



Park Brow Equality Objectives 2026-2029

Park Brow Community Primary School is committed to eliminating discrimination, advancing equality of opportunity and fostering good relations between people who share a protected characteristic and those who do not, in accordance with the Equality Act 2010 and the Public Sector Equality Duty.

In setting these objectives, the school has had due regard to:

- Eliminating unlawful discrimination, harassment and victimisation.
- Advancing equality of opportunity between different groups.
- Fostering good relations between people who share a protected characteristic and those who do not.

The protected characteristics are:

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

Objective 1

Ensure equality of opportunity, access and participation for all pupils, staff and families, particularly those with protected characteristics and additional vulnerabilities.

To achieve this objective, we plan to:	Success Criteria:	Progress towards this objective:	Impact Monitoring
• Equality of opportunity and non-discrimination extends to the treatment of all members of the school	• Reduction in persistent absence gaps between vulnerable groups.	• Inclusion Quality Mark achieved • My Happy Mind is fully embedded across school	• Analysis of attendance, persistent absence and punctuality data for different pupil groups, including

community. All staff members are obliged to act in accordance with the school's various policies relating to equality. • Embed My Happy Mind across school to support the mental Health and wellbeing of pupils, staff and families. • Mental Health and wellbeing policy developed to support children who struggle to recognise and regulate their emotions and to ensure staff consistency in application of policy. Staff code of conduct in line with policy. • General CPD opportunities for all and bespoke CPD to meet complex needs of individuals. Engagement with professionals behaviour outreach, EP, ASC support	• Positive wellbeing indicators through pupil, staff and parent surveys. • Staff confidence in inclusive practice improves through annual CPD evaluation. • No discriminatory incidents left unresolved.	• Pupil surveys indicate improved understanding of emotional regulation and wellbeing strategies. • Attendance progress is being seen in vulnerable groups. • Monitoring of key groups from inclusion team and SLT of all pupils to ensure support is impactful. • A strong culture of inclusivity and belonging has been commented on by visitors to the school. • Increasing participation at family engagement opportunities has been seen from families who may have previously faced barriers to participation. • Wholly positive feedback from parent surveys completed during Review Day.	SEND, disadvantaged and EAL pupils. • Monitoring attainment and progress data to identify and address achievement gaps between groups. • Pupil, parent and staff wellbeing surveys, including feedback relating to inclusion, belonging and access to support. • Monitoring referrals to pastoral, mental health and wellbeing services and evaluating impact on outcomes. • Annual review of staff access to CPD. • Recording, monitoring and analysing equality-related concerns, complaints or incidents to identify trends and actions required. • Evaluation of the impact of My Happy Mind and wider wellbeing provision through
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			pupil voice, behaviour data and stakeholder feedback. • Regular reporting to governors on attendance, achievement, wellbeing and participation outcomes for vulnerable groups. • Monitoring engagement in school activities, leadership opportunities, enrichment experiences and educational visits to ensure equitable access for all pupils. • Review of reasonable adjustments and accessibility arrangements to ensure barriers to participation are identified and addressed effectively.
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Objective 2

Promote inclusion, belonging and respect through an ambitious curriculum that celebrates diversity and actively challenges discrimination, prejudice and stereotyping.

To achieve this objective, we plan to:	Success Criteria:	Progress towards this objective:	Impact Monitoring
• Ensure collaboration and sharing between	• 100% of pupils access a	• Kirkby child certificate awarded	• Annual pupil voice surveys

school and families and to identify people who may need reasonable adjustments, working in partnership to accommodate need • Through direct teaching across the curriculum – see planning cycle and progression documents. • We aim to meet this objective with particular reference to issues of equality and diversity – see PHSE scheme of work Plan • Jigsaw scheme, raising profile of the Kirkby child • All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Plan. • All staff will strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images • All staff will challenge, record and respond to incidents of prejudice,	curriculum that promotes diversity, equality and respect through PSHE, RE and wider curriculum opportunities. • Pupil voice surveys show that at least 90% of pupils feel safe, respected and valued within school. • All incidents of discriminatory language, prejudice-based behaviour or bullying are recorded, investigated and addressed appropriately • Annual monitoring demonstrates increased pupil understanding of protected characteristics, diversity and inclusion. • Participation in enrichment activities is representative of the school population, including SEND, disadvantaged and EAL pupils. • Staff complete annual equality,	weekly within celebration assembly • Embedding Of My Happy Mind • Links made between My happy mind and Jigsaw scheme • Diversity Day embedded within the curriculum enhancements. • Diversity workshops support created opportunities for children to experience and learn about different cultures.	regarding safety, belonging and respect. • Monitoring and analysis of bullying, racist, homophobic and prejudice-related incidents. • Curriculum monitoring and learning walks to evidence diversity and inclusion across subjects. • Participation data for clubs, trips and enrichment activities, including SEND, disadvantaged and EAL pupils. • Staff training records and evaluation of equality and diversity training. • Parent surveys regarding inclusivity and school culture.
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discrimination or harassment relating to any protected characteristic. • Increase the number of positive role models in the school as a means of motivating identified pupils • To ensure that opportunities exist within our school curriculum to learn about & celebrate different cultures/ethnic backgrounds • Ensure pupils learn about a diverse range of cultures, families, disabilities, faiths and communities through the curriculum. • Monitor and analyse incidents of bullying, prejudice and discriminatory behaviour. • Promote pupil voice and participation for all groups.	diversity and inclusion training.		
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Objective 3

Maintain fair, transparent and inclusive recruitment, retention and professional development processes which promote equality of opportunity for all staff.

To achieve this objective, we plan to:	Success Criteria:	Progress towards this objective:	Impact Monitoring
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• New staff trained in safeguarding, behaviour approach, rewards and provision mapping when they start work • Equality of opportunity and non-discrimination extends to the treatment of all members of the school community. • All staff members are obliged to act in accordance with the school's various policies relating to equality. • We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment. • All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However, we are concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community. • Safer recruitment training rolled out to all SLT Always 1 member of recruitment panel trained in safer recruitment Knowsley application form	• Recruitment processes are fully compliant with the Equality Act 2010 and safer recruitment requirements. • 100% of recruitment panels include a member trained in safer recruitment. • Equality monitoring demonstrates no evidence of discrimination within recruitment, promotion or retention processes. • Reasonable adjustments are offered and implemented where required for applicants and employees. • Staff surveys indicate that employees feel they are treated fairly and have equal access to professional development opportunities. • All staff complete annual safeguarding and equality training.	• Safer recruitment processes adhered to • All adverts direct reference to equality act • Application process follows equality act procedures • Staff remains strong across all staff groups.	• Safer recruitment compliance checks and audit records. • Recruitment and workforce equality monitoring data. • Staff surveys regarding fairness, professional development and wellbeing. • Records of reasonable adjustments made for applicants and employees. • Monitoring staff attendance, retention and exit feedback. • Annual review of CPD access and participation across staff groups.
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includes the following section on Equal opportunities monitoring –. <i>We believe that the decision to appoint should be based upon the requirements of the job and whether an individual's skills, experience, qualifications and abilities make them the most suitable candidate. We do not believe that an origin, colour, religion, sex, disability, age, marital status, political or sexual orientation should have any effect upon their suitability.</i>			
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Objective 4

Develop a skilled and diverse Governing Board that effectively represents and understands the community served by the school.

To achieve this objective, we plan to:	Success Criteria:	Progress towards this objective:	Impact Monitoring
External Governor recruitment support regarding recruitment of Governors ensuring diversity and	The Governing Board undertakes an annual review of skills, diversity and representation.	- Live recruitment process - Clarity sought in appropriate constitution - Creative recruitment process using	- Annual skills and diversity audit of the Governing Board. - Monitoring governor

appropriate representation of groups • Reach out via different channels, poster, digital invite, targeted workplaces Including a wide range of voices in board meetings • Nurture robust debate and ensure the needs of all sections of the school community are well represented. • Ensure through recruitment process that people from many different backgrounds can get involved with governance and make a difference in their communities • 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 Governors	• Governor vacancies are advertised through a range of channels to encourage applications from diverse backgrounds. • 100% of new governors receive Equality Act and safeguarding induction training. • Equality objectives are reviewed annually by governors and recorded within governing body minutes. • Governors demonstrate challenge and support regarding outcomes for vulnerable groups, including SEND, disadvantaged, EAL and attendance cohorts. • The Governing Board actively seeks to recruit and retain governors from a diverse range of backgrounds reflective of the	variety of methods • New board represents diversity of community • Governors continue to demonstrate a strong understanding of the school's context, demographics and pupil needs. • Governors continue to demonstrate awareness of the barriers and challenges faced by vulnerable and underrepresented groups.	recruitment, retention and succession planning. • Governor training records, including Equality Act and safeguarding updates. • Governing Body minutes demonstrating challenge and support regarding equality and inclusion. • Annual review of the Equality Objectives by governors. • Annual governor scrutiny of attainment, attendance, behaviour and exclusion data for protected and vulnerable groups.
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receive training on the Equality Act as part of their induction, and all staff receive updates every September. • Annual review of board diversity and representation. • Governor training on equality, diversity and inclusion. • Monitoring of equality objectives through committee and governing board meetings.	local community.		
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Objective 5

Identify and remove barriers to learning, participation and achievement so that all pupils, including those with SEND, EAL, disadvantage and protected characteristics, can achieve well.

To achieve this objective, we plan to:	Success Criteria:	Progress towards this objective:	Impact Monitoring
• Monitor and review the Accessibility Plan annually to improve access to the curriculum, physical environment and information for disabled pupils, staff and visitors. • Pupil progress meetings,	• Pupil progress data demonstrates that vulnerable groups make good progress from their starting points. • Attendance of SEND and disadvantaged pupils improves annually and gaps with non-SEND peers reduce.	• Targeted interventions have contributed to improved engagement and progress for identified pupils. Intervention impact is reviewed termly through	• Termly analysis of attainment and progress data for key pupil groups. • Attendance and persistent absence data, including SEND and disadvantaged pupils.

targeted interventions, graduated response to need, - Collecting and analysing data and specifically targeting and monitoring impact of additional support where required. - Termly data submission and monitoring Provision Mapping - Adaptive teaching methods - Additional staff to support needs in Yr 2 and Yr 6 - Pupil premium strategy - monitoring / tracking - Quality, measurable interventions To model teaching and learning behaviours that promote aspiration and maximising potential and ensure children can access through appropriate adaptations - Weekly Inclusion Team Meeting- leads on safeguarding, Early Help/family support, attendance, SEND – identification of barriers and	- Persistent absence rates for vulnerable groups reduce year-on-year. - Targeted interventions are monitored termly and demonstrate measurable impact on identified outcomes. - Adaptive teaching is evident through lesson observations, learning walks and pupil voice. - SEND pupils access the full curriculum and wider school opportunities alongside their peers. - Timely identification of additional needs is evident through the graduated response and provision mapping systems. - Reasonable adjustments and support plans are reviewed regularly and implemented consistently. - Parent surveys indicate that families feel included and involved in decision-making regarding their child's education.	reviewing of pupil passports and during pupil progress meetings. - Adaptive/fluid approach to intervention and use of staff. - Reasonable adjustments and adaptive teaching strategies are consistently implemented across the school. - Learning environments and intervention spaces (Rainbow room and Rainforest room) are accessible and responsive to pupils' needs. - Pupils receiving targeted interventions demonstrate measurable progress from their starting points. - Assessment data shows improved outcomes across core subjects for identified groups.	- Monitoring of suspensions, exclusions and behaviour incidents by pupil group. - Review of intervention impact through provision mapping and pupil progress meetings. - SEND learning walks, book scrutinies and pupil voice activities. - Monitoring participation in wider curriculum opportunities, trips, clubs and leadership roles. - Parent feedback regarding inclusion, communication and support. - Regular reporting to governors on outcomes for SEND, disadvantaged and vulnerable learners.
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actions to overcome EAL – Dedicated staff member to support engagement of EAL team Support from staff BO SALT, OT, LST & EP • Regular SEND learning walks • Analyse attainment, attendance and exclusion data for different groups. • Monitor the effectiveness of reasonable adjustments. • Ensure the graduated response is implemented consistently. • Ensure accessibility of the curriculum, environment and information.	• Exclusion and suspension data is monitored and shows equitable outcomes across pupil groups.		
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Review Arrangements

The Governing Board will review progress towards these objectives annually using a range of evidence including attainment and attendance data, stakeholder surveys, behaviour records, safeguarding information, curriculum monitoring and reports from school leaders.

Progress against these Equality Objectives will be monitored annually by the Governing Board and published on the school website in accordance with the Equality Act 2010 and Public Sector Equality Duty requirements. The objectives will be formally reviewed every four years, or sooner if required by changes in legislation or school priorities.