challenges perceived limits on pupils based on their gender or any other characteristic. • Foster healthy and respectful peer-to-peer communication and 	equality of opportunity	

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		<p>behaviour between boys and girls.</p> <ul style="list-style-type: none"> • Staff model positive behaviours in their interactions. • Monitor incidents and ensure appropriate support is provided to victims and appropriate consequences for perpetrators. • Consider positive action to support girls if evidence shows they are disproportionately subjected to sexual violence or harassment. 		
Employment and Workforce	<p>To develop a diverse and inclusive workforce that reflects our school community and ensures equality in recruitment,</p>	<ul style="list-style-type: none"> • Conduct a workforce audit to identify differences between workforce and pupil cohort, leading to targeted areas for investigation. • An audit of staffing against 	<p>Eliminate discrimination</p> <p>Advance equality of opportunity</p>	<p>Disability Race Sex Gender reassignment Religion and</p>

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	retention and development.	<p>curriculum resources and teaching will lead to a more diverse offering to the school community.</p> <ul style="list-style-type: none"> • Aspirations and training needs are identified through the appraisal process for all staff. • Ensure that policy and practice are fully aligned with equality duties. • Use anonymised feedback forms to ensure that unconscious bias does not play a part in school recruitment. • Direct candidates to the school's equality objectives during recruitment. • Work towards staffing that is representative of the school community where possible. • Encourage CPD for all staff inclusively, ensuring equal 	Foster good relations	<p>belief Pregnancy and maternity Age Sexual orientation Marriage and civil partnership</p>

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		<p>access to development opportunities.</p> <ul style="list-style-type: none"> • Monitor recruitment, retention and progression data by protected characteristics. • Ensure all recruitment panels are trained in equality duties and unconscious bias. • Support staff wellbeing and work-life balance, including for staff with caring responsibilities. 		
Accessibility	To ensure equality of access to the physical environment, the learning environment, out-of-school activities and information for all pupils, particularly those with disabilities.	<ul style="list-style-type: none"> • For all children to have the opportunity to progress and achieve well. • For children to be prepared for life in a diverse society. • To ensure that the school is seen as a part of the community. • Annual visit by the health 	<p>Eliminate discrimination</p> <p>Advance equality of opportunity</p>	<p>Disability</p> <p>Race</p> <p>Sex</p> <p>Gender reassignment</p> <p>Religion and belief</p> <p>Pregnancy and maternity</p>

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		<p>and safety governor to review accessibility.</p> <ul style="list-style-type: none"> • Termly feedback to governors to ensure provision of access to the curriculum by all. • Raising staff awareness of disability and accessibility through training as the need arises. • Participate in community activities (church, foodbank, charity fundraising events). • Ensure reasonable adjustments are made for pupils with disabilities. • Ensure information is provided in accessible formats for parents and pupils with disabilities. • Maintain and update the school's accessibility plan. • Ensure club provision is accessible to all families. 	Foster good relations	Age Sexual orientation

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		<ul style="list-style-type: none"> • Monitor participation in extra-curricular activities by protected characteristics and take action to address any gaps. 		
Mental Health and Wellbeing	<p>To foster an inclusive community around mental health and wellbeing where all pupils and staff feel supported, regardless of protected characteristics.</p>	<ul style="list-style-type: none"> • Develop an open culture where mental health and wellbeing is widely recognised and discussed by both staff and students. • Pupils can successfully gain support to manage anxieties and mental health concerns. • Pupils and staff feel able to come to talk about their concerns and feel that they are listened to and supported. • Mental health lead to audit provision to inform subject action plan. • Identify where CPD needs 	<p>Eliminate discrimination</p> <p>Advance equality of opportunity</p> <p>Foster good relations</p>	<p>Disability Race Sex Gender reassignment Religion and belief Pregnancy and maternity Age Sexual orientation</p>

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		<p>to take place to ensure that staff wellbeing training is current and supports pupils' pastoral needs.</p> <ul style="list-style-type: none"> • Promote mental health and wellbeing through assemblies, journaling and celebration of Mental Health Awareness Week. • Provide appropriate support for pupils experiencing mental health difficulties related to their protected characteristics (e.g., LGBTQ+ pupils, pupils experiencing racism). • Monitor referrals to pastoral support by protected characteristics. • Ensure staff wellbeing is supported, with particular attention to staff with protected characteristics who 		

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		<p>may face additional challenges.</p> <p>Develop critical thinking skills in the curriculum- ensuring that pupils can question information that they receive and build tolerance.</p> <p>Develop understanding of neurodiversity for the school community.</p>		

Monitoring and Review

We will monitor progress towards these objectives through:

- **Termly data analysis** by protected characteristics (achievement, attendance, behaviour, suspensions)
- **Annual staff and pupil surveys** on equality and inclusion
- **Governing body reports** on equality matters, including incident data and progress towards objectives
- **Annual review** of equality objectives with stakeholders (staff, governors, parents, pupils)
- **Publication** of equality information on our website annually

Success Criteria

We will know we have been successful when:

- Gaps in attainment and progress between pupils with protected characteristics and their peers are closing

- Attendance rates for all groups of pupils are at or above 96%
 - Incidents of prejudice-related bullying and discrimination are reducing year on year
 - Suspension rates are reducing, with no disproportionate impact on pupils with protected characteristics
 - Staff and pupil surveys show increased confidence in understanding and promoting equality
 - Our curriculum and resources reflect the diversity of our community and wider society
 - All members of our school community feel valued, respected and able to participate fully in school life
 - Our workforce and governing body increasingly reflects the diversity of our school community
 - Parents and carers report that the school is inclusive and welcoming to all
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Key Changes from the Original Document

I've made the following important updates to align with current DfE guidance:

1. **Added a new objective on Sexual Violence and Sexual Harassment** - This is now a key focus in DfE guidance and schools must demonstrate how they're addressing this.
2. **Updated all references to the Equality Act 2010** - Removed outdated DDA references and aligned with current legislation.
3. **Strengthened the focus on monitoring by protected characteristics** - Current guidance emphasises the importance of data analysis to identify and address inequality.
4. **Added specific reference to the Public Sector Equality Duty** - Made the three aims clearer throughout.
5. **Updated attendance targets** - Raised from 95% to 96% to reflect current expectations.
6. **Expanded the workforce objective** - Included more detail on unconscious bias, anonymised recruitment, and monitoring.
7. **Strengthened the mental health objective** - Added specific reference to supporting pupils with protected characteristics who may face additional mental health challenges.
8. **Added success criteria** - Clear measures of how you'll know the objectives have been achieved.
9. **Updated monitoring and review section** - More specific about how and when you'll review progress.

Next Steps

1. **Review with your Senior Leadership Team** - Ensure the objectives are realistic and achievable for your school context

2. **Adjust targets and timescales** - Some targets may need adjusting based on your current data
 3. **Consult with stakeholders** - Share with staff, governors, and parent representatives for feedback
 4. **Assign responsibilities** - Identify which members of SLT will lead on each objective
 5. **Create an action plan** - Break down each objective into termly actions with clear deadlines
 6. **Present to governors** for approval
 7. **Publish on your website** alongside your equality policy
 8. **Communicate to all staff** - Ensure everyone understands their role in achieving the objectives
 9. **Set up monitoring systems** - Ensure you have the data systems in place to track progress
- Would you like me to help you create a detailed action plan for any of these objectives, or would you like any other adjustments to the document?