# Equality Information and Objectives 2026–2030

*For publication on the school website and for governing body oversight*

**Our commitment:**
identify barriers precisely
→ respond appropriately
→ evaluate impact
→ make skilful adjustments
→ improve outcomes.

| | |
|---|---|
| **School values** | • Aspire<br>• Respect<br>• Enjoy |
| **Approved by** | Governing Body |
| **Approval date** | Autumn 2026 |
| **Equality information review** | At least annually |
| **Equality objectives review** | Progress reviewed annually; full renewal no later than Autumn 2030 |

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## Purpose and Status of this Document

This document sets out Norwood Primary School's published equality information and equality objectives. It is intended to be both a public statement of the school's commitment to equality and an active part of the school's inclusive strategy, monitoring and governance arrangements.

It should be read alongside the School Development Plan, Pupil Premium Strategy, SEND Information Report, Accessibility Plan and other relevant policies. Equality is not treated as a standalone initiative: it is integral to curriculum, teaching, inclusion, safeguarding, personal development, attendance, behaviour and leadership.

## Our Commitment to Equality

At Norwood Primary School, our values of Aspire, Enjoy and Respect underpin our commitment to equality, inclusion and belonging. We want every child to feel safe, happy, valued and able to succeed.

We recognise that equality does not always mean treating everybody in exactly the same way. Different pupils may experience different barriers. Where necessary, we will take proportionate action, make reasonable adjustments and provide additional support so that pupils can participate fully and achieve well.

We maintain high expectations for all pupils while recognising that some pupils may require different approaches or additional provision to achieve equitable outcomes.

Current evidence shows that pupils experience an inclusive culture in which they feel valued, respected and able to participate fully in school life. Our principal equality challenge is ensuring that this inclusive provision translates consistently into strong educational outcomes, particularly for disadvantaged pupils and others who experience barriers to learning.

## Public Sector Equality Duty

Norwood Primary School has due regard to its responsibilities under the Equality Act 2010 and the Public Sector Equality Duty. In carrying out our functions, we have due regard to the need to:

- eliminate unlawful discrimination, harassment, victimisation and other conduct prohibited by the Equality Act;
- advance equality of opportunity between people who share a relevant protected characteristic and those who do not; and
- foster good relations between people who share a relevant protected characteristic and those who do not.

The protected characteristics set out within the Equality Act 2010 are:

- age;
- disability;
- gender reassignment;
- marriage and civil partnership;
- pregnancy and maternity;
- race;
- religion or belief;
- sex; and
- sexual orientation.

The way in which individual provisions apply differs between the school's responsibilities towards pupils and its responsibilities as an employer. Norwood considers the relevant protected characteristics whenever it makes decisions, develops policies or carries out its functions.

## Norwood Primary School: Our Context

Norwood Primary School is a large maintained primary school. Current internal information shows a school population of approximately 598 pupils.

- approximately 51% boys and 49% girls;
- approximately 19% of pupils have identified SEND, including around 3% with an Education, Health and Care Plan;
- approximately 11% of pupils use English as an additional language; and
- approximately 21% of pupils have been eligible for free school meals during the previous six years.

The majority of pupils are from White British, English or other White backgrounds. The school community also includes pupils from Asian, Black, mixed and other ethnic backgrounds, together with a range of cultural and linguistic backgrounds.

Some ethnic groups within the school contain very small numbers of pupils. We therefore do not routinely publish detailed figures for every subgroup where this could risk identifying individual children.

Our EAL population is itself diverse. Some pupils who use English as an additional language also have SEND, are disadvantaged, have medical needs or experience other barriers. For this reason, leaders do not consider SEND, EAL, disadvantage, ethnicity or sex as completely separate categories.

> We recognise that pupils can experience multiple and intersecting barriers, and that pupils within the same broad group do not necessarily have the same needs.

## What Our Evidence Tells Us

Norwood considers equality through a broad range of evidence rather than relying only on headline attainment information. We consider whether pupils have equitable access to:

- high-quality teaching and an ambitious curriculum;
- communication and language development;
- SEND provision and reasonable adjustments;
- enrichment, educational visits and extra-curricular opportunities;
- leadership opportunities;
- pastoral and wellbeing support;
- attendance and participation;
- representation within the curriculum;
- positive relationships and a sense of belonging; and
- strong educational outcomes.

We also consider attainment, progress, attendance, behaviour, participation and pupil experience by relevant pupil groups. Where cohort sizes are small, information is interpreted carefully and alongside professional knowledge of individual pupils.

### Current Strengths

- Pupils experience a welcoming and inclusive culture and report a strong sense of belonging.

- Pupils understand equality, protected characteristics, British values and different faiths.
- Pupils respect one another and value difference; bullying and discrimination are rare and are addressed effectively.
- Staff make appropriate adaptations for pupils who require additional support, including pupils with SEND.
- Leaders monitor participation in enrichment and wider opportunities and adjust provision to promote inclusion.
- Attendance is a relative strength, including for pupils with SEND, and is improving for pupils who may be disadvantaged.

### Our Principal Equality Challenge

The school's principal equality challenge is to ensure that inclusive provision translates more consistently into strong educational outcomes. In particular, leaders need to evaluate the impact of inclusion and disadvantage strategies with greater precision and make skilful adjustments where necessary so that disadvantaged pupils consistently achieve well.

This means moving beyond recording that provision has taken place. Leaders and governors need to understand which strategies are effective, for whom, why they are effective and what should change when impact is not strong enough.

## How Norwood Demonstrates Due Regard:

### Eliminating Discrimination, Harassment and Victimisation

- clear expectations for behaviour and relationships;
- safeguarding and anti-bullying procedures;
- teaching about equality and protected characteristics;
- Relationships and Health Education, PSHE, Religious Education and British values;
- appropriate staff training;
- recording and responding to discriminatory and prejudicial incidents;
- reasonable adjustments for disabled pupils;
- reviewing policies and practices for unnecessary barriers;
- promoting respectful language and behaviour; and
- responding promptly and consistently where discrimination occurs.

### Advancing Equality of Opportunity

- identifying barriers to learning and wellbeing early;
- maintaining high expectations for all pupils;
- prioritising high-quality classroom teaching;
- providing reasonable adjustments and appropriate adaptations;
- ensuring pupils with SEND access the same curriculum as their peers;
- providing targeted intervention where appropriate;
- monitoring educational outcomes and attendance;
- monitoring participation in enrichment and wider opportunities;
- addressing financial and other barriers;
- working with external professionals where appropriate; and
- evaluating whether additional provision is having the intended impact.

**Fostering Good Relations**

- the curriculum, assemblies and wider personal development programme;
- Relationships and Health Education, PSHE and Religious Education;
- British values and learning about different cultures, beliefs and experiences;
- carefully selected texts and resources;
- pupil leadership and pupil voice;
- community links and enrichment;
- teaching about protected characteristics; and
- challenging stereotyping, discriminatory language and prejudice.

Representation is not confined to particular celebration days or isolated activities. We seek to ensure that pupils encounter a broad range of people, families, cultures, beliefs and experiences as a normal part of their education.

## Equality Considerations in Decision-Making

Depending upon the nature of a decision, leaders and governors consider:

- Could this decision disadvantage pupils or adults with a particular protected characteristic?
- Are there barriers to participation?
- Are reasonable adjustments required?
- Are particular groups under-represented?
- Is there evidence of unequal outcomes or experiences?
- What does pupil, parent or staff voice tell us?
- Have financial barriers been considered?
- Are some pupils experiencing multiple barriers?
- What action could reduce inequality?
- How will we evaluate whether the action has worked?

## Socio-Economic Disadvantage

Socio-economic disadvantage is not itself a protected characteristic under the Equality Act 2010. However, disadvantage is an important educational barrier and can intersect with protected characteristics, SEND, EAL, social-care involvement and other vulnerabilities.

For this reason, Norwood's work on equality is deliberately connected to the Pupil Premium Strategy, School Development Plan, SEND and inclusion provision, attendance, curriculum improvement and pupil progress and provision meetings.

We do not assume that every disadvantaged pupil experiences the same barriers. Leaders identify the barriers experienced by current pupils, select appropriate strategies, evaluate their impact and adjust provision where necessary.

# Equality Objectives 2026–2030

| Objective 1: Improve Equality of Educational Outcomes | |
|---|---|
| **To reduce inequalities in educational achievement, particularly for disadvantaged pupils and pupils with SEND, by identifying barriers precisely, matching provision accurately to need and evaluating and adapting strategies so that these pupils increasingly achieve well.** | |
| **Why This Matters** | |
| Inclusive provision and access are strengths, but outcomes are not yet consistently strong enough for some disadvantaged pupils and pupils with SEND. The school therefore needs to monitor the impact of inclusion strategies with greater precision. | |
| **We will:** | **Success will be demonstrated through:** |
| • identify the principal barriers affecting current disadvantaged pupils;<br>• analyse attainment and progress in reading, writing and mathematics;<br>• monitor relevant early foundations, including EYFS, phonics and number fluency;<br>• analyse outcomes for SEND, disadvantaged, EAL and other relevant groups where numbers allow;<br>• consider multiple barriers rather than analysing pupils only through single categories;<br>• strengthen Pupil Progress and Provision Meetings;<br>• ensure that need → action → impact → adjustment is explicit;<br>• evaluate interventions and additional provision rather than simply recording provision;<br>• change strategies where evidence demonstrates insufficient impact;<br>• align Pupil Premium spending with identified barriers; and<br>• report impact and adjustments to governors. | • improving outcomes for disadvantaged pupils from their starting points;<br>• improving outcomes for pupils with SEND;<br>• reducing significant disparities where these exist;<br>• stronger outcomes in reading, writing and mathematics;<br>• intervention and provision reviews demonstrating measurable impact;<br>• leaders being able to explain what works, for whom and why; and<br>• governor challenge focusing increasingly on impact rather than provision alone. |

| Objective 2: Improve Equality of Educational Outcomes | |
|---|---|
| **To sustain and further strengthen equitable access, participation and belonging so that pupils with protected characteristics and pupils experiencing additional barriers participate fully in the academic, social and wider life of the school.** | |
| **Why This Matters** | |
| Participation, belonging and access to wider opportunities are established strengths. The school intends to protect these strengths and identify any emerging patterns of under-representation. | |
| **We will:** | **Success will be demonstrated through:** |
| ● monitor participation in clubs and enrichment;<br>● monitor educational visits and residential opportunities;<br>● monitor participation in sport, performance and pupil leadership;<br>● identify unexplained under-representation;<br>● address financial, physical, communication and other barriers;<br>● make reasonable adjustments;<br>● ensure SEND and disabled pupils participate as fully and independently as possible;<br>● gather pupil voice about inclusion and belonging; and<br>● monitor attendance, behaviour and wellbeing for emerging inequalities. | ● no persistent unexplained patterns of under-representation;<br>● identified barriers resulting in appropriate action;<br>● high participation among pupils with SEND and other additional needs;<br>● disadvantaged pupils accessing wider opportunities;<br>● positive pupil voice about belonging and inclusion; and<br>● pupils reporting that they feel valued and able to participate fully. |

| Objective 3: Strengthen Equality of Curriculum Access Through Communication and Language | |
|---|---|
| **To strengthen equality of curriculum access through high-quality communication, language and interaction so that pupils' starting points, SEND, EAL or language needs do not unnecessarily restrict their participation, independence or achievement.** | |
| **Why This Matters** | |
| Communication and language are fundamental to curriculum access. The school is strengthening high-quality interactions, vocabulary development and oracy so that pupils can participate confidently and achieve increasingly well. | |
| **We will:** | **Success will be demonstrated through:** |
| ● develop consistently high-quality adult-pupil interactions;<br>● implement a coherent approach to oracy and communication;<br>● develop vocabulary systematically across the curriculum;<br>● develop pupils' ability to construct increasingly precise and sophisticated spoken language;<br>● assess the language needs of pupils using EAL appropriately;<br>● distinguish language acquisition needs from SEND wherever possible;<br>● ensure vocabulary and communication demands are considered within curriculum planning;<br>● provide appropriate visual and communication support;<br>● ensure adaptations increasingly develop independence rather than unnecessary dependence; and<br>● monitor the impact of provision from pupils' starting points. | ● improved communication and language outcomes;<br>● stronger curriculum access;<br>● EAL pupils making appropriate progress in English proficiency and curriculum learning;<br>● greater consistency in high-quality interactions;<br>● monitoring showing deliberate development of vocabulary and spoken language;<br>● pupils using increasingly precise and sophisticated language; and<br>● increased independence for pupils receiving additional support. |

| Objective 4: Sustain a Culture of Respect, Representation and Equality | |
|---|---|
| **To sustain a culture in which pupils understand and respect diversity, representation is meaningful throughout school life, and discrimination, prejudice and stereotyping are recognised and challenged effectively.** | |
| **Why This Matters** | |
| Pupils' understanding of equality, respect, protected characteristics and belonging is a current strength. The school will maintain this strength and continue to develop meaningful representation across the curriculum and wider school life. | |
| **We will:** | **Success will be demonstrated through:** |
| ● ensure pupils learn progressively about protected characteristics;<br>● continue to develop understanding of fundamental British values;<br>● review representation within texts, resources and curriculum content;<br>● represent diversity as part of everyday curriculum provision rather than only special events;<br>● monitor discriminatory and prejudice-related incidents;<br>● gather pupil voice about safety, respect and belonging;<br>● ensure staff challenge discriminatory language consistently; and<br>● use incidents, where they arise, as opportunities for education as well as appropriate consequence. | ● pupils demonstrating age-appropriate understanding of equality and protected characteristics;<br>● pupils demonstrating respect towards others;<br>● curriculum reviews showing meaningful representation;<br>● discriminatory incidents being identified, recorded and addressed consistently;<br>● no persistent unexplained pattern affecting a particular group; and<br>● pupil voice showing that pupils feel respected, safe and valued. |

## Attendance and Equality

Attendance remains an important component of equality monitoring. Current evidence indicates that attendance is a relative strength, including for pupils with SEND, and that attendance is improving for pupils who may be disadvantaged.

We will continue to analyse:

- overall attendance;
- persistent absence;
- SEND;
- disadvantaged pupils;
- EAL;
- other relevant pupil groups; and
- pupils experiencing multiple vulnerabilities.

Emerging disparities will result in appropriate support and intervention.

## Monitoring and Evaluation

The publication of equality objectives is only meaningful if leaders evaluate whether they are making a difference. Norwood will monitor progress through:

- attainment and progress information;
- Pupil Progress and Provision Meetings;
- SEND and inclusion reviews;
- Pupil Premium provision and expenditure;
- intervention evaluations;
- attendance and persistent absence;
- behaviour, bullying and discriminatory incidents;
- participation in enrichment and pupil leadership;
- pupil, parent and staff voice;
- curriculum monitoring;
- provision reviews; and
- individual pupil case studies.

Five monitoring questions:

1. Who may be experiencing inequality or disadvantage?
2. What is the barrier?
3. What are we doing about it?
4. Is it working?
5. 5. What should we change as a result?

## Governance and Accountability

### The Governing Body will:

- ensure that the school fulfils its responsibilities under the Equality Act 2010;
- approve the school's Equality Objectives;
- ensure equality information is published and updated appropriately;
- monitor progress against the objectives;
- consider equality within strategic decisions;
- receive appropriate information about pupil groups;
- challenge leaders about disparities in outcomes and experience;
- monitor the impact of Pupil Premium and inclusion strategies; and
- ensure that action is taken where inequalities are identified.

**Governor lens:**

Barrier
→ Strategy
→ Implementation
→ Impact
→ Adjustment

**The Headteacher and senior leaders will:**

- provide strategic leadership of equality and inclusion;
- ensure staff understand their responsibilities;
- identify emerging inequalities and analyse relevant evidence;
- ensure strategies are evidence-informed and proportionate;
- evaluate impact and adjust provision where appropriate;
- ensure reasonable adjustments are made;
- promote high expectations for all pupils; and
- report progress to governors.

**All staff will:**

- promote equality and inclusion;
- maintain high expectations for every pupil;
- challenge discrimination and prejudice;
- identify barriers to learning and participation;
- make appropriate adaptations and implement agreed reasonable adjustments;
- promote respectful relationships;
- support pupils to become increasingly independent; and
- contribute to the school's equality objectives through everyday practice.

## Publication and Review

Norwood Primary School will publish information demonstrating how it meets its equality responsibilities and will keep this information under regular review.

- Equality information will be reviewed and updated at least annually.
- Progress against the equality objectives will be reviewed annually through the school's monitoring and governance cycle.
- The objectives will be formally renewed at least every four years, or sooner where evidence demonstrates that priorities should change.
- The published document will be updated where significant changes to school context or priorities make this necessary.

## Linked School Documents

- School Development Plan;
- Pupil Premium Strategy;
- Inclusion Strategy;
- SEND Information Report;
- SEND Policy;
- Accessibility Plan;
- Behaviour Policy;
- Anti-Bullying Policy;
- Safeguarding and Child Protection Policy;
- Attendance Policy;
- Relationships and Health Education / PSHE;
- Religious Education; and
- Curriculum documentation.

## Appendix A – Governor Monitoring Framework

This appendix is intended to support governing body oversight. It can be used as part of the school's half-termly or termly monitoring cycle and should be read alongside the school's inclusion, Pupil Premium and school improvement information.

| Objective | Key indicators | Evidence for governors | Suggested frequency |
|---|---|---|---|
| 1. Educational outcomes | Attainment/progress of disadvantaged and SEND pupils; identified barriers; impact of provision; changes made. | Pupil Progress & Provision summaries; Pupil Premium review; attainment data; case studies; intervention evaluations. | Half-termly / termly |
| 2. Access, participation & belonging | Participation in clubs, visits, residentials, sport and leadership; pupil voice; under-representation. | Participation analysis; pupil voice; enrichment records; reasonable adjustment examples. | Termly |
| 3. Communication & language | Quality of interactions; vocabulary/oracy implementation; EAL progress; independence. | Learning walks; curriculum monitoring; EAL assessment; pupil work/voice; EYFS monitoring. | Termly |
| 4. Respect, representation & equality | Protected characteristics knowledge; discriminatory incidents; curriculum representation; belonging. | PSHE/RHE/RE monitoring; behaviour and incident data; curriculum reviews; pupil voice. | Termly / annually |

### Questions governors should routinely ask

- Which pupils or groups are currently experiencing the greatest barriers?
- What evidence tells us this?
- Which strategies are leaders using, and why were these chosen?
- How well are those strategies being implemented?
- What difference are they making to pupils' outcomes and experiences?
- Where impact is weaker than expected, what has changed as a result?
- Are pupils with SEND, disadvantaged pupils and other vulnerable groups accessing the same curriculum and wider opportunities?
- Are there any emerging patterns in attendance, behaviour, exclusions, discriminatory incidents or participation?
- What does pupil voice tell us about belonging, respect and inclusion?
- How do we know that Pupil Premium and inclusion funding are making a measurable difference?

### Suggested Governor Minute

Governors reviewed the school's Equality Information and Objectives 2026–2030 and considered the school's current context, identified equality priorities and arrangements for monitoring impact. Governors approved the objectives and agreed that progress will be monitored through the school's regular inclusion, Pupil Premium and school improvement reporting cycle, with particular attention to the impact of strategies for disadvantaged pupils and pupils with SEND.

## Annual Public Equality Information Update

The following short update can be refreshed each year and published alongside this document. It is designed to provide current information without publishing very small subgroup figures that could identify individual pupils.

| | |
|---|---|
| **Total pupils** | Approximately 598 |
| **Sex** | Approximately 51% boys / 49% girls |
| **SEND** | Approximately 19%, including around 3% with an EHCP |
| **EAL** | Approximately 11% |
| **Disadvantage** | Approximately 21% Ever 6 FSM |
| **Ethnicity** | Majority White British / English / other White backgrounds, alongside smaller Asian, Black, mixed and other ethnic groups |

Annual review statement: Leaders will update this information at least annually and will review whether any emerging inequalities require changes to the school's equality objectives, inclusion strategy, Pupil Premium strategy or wider improvement work.

**At Norwood, equality means more than ensuring that pupils can access the same opportunities. We want to know whether those opportunities result in equally ambitious experiences and increasingly strong outcomes.**