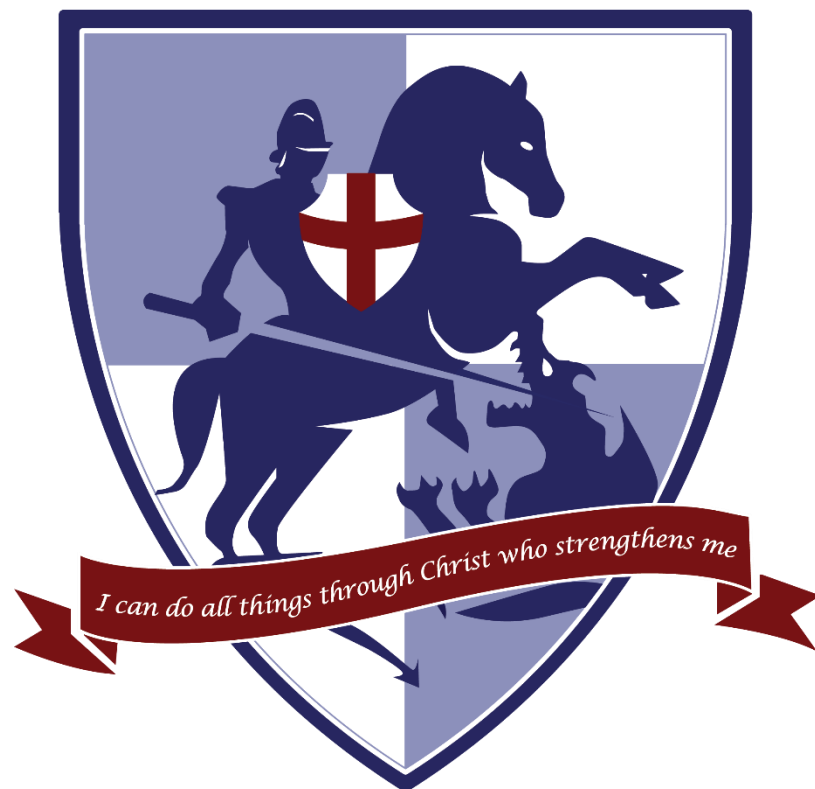


# Equality information and objectives policy

St George's Church of England Primary School



*STGPS, Camberwell*

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## Contents

1. Aims.....	3
2. Legislation and guidance .....	3
3. Roles and responsibilities .....	4
4. Eliminating discrimination .....	4
5. Advancing equality of opportunity .....	5
6. Fostering good relations .....	5
7. Equality considerations in decision-making .....	6
8. Equality objectives .....	6
9. Monitoring arrangements.....	8
10. Links with other policies.....	8

## 1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

Our school aims to promote respect for difference and diversity in accordance with our values, such as:

‘I can do all things through Christ who strengthens me’  
(Philippians 4:13)

We aim to grow and nurture inquisitive, enthusiastic and courageous learners by using a rich, stimulating and inclusive curriculum. This engages and prepares our children for lifelong learning. We do this through the lens of our Christian values:

Sustainability: We are a community that cares for God’s creation.

‘The Lord God put the man in the garden of Eden to care for it and work it’ (Genesis 2:15)

Transformation: We are continually growing as individuals.

‘We all show the Lord’s glory, and we are being changed to be like him. This change in us brings more and more glory. And it comes from the Lord, who is the Spirit’ (2 Corinthians 3:18 )

Generosity: We are generous in our love and care for each other.

‘Love your neighbour as you love yourself’ (Mark 12:31)

Perseverance: We always strive to do our best.

‘So let us run the race that is before us and never give up’ (Hebrews 12:1)

Stewardship: We care for our gifts and resources.

‘God has shown you his grace in giving you different gifts. And you are like servants who are responsible for using God’s gifts. So be good servants and use your gifts to serve each other’ (1 Peter 4:10)

## 2. Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the Public Sector Equality Duty and protects people from discrimination.
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives.
- [Southwark Stands Together](#) and [Southwark 2030](#). The expectation is that this policy also considers the pledges of Southwark stand together and the three principles of Southwark 2030.

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

### 3. Roles and responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils, and parents.
- Ensure that the published equality information is updated every year, and that the objectives are reviewed and updated at least every 4 years.
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher.

The equality link governor is Selina Boshorin They will:

- Meet with the designated member of staff for equality annually and other relevant staff members, to discuss any issues and how these are being addressed.
- Ensure they are familiar with all relevant legislation and the contents of this document.
- Attend appropriate equality and diversity training.
- Report back to the full governing board regarding any issues

The headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and pupils.
- Monitor success in achieving the objectives and report back to governors.

The designated member of staff for equality will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils.
- Meet with the equality link governor annually to raise and discuss any issues
- Support the headteacher in identifying any staff training needs and deliver training, as necessary.

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

### 4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training annually as a part of the schools CPD cycle

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

## 5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g., pupils with disabilities, or Lesbian, Gay, Bisexual & Transgender (LGBT) pupils who are being subjected to homophobic or transphobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g., enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g., encouraging all pupils to be involved in the full range of school societies)

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing.
- Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information.
- Make evidence available identifying improvements for specific groups (e.g., declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils.

## 6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, Spiritual, Moral, Social, and Cultural development and British Values, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures.

- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies, and we will also invite external speakers to contribute.
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies and organising school trips and activities based around the local community.
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures.
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.

## 7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities.
- Has equivalent facilities for boys and girls.

The school keeps a written record on School Risk assessments to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

## 8. Equality objectives

To comply with the Public Sector Equality Duty (PSED), schools must publish **at least one** equality objective. The objectives should be:

- clearly defined.
- specific and measurable
- agreed with the school's governing body or academy trust board.
- reviewed and published at least every four years (**this is a legal requirement**).

The approach should be proportionate: larger schools are likely to have more objectives than smaller ones. Schools should:

- publish more than one objective at least every four years.
- include their objectives in their school's improvement and development plans.

As far as possible, the objectives should align with the most significant equality challenges facing the school.

### **Objective 1**

#### **Reduce the GLD gap between Disadvantaged and Other pupils by at least 15 percentage points (pp).**

Why we have chosen this objective: Large gap in Early Years(EYFS GLD): Only 40% of Disadvantaged pupils achieved a Good Level of Development (GLD), compared to 89% of 'Other' pupils, creating a 49 percentage point (pp) gap.

To achieve this objective, we plan to:

Targeted Small-Group Intervention: Implement a specific, evidence-based intervention programme 'Talk Boost' or targeted literacy/numeracy support) for identified Disadvantaged pupils in Reception.

Home-School Support: Introduce a focused parental engagement strategy to support early language and literacy development at home for all Disadvantaged families.

### **Objective 2**

#### **Raise attainment for SEN Support pupils in KS2 and establish a baseline for future progress.**

Why we have chosen this objective: Attainment Gap in Key Stage 2: 0% of pupils identified as needing SEN Support achieved the expected standard in Reading, Writing, and Maths (RWM Expected+).

To achieve this objective, we plan to:

Review and Resourcing: Conduct an immediate review of KS2 SEN Support provision, focusing on the quality and fidelity of interventions in reading and writing.

Teacher CPD: Provide bespoke training for KS2 staff on high-quality differentiation and effective scaffolding for pupils with specific learning difficulties.

### **Objective 3**

#### **Significantly narrow the gender gap in Year 1 Phonics achievement.**

Why we have chosen this objective: Significant Gender Gap in Year 1 Phonics: Male pupils achieved only 47% in the Year 1 Phonics screening check, compared to 86% for Female pupils, representing a 39pp gap.

To achieve this objective, we plan to:

Targeted Phonics Boost: Implement daily 'booster' sessions for identified Male pupils who did not meet the expected standard in the previous year.

Curriculum Re-engagement: Audit and adjust reading material and themes in Year 1 to ensure high engagement and relevance for male pupils.

### **Objective 4**

#### **Reduce the overall suspension rate by 0.5pp and reduce instances of physical assault.**

Why we have chosen this objective: High Suspension Rate and Physical Assaults: The school's pupil suspension rate is 1.28%, which is above the LA and England averages. The majority of suspensions relate to Physical Assault (53.8% of instances) and Persistent Disruptive Behaviour (28.8%).

To achieve this objective, we plan to:

Progress we are making towards this objective:

## **9. Monitoring arrangements**

The Headteacher will update the equality information we publish, described in sections 4 to 7 above, at least every year.

This document will be reviewed by governing board at least every 4 years.

This document will be approved by Teaching and Learning Committee of the governing board.

## **10. Links with other policies**

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Behaviour Policy
- Suspension and Exclusion Policy