



Palfrey Junior School Equality Policy and Objectives

2025

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

- Eliminate discrimination, harassment, victimisation 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 a relevant protected characteristic
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

The protected characteristics are:

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

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

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#), the [technical guidance for schools from the Equality and Human Rights Commission](#) and [guidance from the Government Equalities Office on meeting the specific duties that support the Public Sector Equality Duty](#)

Roles and Responsibilities

The school 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/carers
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors
- Have “due regard” when making a decision or taking an action to whether it may have particular implications for people with particular protected characteristics

Eliminating Discrimination

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

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)
- Taking steps to meet the particular needs of people who have a particular characteristic
- 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 clubs and opportunities)

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

- Track each pupil to determine how they 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

- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

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, 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
- Making pupils aware of our behaviour and anti-bullying policies
- 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
- All pupils are encouraged to participate in the school's activities, such as sports clubs.
- We participate in Linking projects to help pupils gain a better understanding of people outside their own culture and community

Equality Considerations in Decision Making

The school ensures it has due regard to equality considerations whenever significant decisions are made. We consider equality implications before and at the time that we develop policy and make decisions and continue to review these on a continuing basis.

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

Equality Objectives

We will report on at least one equality objective once every four years. We have chosen October 2029 as our deadline for this.

Objective 1: To monitor and analyse pupil achievement and act on any trends or patterns in the data that require additional support for pupils.

An assessment timetable is formulated for all year groups and children take PiRA and PuMA tests for Reading and Maths. Writing is teacher assessed and moderated within the school and the cluster. Data from these tests is analysed by the Heads and staff drill down their own particular class data. This is then discussed in Pupil Progress meetings three times a year for each cohort. Any areas causing concern are then addressed and steps put into place with any groups or individuals requiring intervention. Year 6 conduct mock SATs and their progress is mapped and reported to the Heads by the staff of that year group

This data is reported to Governors, COO of Cadmus and the Local Authority as requested.

Objective 2: To raise levels of attainment in core subjects for vulnerable learners. For vulnerable learners (Pupil Premium) to achieve national average levels in Reading, Writing and Maths and to close the gap between them and non-Pupil Premium peers.

- All data for Pupil Premium and More Able Pupil Premium is tracked, analysed and compared with non-Pupil premium peers. Interventions are then designed to narrow the gap. These Can be SHINE interventions, afternoon rapid fixes, or daily Specialist Maths and English groups
- All Teaching assistants focus on supporting Pupil Premium children each afternoon and individuals may receive tailored interventions in addition to this.
- All class work is adapted so that children are working at an appropriate level of challenge for their ability. Gap tasks and rapid fixes are provided to help children achieve their learning objectives.
- Books from vulnerable groups are regularly scrutinised and compared to pupils from non-vulnerable groups.

Objective 3: To raise levels of parental and pupil engagement in learning and school life, across all activities including regular attendance, to ensure equity and fairness in access and engagement.

The school has a range of ways to ensure that pupils and parents are supported across different aspects of school life:

- All pupils, including SEN and Pupils Premium, have targets that reflect their next step needs taken from their Target Splats and Topic Trees each half term. These are in part chosen and evaluated by the children themselves and reported to parents three times a year.
- Pupils with School Support and EHC Plans have regular visits and assessment from appropriate outside agencies and their advice is incorporated into targets and teaching strategies. Parents are kept in touch with developments and there is an open door policy to discuss needs and concerns.
- The Attendance lead tracks all groups' attendance, looking for trends and issues. This is reported weekly and cumulatively each half term. Any issues are acted upon first day calls, medical sharing, home visits. Incentives are offered to encourage good attendance. No term time holidays are authorised.
- The Community Liaison Officer runs POP (Parents of Palfrey) who hold regular events in school, parents' classes and provides liaison and joint working between the school and the community at large, as well as targeting vulnerable individuals for support.
- School holds regular Inspire workshops and themed afternoons where parents can work alongside their children in class. Parents are also invited to assemblies, productions and concerts. There a target setting day, a consultation evening and a report drop- in per year. Parents are able to see staff throughout the year as necessary.
- School provides support with translation and interpretation for home languages where possible.
- Transition Y2-3 and Y6-7 involves enhances experiences for the children such as theatre groups, film showings and well -being programmes. Schools liaise and discuss vulnerable children such as SEN and may arrange additional activities to support their transition. Y2 parents are invited into school and we offer clinics to support parents with their Secondary Preference forms.
- School visits and in- school experiences are subsidised by school for all pupils at £18 and capped at £13 for Pupils Premium and Looked After Children.
- All lunch and after school clubs are provided free of charge to parents.