Equality Objectives 2025-2029

Policy Written: Autumn 2025

To be reviewed: Autumn 2029

Legal Context and Everton Primary School's Commitment

All children need a well ordered, disciplined environment in which to learn and develop. The Equality Act 2010 requires all schools to publish equality objectives at least once every four years. These objectives must have due regard to the need to:

Eliminate unlawful discrimination, harassment and victimisation
Advance equality of opportunity between different groups
Foster good relations between people who share a protected characteristic and those who do not

At Everton Primary School, we believe that every member of our community — pupil, staff member, parent or carer — deserves to feel safe, valued and included. The three objectives set out in this document represent our most ambitious and impactful commitments for the period 2025–2029. They are rooted in our own self-evaluation, the make-up of our school community, and our shared vision of an education that prepares every child to thrive in a diverse world.

Progress against these objectives will be reported to the full governing body annually, published on the school website, and used to inform the next set of objectives in 2029.

Objective 1
Protected Characteristic: Sexual Orientation
Creating a school where every family and identity is respected and safe

Rationale

The Equality Act 2010 protects all people from discrimination on the grounds of sexual orientation. In a primary school, this duty extends to pupils who may have parents, carers or

siblings who identify as lesbian, gay or bisexual, as well as to fostering an environment in which no child ever experiences homophobic bullying language whether they or their family are LGB or not. Our anti-bullying records and pupil voice work indicate that homophobic language is occasionally used in school, often without pupils understanding its impact. Our RSE and PSHE provision currently addresses different family structures inconsistently across year groups, and staff confidence in handling these conversations varies.

Our Aim

By September 2029, Everton Primary will be a school where homophobic language and behaviour are consistently challenged and have reduced significantly year on year. All pupils will understand, in age-appropriate terms, that families come in many forms and that everyone deserves dignity and respect regardless of who they or their family members are. Staff will feel confident and well-equipped to teach these topics and to respond to incidents promptly and effectively.

Actions and Impact

Action	Lead	Timeline	Evidence/Impact
Audit current RSE and PSHE provision for coverage of diverse families and sexual orientation; identify and address gaps by year group	PSHE lead / SLT	By March 2026	Audit report completed; updated medium-term plans in place for all year groups
Deliver whole-staff CPD on teaching sexual orientation topics with confidence, age-appropriate language and in line with RSE statutory guidance	SLT / external trainer	By Sep 2026; refresher Year 2028	Staff confidence survey before and after; improved lesson quality in observations
Introduce and embed age-appropriate picture books and stories featuring diverse families (including same-sex parents) across all year groups	English / PSHE lead	By Jan 2026; reviewed annually	Book audit confirms representation; pupil discussions evidence normalisation
Record, monitor and report all homophobic language incidents to governors each term; use data to target pastoral and curriculum response	Headteacher / DSL	Each term	Reduction in incidents year-on-year; zero unrecorded or unchallenged incidents
Establish clear, consistent messaging for pupils, parents and staff on the school's zero-tolerance approach to	Headteacher / SLT	By Dec 2025; reviewed annually	Policy visible on website; parent and pupil surveys confirm awareness

homophobic bullying, shared through the website, newsletter and assemblies			

Objective 2
Protected Characteristic: Race
Building an anti-racist, culturally rich curriculum and community

Rationale

Britain is an increasingly diverse society, and our own school community reflects that richness. Our curriculum audit identified gaps in the representation of diverse histories, role models and cultural perspectives across subjects. Pupil and parent voice also highlighted isolated incidents of racist language that, while challenged, indicate a need for deeper, sustained work on racial literacy and belonging.

Our Aim

By September 2029, our curriculum will authentically reflect the diversity of Britain and the wider world in every subject. Racist language incidents will be consistently challenged, recorded and reduced. Every pupil — regardless of their racial or ethnic background — will feel that their identity and heritage are celebrated and visible in our school.

Actions and Impact

Action	Lead	Timeline	Evidence/Impact
Conduct a full curriculum diversity audit across all subjects and year groups; produce an action plan	SLT	By March 2026	Published audit findings; action plan adopted by governors
Ensure diverse and representative books, role models and histories are embedded across all subjects	Subject leads	By Sep 2026; ongoing	Book audits; diversity visible in displays, planning and resources
Deliver racial literacy CPD for all staff, including how to handle incidents confidently and consistently	Headteacher	Year 1; refresher Year 3	Staff confidence surveys before and after; incident response quality
Record, monitor and report all racist language incidents to governors termly; use data to target intervention	Headteacher / DSL	Each term	Reduction in repeat incidents year-on-year; zero unrecorded incidents

Establish a Diversity and Belonging group involving pupils, staff and parents to co-produce initiatives	SLT	By Jan 2026	Group meets termly; pupil and parent voice evidenced in decisions

Objective 3
Protected Characteristic: All 9 Protected Characteristics
Embedding equality education across all 9 protected characteristics

Rationale

Children who understand the nine protected characteristics are better equipped to recognise discrimination, stand up for themselves and others, and contribute to a fair society. Our PSHE and RSE provision currently addresses some characteristics inconsistently across year groups. There is an opportunity to build a coherent, progressive programme from Early Years through to Year 6, ensuring age-appropriate teaching of all nine characteristics.

Our Aim

By September 2029, all nine protected characteristics will be taught consistently, progressively and in age-appropriate ways across all year groups. Pupils will be able to name, explain and give examples of protected characteristics, and will apply this understanding to their daily interactions with peers and the wider community.

Actions and Impact

Action	Lead	Timeline	Evidence/Impact
Map current PSHE / RSE provision against all 9 characteristics; identify gaps by year group	PSHE lead / SLT	By Dec 2025	Full mapping document completed; gaps identified
Develop and adopt a progressive Equality Education framework from EYFS to Year 6	PSHE lead / curriculum team	By Sep 2026	Framework adopted; medium-term plans updated for all year groups
Provide staff training on delivering sensitive equality topics with confidence and age-appropriate language	SLT / external trainer	Annually	Staff confidence surveys; quality of lesson delivery in observations
Introduce annual 'Equality Week' celebrating all 9 characteristics with assemblies, projects and family events	PSHE lead / all staff	From Sep 2026, annually	Pupil and parent engagement data; school council evaluation each year

Monitor pupil voice annually to assess understanding and sense of belonging across protected groups	Headteacher / PSHE lead	Each summer term	Pupil survey data showing increased knowledge and inclusion year-on-year

Monitoring and Evaluation

Progress against all three objectives will be monitored through the following mechanisms:

- Termly reporting to the full governing body by the headteacher, including quantitative and qualitative evidence
- Annual pupil voice and staff voice surveys disaggregated by protected characteristic where possible
- Review of pupil progress and attainment data for SEND, EAL and other protected groups each term
- Annual publication of progress on the school website in plain language accessible to all families
- A formal mid-point review by governors in September 2027 to assess progress and make any necessary adjustments

These objectives will be fully reviewed and replaced with a new set by September 2029, drawing on the evidence gathered over the four-year period.