

PEWITHALL PRIMARY SCHOOL

SINGLE EQUALITY POLICY

Please note that this school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Introduction

Pewithall Primary School is committed to promoting equality and inclusion. The school is committed to inclusion and makes very good provision for learners with a range of special needs and disabilities.

Accountability for this policy and its implementation lies with the governing body of Pewithall School.

This single policy supersedes the school's previously separate policies on ethnicity, disability and gender equality. All duties are now unified under the *Equality Act 2010* and *Public Sector Equality Duty (PSED)*. The school's objectives are outlined in Appendix 1.

Our policy refers to all members of our school community and, in formulating objectives for each equality duty, considers the needs of young people in our community who may, so far, have found it difficult to join our school.

The purpose of the policy is:

- to state clearly how this school is fulfilling its statutory duties with regard to promoting ethnicity, disability and gender equality and with promoting community cohesion
- to set out how specific duties are addressed through objectives within the four year timescale
- to set out how the impact of these objectives are monitored, evaluated and reported on annually, pending the three yearly review of this policy in June 2030.

Through the implementation of this policy we will ensure that every adult, child or young person will have access to the necessary support required to enable them to reach their highest potential and that the



school's procedures for management of staffing, learning and behaviour are fair, effective and equitable.

To do this, the school's leadership will, in the cycle of monitoring and self–evaluation highlight possible and actual inequalities in standards, provision and leadership and management, investigate why they take place and remove any unfairness and disadvantage.

The governors and staff at this school understand disability to be an experience rather than a condition. In other words, a person with an impairment may become disabled if reasonable adjustments are not provided in relation to the impairment. The proposed actions set out as objectives, and the terminology used, reflect this understanding.

The objectives drawn up should be specific, measurable and realistic with accountability and timescales made clear.
We will take action to ensure that, where possible, the adults and volunteers (including governors) working in our school reflects the diversity of the communities that the school serves.

The school also recognises:

- that some people may hold negative attitudes, stereotypes and myths about youth, ageing, younger and older people that can lead to people becoming socially and economically disadvantaged, excluded or marginalised
- that some members of our society may have stereotypes for both women and men and both can lose opportunities because of these stereotypes
- that people may face discrimination because of the attitudes of some parts of society towards the faith communities to which they belong
- the need to protect workers and learners from unlawful discrimination and harassment on the grounds of sexual orientation
- that all forms of bullying and discrimination are unacceptable and will not be tolerated
- that community cohesion is a process that should take place in all communities to ensure that different groups and individuals work and get on well together and promotes the capacity of new and existing members of the school community to adapt to each other



In promoting equality we are committed to:

- challenging stereotypes and prejudice within and beyond the school
- acquiring or managing resources to guarantee effective implementation of this policy
- making the whole school environment welcoming to all
- challenging, developing and providing opportunities for staff training
- providing opportunities for all adults and children to learn and to establish strong and positive relationships with their peers
- establish and maintain meaningful links between the school and its local and wider communities

Children, parents, staff, governors, parents and carers and other stakeholders from the school community have been consulted when drawing up this policy and will continue to be involved in its review and evaluation.

The school engaged the community as a whole by inviting comments from parents, Governors, staff and community members.
The single equality policy should be considered alongside our other school policies, but specifically referring to policies on worship, uniform, exclusion, admissions, educational visits, anti-bullying policy and the Disability Action Plan.

Legal and Social Definitions of Disability

Pewithall Primary School recognises and adopts the statutory definition of disability as set out in the Equality Act 2010. A person is considered disabled if they have:

"A physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities." [assets.pub...ice.gov.uk]

In addition to this legal definition, the school also aligns with the principles of the **social model of disability**, recognising that individuals may experience barriers not because of their impairment alone, but because of the environment, systems, attitudes or practices around them.



Therefore, Pewithall Primary School is committed to removing barriers, making reasonable adjustments, and ensuring inclusion so that all pupils can participate fully in school life.

Protected characteristics

The Act covers the following protected characteristics:

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

Paragraph 1.15 of the DfE guidance linked above notes that age is only a protected characteristic in schools in relation to employment and the provision of goods and services. It doesn't apply to pupils, even if they're over 18. See pages 8 to 9.

This is also true for protection based on marriage and civil partnership, which applies to employment but not to pupils - see section 84 of the Equality Act 2010.

Unlawful behaviour under the Act - real examples
Direct discrimination

This is what normally comes to mind when you think about discrimination: intentionally treating someone less favourably due to a protected characteristic. For example, refusing to admit pupils with special educational needs to protect a school's standing in league tables.

Indirect discrimination

This is where a policy or practice, though applied equally to all pupils, has a disproportionate impact on a group of pupils sharing a protected characteristic. For example, a court found that a school's



uniform policy that banned long hair was discriminatory against Rastafarian boys.

Harassment

The legal definition of harassment is:
Unwanted conduct, related to a relevant protected characteristic, which has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person.

This could be as direct as bullying someone for the colour of their skin or as broad as doing or saying something that unintentionally offends someone on the basis of gender.

It's important to point out that under the legal definition, harassment only covers disability, race, sex or pregnancy and maternity, and **not** religion or belief, sexual orientation or gender reassignment. This doesn't mean schools are free to harass pupils with these characteristics, only that doing so will be considered direct discrimination.

Victimisation

Much like the rules for whistle-blowing, it's unlawful to retaliate against someone for taking action under the Act. The Equality and Human Rights Commission (EHRC) defines 'protected acts' as:

- Claiming or complaining of discrimination under the Act
- Giving evidence in someone else's claims under the Act
- Claiming someone has violated the Act
- Taking any other action under the Act

The EHRC gives the example of a teacher shouting at a pupil because he believes the pupil will support another pupil's sexual harassment claim. This would amount to victimisation of the pupil.

Discrimination arising from disability

You can't discriminate against someone because of something that arises from their disability. A well-publicised case involved a court finding that a school had acted discriminatorily when it excluded a



pupil with aggressive behaviour, where that behaviour was the result of the pupil's autism.

The context of our school

Pewithall is a non-denominational Community Primary School with 204 pupils currently on roll.

We are a mixed gender school with pupils aged 4- 11. The pupils come from a varied catchment area with a mixed socio-economic population. Extreme deprivation is not a key issue however the pupils are coming from areas which have a measure of deprivation with only 8.6% in high social class housing and over-crowding. E.G. Grange, Halton Brook and Halton LEA.

The school is 1 form entry, 7 classes, and standard admission number of 30. Pupils are taught in single age classes.

The school is committed to inclusion and makes very good provision for learners with a range of special needs and disabilities.

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The identified vulnerable groups are as follows: Ethnic Groups, Medical Problems, LAC & PLAC, Free School Meals, Attendance , SEND Support, Monitoring social skills, emotional support and behaviourial difficulties, Children in need pending MAP.

All pupils receive some pre-school education and on entry to reception the attainment of the majority of pupils is in line with national expectations with some pupils exceeding these. The foundation team complete an assessment of the pupils on entry.

Attendance is better than the national and LA average and there have been no exclusions. Since the last Ofsted we have been working with the EWO to reduce the number of holidays during term time i.e. 33% of absences.

Needs of the pupils vary however on entry, to reception, the majority of cohorts are at the national expectation.

The school is currently organised as seven classes - Reception – Year Six.



The aim of the school is to equip each of our pupils, to the best of our ability, with knowledge, skills and understanding, so that they may develop fully as individuals with strong moral values such as respect, compassion and responsibility.

The school has agreed the following values -

- Celebrate the individual
- Life-long learners
- Working together co-operatively and collaboratively
- Confidence and self esteem
- Creative thinkers and doers
- Reflective learners
- Aiming high
- Responsible members of a community
- Values and spirituality
- Mutual respect
- Real independence
- Taking pride in their work and the school

Reporting and reviewing this policy

In line with requirements we will produce an annual report on the progress of any plans and review and revise the single equality policy every three years.

The annual report will be reviewed by the SLT and an annual statement will be given to the full board of Governors.

Complaints

Complaints by staff will be dealt with under the Pewithall Behaviour in the Workplace Policy (also known as the Whistle Blowing Policy) for all school based staff.

Publication

This policy is available electronically on the school website, in hard copy on request at the school office.



To ensure the Equality Objectives for 2026–2027 are implemented effectively and embedded across the school, Pewithall Primary School will use the following monitoring and accountability processes:

1. Data Collection and Analysis

- Pupil achievement, attendance, engagement, and participation data will be collected at **three fixed assessment points** (Autumn 2026, Spring 2027, and Summer 2027).
- Data will be analysed by **race, gender, disability, SEND status, disadvantage indicators and pupil groups**, with specific attention to vulnerable learners.
- Identified gaps, patterns or concerns will be logged and reviewed through **SLT performance and safeguarding monitoring cycles**.

2. Reporting to Governors

- The Headteacher will provide a **termly equality update** to the Governing Body, outlining progress toward each SMART Objective.
- A formal **Equality Annual Report (July 2027)** will be submitted to Governors summarising:
    - progress against SMART objectives
    - outcomes of interventions
    - engagement findings
    - compliance with the Public Sector Equality Duty
- Governors will challenge, support and hold leaders to account for meeting statutory duties.

3. Staff Oversight and Implementation

- All teaching and support staff will contribute to the monitoring of pupil progress, engagement and inclusion as described in the objectives.



- Staff will identify any emerging issues at the earliest possible point and ensure timely intervention.
- Equality considerations will be included in **Performance Management**, **Pupil Progress Meetings**, **SEND reviews**, and **subject leader monitoring cycles**.

4. Pupil and Parent Voice

- Structured surveys of pupils and parents will be carried out twice within the cycle (Autumn 2026 and Summer 2027).
- Feedback will be used to shape provision, improve access, and remove barriers to engagement.
- Parents and pupils will be informed of outcomes and actions taken as a result of their feedback.

5. Publication of Information

- In line with statutory requirements, the school will publish:
  - **Annual Equality Information** (July 2027)
  - **Updated Equality Objectives** if required
- These will be available on the school website and from the school office on request.

6. Review

- A full review of progress will take place in **July 2027**, informing the development of new objectives for the next 4-year cycle or continuation of existing ones where further work is required.

2026/ 2027
Objectives:
Objective 1 — Achievement Monitoring



SMART Objective (2026–2027):

From June 2026 to July 2027, the school will **monitor and analyse pupil achievement** by **race, gender and disability** at **three assessment points** (Autumn 2026, Spring 2027, Summer 2027).
Any attainment gaps of **5% or more** will trigger **targeted interventions within 4 weeks** of each data drop.
Progress will be **evaluated termly** and included in the **2027 annual Equality Report** to governors.

Objective 2 — Raising Attainment for Vulnerable Learners

SMART Objective (2026–2027):

By July 2027, the school will **increase the proportion of vulnerable learners** (SEND, disadvantaged, LAC/PLAC) achieving **age-related expectations in reading, writing and maths by at least 10%** compared with outcomes recorded in **June 2026**.
Impact will be tracked **half-termly** through pupil progress meetings, and reviewed in SLT meetings as part of the Equality Duty reporting cycle.

Objective 3 — Improving Parental and Pupil Engagement

SMART Objective (2026–2027):

Between June 2026 and July 2027, the school will conduct **two structured engagement surveys** (Autumn 2026 and Summer 2027) to measure participation in learning, school events and wider school life.
The school will implement **a minimum of three targeted strategies** designed to improve equity of access (e.g., translation support, flexible workshop times, SEND-friendly communications).



By July 2027, the school aims to increase engagement levels by **15%** compared with the June 2026 baseline.



🔵 Objective 1 — Achievement Monitoring

Actions to achieve this objective:

1. **Establish fixed assessment windows** for Autumn 2026, Spring 2027 and Summer 2027 to ensure consistent data collection across all year groups.
2. **Use the school's tracking system** to break down data by race, gender, disability, SEND status, and disadvantage indicators.
3. **Generate an attainment gap "alert list"** following each data drop, highlighting pupils or groups with gaps of 5% or more.
4. **Hold post-data SLT review meetings** within 1 week of each collection point to identify pupils requiring intervention.
5. **Set up targeted intervention groups** (e.g., precision teaching, reading fluency, small-group maths support) within 4 weeks of each data drop.
6. **Review intervention impact every 6 weeks**, adjusting support based on progress.
7. **Ensure subject leaders complete termly equality-focused monitoring**, reviewing books, planning and class provision for equitable access.
8. **Share analysed outcomes with governors** termly and incorporate final analysis into the 2027 annual Equality Report.

🟣 Objective 2 — Raising Attainment for Vulnerable Learners

Actions to achieve this objective:

1. **Identify all vulnerable learners** in June 2026 and establish a clear baseline for reading, writing and maths.



2. **Assign a named champion** for each group (SENDCo, Pupil Premium Lead, LAC Designated Teacher).
3. **Embed structured interventions** such as:
    a. daily reading support
    b. precision spelling
    c. pre-teaching vocabulary
    d. targeted maths fluency sessions
4. **Hold half-termly pupil progress meetings** focusing specifically on vulnerable learners and reviewing progress toward the 10% improvement target.
5. **Provide staff CPD** on adaptive teaching, scaffolding and high-impact strategies for SEND and disadvantaged learners.
6. **Ensure class teachers maintain individual provision maps** detailing support, adaptations, and impact.
7. **Monitor attendance, behaviour and wellbeing** data to identify additional barriers affecting learning.
8. **Report progress half-termly to SLT** and termly to governors as part of the Equality Duty monitoring cycle.

● Objective 3 — Improving Parental and Pupil Engagement

Actions to achieve this objective:

1. **Conduct an engagement baseline audit in June 2026**, including attendance at workshops, events, consultations and clubs.
2. **Design and distribute two structured surveys** (Autumn 2026 and Summer 2027), ensuring accessibility for all families (translated versions, simplified language, paper copies).
3. **Analyse survey data** to identify under-represented groups (e.g., EAL families, SEND parents, disadvantaged pupils).
4. **Introduce at least three targeted engagement strategies**, such as:
    a. flexible event times (morning, evening, virtual options)

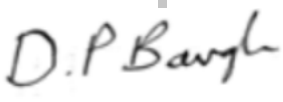


   b. SEND-friendly communications (clear formatting, visuals, plain English)
   c. family learning workshops tailored to curriculum priorities
5. **Create a Parent Partnership Calendar** outlining planned events across the year to boost predictability and attendance.
6. **Track participation termly**, noting which groups engage and which require additional support.
7. **Use pastoral and admin teams** to personally contact parents from low-engagement groups and remove practical barriers (e.g., childcare during meetings, interpreter support).
8. **Report percentage changes in engagement** to SLT and governors and review progress toward the 15% improvement target by July 2027.

Reviewed: April 2026
Minuted & Adopted: 2nd November 2026
Date for review: 2nd November 2027
Signed: Mr N Burgess (Chair of the board of Governors



Signed: Mr D Baugh (Head Teacher)



V.1: Key contemporary safeguarding updates.