




EQUALITY OBJECTIVE STATEMENT

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| Date this policy was formally reviewed and agreed by the Governing Body of Kelvin Grove Primary School: | 19.01.2026 |
| Signed on behalf of the Governing Body by: | Mr Ian Mearns Chair of Governors |
| Signature: |  |
| Date: | 19.01.2026 |
| Details and dates of minor amendments: | 1.7.2020 13.01.2026 Equality Policy rewritten and renamed as Equality Objective Statement. |
| Date next full review is due: | Spring 2028 |

Please note that this school is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, parents and visitors to share this commitment.

Statement of Intent

Kelvin Grove Primary School is fully committed to meeting its responsibilities under the Public Sector Equality Duty, as set out in the Equality Act 2010. We recognise our duty to have due regard to the need to eliminate discrimination, advance equality of opportunity, and promote good relations across our school community. These responsibilities apply to all pupils, staff, parents, carers, governors, and visitors.

As an inclusive and diverse school, we are committed to ensuring that no member of our community is treated less favourably or denied opportunities on the basis of a protected characteristic. Kelvin Grove Primary School will not discriminate, harass, or victimise anyone on the grounds of:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

We work proactively to remove barriers to learning and participation, ensuring that every child, regardless of background, identity, or level of need, can thrive academically, socially, and emotionally. This includes pupils with SEND, pupils with health needs, those who may experience disadvantage, and those who belong to groups at risk of discrimination.

In line with statutory requirements, we publish clear Equality Objectives and review them regularly to ensure they reflect the needs of our school community. These objectives guide our ongoing work to promote fairness, respect, and inclusion, ensuring Kelvin Grove Primary School remains a place where all individuals feel valued, represented, and supported.

Equality Objectives 2025 - 2028

1. To actively eliminate discrimination, advance equality of opportunity, and promote positive relations across the school community in line with statutory duties under the Race Relations Act, the Disability Equality Duty (2005), and the Equality Act 2010.
2. Promote equality, respect, and representation across the curriculum and wider school culture.
3. Ensure that all learners have equal access to a rich, broad, balanced and relevant curriculum.

Strategies for Equality Objectives (2025–2028)

1.
 - Ensure all policies reflect statutory equality duties, including anti-bullying, behaviour, SEND, recruitment, and safeguarding.
 - Monitor and analyse school data (attainment, attendance, behaviour, exclusions, participation) to identify and address disparities linked to race, disability, or other protected characteristics.
 - Provide regular staff training on anti-racism, disability inclusion, unconscious bias, and the Public Sector Equality Duty.

- Ensure reasonable adjustments are consistently implemented for pupils with disabilities or health needs, including access arrangements, adapted resources, and personalised support.
- Strengthen reporting systems for discrimination, harassment, or prejudice-related incidents, ensuring swift action and transparent follow-up.
- Engage with parents and community groups, ensuring diverse voices contribute to school decision-making and policy development.
- Promote positive relationships through restorative approaches, peer support, and inclusive pastoral systems.
- Review the physical environment annually to ensure accessibility for pupils, staff, and visitors with disabilities.

2.

- Audit the curriculum to ensure representation of diverse cultures, identities, family structures, abilities, and experiences.
- Embed equality themes into RSHE, assemblies, themed weeks, and whole-school events.
- Ensure classroom resources (books, displays, images, texts) reflect the diversity of the school community and wider society.
- Challenge stereotypes through curriculum content, discussions, and staff modelling of inclusive language and behaviour.
- Celebrate cultural diversity through events, festivals, awareness days, and pupil-led activities.
- Promote pupil voice, ensuring children from all backgrounds including SEND, EAL, and disadvantaged pupils shape school culture and decision-making.
- Strengthen staff confidence in teaching sensitive or equality-related topics through CPD and shared planning.
- Ensure the school environment (corridors, communal areas, outdoor spaces) displays inclusive messages and celebrates diversity.

3.

- Provide high-quality teaching for all, with adaptive strategies that meet the needs of SEND, EAL, disadvantaged pupils, and those with health needs.
- Use personalised learning plans (e.g., SEND Support Plans, SALT programmes, dyslexia strategies, behaviour plans) to remove barriers to learning.
- Ensure curriculum materials are accessible, including enlarged print, visual supports, simplified texts, overlays, assistive technology, and alternative recording methods.
- Offer targeted interventions for literacy, numeracy, speech and language, emotional regulation, and social skills.
- Ensure all pupils can participate in enrichment, including trips, clubs, sports, and leadership roles, with adjustments made where needed.
- Monitor curriculum access through learning walks, book looks, pupil voice, and data analysis to identify and address gaps.
- Provide staff training on adaptive teaching, SEND strategies, trauma-informed practice, and inclusive pedagogy.
- Work with external agencies (OT, specialist teachers, health professionals) to ensure pupils receive the support they need to access learning fully.