



Southam Primary School

Equality Policy and Action Plan (2026–2029)

Vision. At Southam Primary School we believe that disadvantage is not about ability; it is about differences in opportunity. We therefore hold the **same high expectations for every child** and act proactively to remove barriers so all pupils can thrive. (This aligns with the **Public Sector Equality Duty** (PSED) to eliminate discrimination, advance equality of opportunity and foster good relations.)

1) Legal and policy framework

This policy meets the requirements of:

- **Equality Act 2010** (including protected characteristics) and the **PSED** (s.149) with supporting specific duties to **publish annual equality information** and **equality objectives at least every four years**.
- Government guidance on complying with the PSED for public authorities and schools, including embedding **due regard** in decision-making and monitoring impact.

2) Protected characteristics

We will not discriminate, harass or victimise pupils, staff, parents or visitors on the basis of **age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, or sexual orientation**.

3) Our Equality Principles

Reflecting best practice in outstanding schools, we commit to these **seven core principles**:

1. **Equal value:** everyone in our community is of equal worth.

2. **Diversity is strength:** we recognise, respect and value difference and remove barriers to participation.
3. **Positive attitudes and relationships:** we promote mutual respect and challenge prejudice.
4. **Belonging and cohesion:** we build a culture where all feel safe, included and able to contribute.
5. **Good equalities practice for staff:** we ensure fair and inclusive policies from recruitment to CPD.
6. **High expectations for all:** we expect all pupils to achieve highly.
7. **Raising standards for the most vulnerable:** improving outcomes for our most disadvantaged raises standards for everyone.

4) Scope

This policy applies to all aspects of school life: **admissions, curriculum, teaching and assessment, behaviour/anti-bullying, uniform, SEND and reasonable adjustments, safeguarding, enrichment, trips/visits, and workforce matters.**

5) Roles and responsibilities

- **Governing Body** – holds the school to account for compliance; approves and annually reviews published information and monitors progress against equality objectives.
- **Headteacher** – leads implementation, ensures due regard in decision-making, reports progress termly, and takes action on harassment and discrimination.
- **All staff** – uphold the policy in daily practice, challenge discriminatory language/behaviour, and apply reasonable adjustments.
- **Subject Leaders** – complete **curriculum representation audits**, adjust planning and resources, and track participation by groups.
- **SENCO & DSL** – ensure inclusion for pupils with SEND, and that safeguarding processes address discriminatory bullying and prejudice-related incidents.

6) Curriculum, teaching and assessment

- Ensure a **broad, balanced and representative curriculum**, with planned opportunities to learn about different cultures, faiths, histories and contributions. [\[southamprimary.com\]](https://southamprimary.com)
- Review texts/displays yearly to ensure **positive representation** and avoid stereotyping. [\[southamprimary.com\]](https://southamprimary.com)
- Use adaptive teaching and assessment to remove barriers for pupils with **SEND/EAL/PP**, consistent with DfE guidance.

7) Behaviour, culture and safeguarding

We maintain a safe culture by:

- Explicitly addressing prejudice-related bullying and hate incidents;
- Recording, analysing and reporting trends to governors termly;
- Teaching respect and bystander behaviours through **PSHE/RHE** and assemblies.

8) Accessibility and reasonable adjustments

We maintain a **3-year accessibility plan** (curriculum access, environment, information) and make **reasonable adjustments** for disabled pupils.

9) Workforce equality

We observe good equalities practice for staff in recruitment, development, flexible working and progression; we build staff confidence through CPD on **inclusive pedagogy** and **unconscious bias** (reflecting leading school policies). [\[southamprimary.com\]](https://southamprimary.com)

10) Data, monitoring and evaluation

- We monitor **attainment, progress, attendance, behaviour and participation** for key pupil groups.
- We set **specific targets** to narrow gaps identified in our data. Ofsted emphasises the value of using evidence about disparities for different groups to focus improvement. [southamprimary.com]
- We report termly to governors

Equality Objectives (2026–2029)

Draft objectives for approval; exact targets to be confirmed when this year's validated data are final.

1. **Narrow attainment gaps**

Reduce the **Key Stage 2 combined** attainment gap between **Pupil Premium (PP)** and non-PP pupils by **at least 8 percentage points** over three years, through targeted teaching and attendance support. (Focus on advancing equality of opportunity for disadvantaged groups.)

2. **Improve SEND progress**

Increase the proportion of pupils with **SEND Support** making **expected or better progress** in reading, writing and maths by **10 percentage points** across the school through high-quality adaptive teaching and precise interventions.

3. **Participation and cultural capital**

Close participation gaps so that **at least 85%** of PP and SEND pupils attend **one or more enrichment clubs/visits per term**, ensuring financial barriers are removed. (Curricular and extra-curricular access is central to opportunity.) [southamprimary.com]

4. **Attendance equity**

Reduce the **persistent absence** gap between pupils with SEND/PP and their peers by **2.0 percentage points** per year through early help, family liaison and personalised plans. (Use monitoring to tackle inequalities.)

5. **Representative curriculum**

Complete an annual **curriculum representation audit** and action plan so **100% of subjects** show age-appropriate representation of diverse people, cultures and histories, with staff CPD for subject leaders. [\[southamprimary.com\]](https://southamprimary.com)

6. **Workforce inclusion**

Deliver annual staff training on inclusive practice and **unconscious bias**, and ensure recruitment materials and panels reflect equalities best practice; report annually to governors on workforce data and actions. [\[southamprimary.com\]](https://southamprimary.com)

Action Plan (Summary)

Objective	Key actions	Lead	Timeline	Success measures
1. Attainment gaps (PP)	Termly data reviews by group; targeted tutoring; Pupil Premium strategy alignment; governor review	HT, PP Lead	From Spring 2026; termly	Gap reduces by ≥8pp by July 2029; termly milestone trend
2. SEND progress	CPD on adaptive teaching; review provision maps; half-termly SEND pupil progress meetings	SENCO	From Spring 2026	+10pp pupils with SEND at expected progress by July 2029
3. Participation	Cost-neutral offers , targeted invites, club bursaries; track participation by group	DHT, Enrichment Lead	Summer 2026 onwards	≥85% PP/SEND club/visit participation each term; gap closed
4. Attendance equity	Early-help pathways; personalised plans; family support ; governor attendance panel	Attendance Lead	From Spring 2026; monthly	SEND/PP persistent absence gap reduces by ≥2.0pp per year
5. Representative curriculum	Annual curriculum representation audit ; update texts/displays; subject leader CPD	Curriculum Lead	Audit by Autumn 2026; annual	100% subjects show planned representation; pupil voice positive

6. Workforce inclusion	Unconscious-bias and inclusive-pedagogy CPD; review recruitment; publish workforce summary	HT, HR	Annual	Annual report to governors evidences actions and impact
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Publishing, review and governance

- **Annual publication:** equality information (data, actions, impact) and incident trends on the website each **Autumn Term**.
- **Objectives:** refreshed **every 4 years** (next cycle due **Autumn 2029**) and progress reported annually.
- **Monitoring:** Headteacher termly reports to the Governing Body

Approval: To be ratified by the Full Governing Board (Spring 2026).

Next review: Spring 2027 (interim), Autumn 2029 (full cyclical review).
