



# BYKER PRIMARY SCHOOL

## Equality Information and Objectives 2026-2030

**Children First: Raising Standards and Transforming Lives**

|                               |                                                                  |
|-------------------------------|------------------------------------------------------------------|
| <b>Approval</b>               | For Governing Body approval - September 2026                     |
| <b>Review frequency</b>       | Equality information annually; objectives at least every 4 years |
| <b>Next objectives review</b> | By September 2030                                                |

### Our equality commitment

**We are proud of our inclusive school in which all are welcomed and valued.** At Byker Primary School, equality, inclusion and belonging are central to our work. We want every child to be able to participate fully, achieve well and feel that they belong to our school community.

### 1. Our aims and legal duties

We aim to meet our obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination, harassment, victimisation and other conduct prohibited by the Equality Act 2010.
- Advance equality of opportunity between people who share a protected characteristic and people who do not.
- Foster good relations between people who share a protected characteristic and people who do not.

This statement is informed by the Equality Act 2010, the Public Sector Equality Duty and the Equality Act 2010 (Specific Duties) Regulations 2011. We publish equality information and set equality objectives to demonstrate how we meet these duties.

### 2. Protected characteristics

We recognise the protected characteristics set out in the Equality Act 2010 and work to ensure that no member of our school community is unlawfully discriminated against. These include:

Age (in relation to employment), disability, gender reassignment, marriage and civil partnership (in relation to employment), pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

### 3. How we advance equality

We advance equality of opportunity by removing or minimising disadvantage, taking steps to meet particular needs and encouraging full participation in school life. We use information about attendance, attainment, progress, participation, exclusions and prejudice-related incidents to identify patterns, barriers and priorities for action.

We make equality considerations part of significant decision-making, including curriculum planning, educational visits, enrichment, accessibility, staffing and the allocation of support.

## 4. Fostering good relations

We promote tolerance, friendship, understanding and respect through the curriculum, assemblies, PSHE, RE, reading and wider experiences. We work with families, community partners and external professionals, and we expect discriminatory language and behaviour to be challenged consistently.

## 5. Roles and responsibilities

| Who            | Responsibility                                                                                                                            |
|----------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| Governing Body | Ensures equality information and objectives are published, receives updates on progress and provides appropriate challenge and oversight. |
| Headteacher    | Promotes the objectives, ensures actions are implemented and reports progress to governors.                                               |
| Inclusion Team | Supports implementation, identifies barriers and training needs, works with families and professionals, and monitors impact.              |
| All staff      | Have regard to this statement in their daily work and contribute to achieving the objectives.                                             |

## 6. Equality objectives 2026-2030

Our objectives reflect our commitment to removing barriers, strengthening inclusive practice, celebrating our diverse community and improving outcomes for all pupils.

### Objective 1: Reduce gaps in attainment and engagement

We aim to identify and reduce attainment, progress and engagement gaps for disadvantaged and vulnerable learners, including pupils with SEND and pupils from minority backgrounds.

| What we will do                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | What success will look like                                                                                                                                                                                                                         |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>Analyse attainment, progress and engagement information for groups of pupils and identify emerging gaps.</li><li>Use pupil progress and inclusion meetings to agree timely, targeted actions.</li><li>Ensure classroom adaptations, interventions and wider support respond to identified barriers without unnecessarily narrowing curriculum access.</li><li>Use pupil and family voice to understand barriers to learning and engagement.</li></ul> | <ul style="list-style-type: none"><li>Gaps are identified earlier and addressed promptly.</li><li>Improved progress and engagement for identified groups.</li><li>Pupils experience equitable access to learning and wider opportunities.</li></ul> |

### Objective 2: Strengthen inclusive practice

We will continue to provide high-quality professional development for staff across the school, improving provision for all learners, including pupils with SEND and disabilities, so that they can access the full curriculum and wider curriculum.

| What we will do | What success will look like                                                                          |
|-----------------|------------------------------------------------------------------------------------------------------|
|                 | <ul style="list-style-type: none"><li>Greater consistency in inclusive classroom practice.</li></ul> |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                            |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Provide sustained professional development on inclusive teaching, SEND and reasonable adjustments.</li> <li>• Use monitoring, coaching and professional dialogue to strengthen consistent classroom practice.</li> <li>• Work with specialist services and external professionals to improve provision where appropriate.</li> <li>• Review curriculum, enrichment and educational visits to ensure accessibility and participation.</li> </ul> | <ul style="list-style-type: none"> <li>• Staff confidence and expertise continue to develop.</li> <li>• Pupils with SEND and disabilities access the full and wider curriculum.</li> </ul> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Objective 3: Promote diversity and respect

We will ensure that our curriculum, wider opportunities and experiences reflect and celebrate our diverse community and prepare pupils for life in modern Britain.

| What we will do                                                                                                                                                                                                                                                                                                                                                                                                                                                          | What success will look like                                                                                                                                                                                                                                                            |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Review curriculum content, texts, resources and representation to reflect diversity meaningfully.</li> <li>• Use assemblies, PSHE, RE, events and enrichment to promote respect, equality and understanding.</li> <li>• Challenge prejudice-related language and behaviour consistently and monitor incidents for patterns.</li> <li>• Create opportunities for pupil, parent and community voice and participation.</li> </ul> | <ul style="list-style-type: none"> <li>• Pupils see themselves and others positively represented.</li> <li>• Pupils demonstrate respect and understanding of difference.</li> <li>• Prejudice-related incidents are challenged, recorded and used to inform further action.</li> </ul> |

### Objective 4: Reduce attendance barriers

We will work in partnership with children, families and relevant professionals to identify and reduce barriers to attendance, rather than allowing disadvantage or individual circumstances to limit a child's opportunities. Our approach will be supportive, inclusive and responsive, with reasonable adjustments and targeted support provided where appropriate.

| What we will do                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | What success will look like                                                                                                                                                                                                                                                                                                                                                              |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Analyse attendance information to identify patterns and groups experiencing barriers.</li> <li>• Listen to children and families to understand the causes of absence and agree appropriate support.</li> <li>• Use reasonable adjustments and targeted interventions where appropriate, particularly for vulnerable pupils and pupils with SEND or disabilities.</li> <li>• Work with relevant professionals and services when additional support is needed.</li> <li>• Review the impact of support and adapt plans where barriers remain.</li> </ul> | <ul style="list-style-type: none"> <li>• Improved attendance and engagement for pupils experiencing barriers.</li> <li>• Earlier identification of attendance barriers and more timely support.</li> <li>• Families experience a supportive, partnership-based approach.</li> <li>• Disadvantage or individual circumstances are less likely to restrict access to education.</li> </ul> |

## 7. Monitoring and publication

The school will review and update the equality information it publishes at least annually. Progress towards these objectives will be monitored by school leaders and governors, with actions adjusted where evidence shows that further work is needed. Equality objectives will be reviewed and updated at least every four years.

We will use a range of evidence, including attainment and progress information, attendance, participation, behaviour and prejudice-related incidents, accessibility information, pupil voice, parent voice and staff feedback.

## 8. Links with other school policies and plans

- Accessibility Plan
- SEND Policy / SEND Information Report
- Inclusion Strategy and related provision
- Behaviour and Anti-Bullying Policy
- Attendance Policy
- Safeguarding and Child Protection Policy
- Curriculum and PSHE/RSHE documentation

**Together, we learn. Together, we grow. Together, we thrive.**