



Harrison Primary School Equalities Policy Appendix B

Equalities Information

We recognise that the public sector equality duty has three aims, to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act
- advance equality of opportunity between people who share a protected characteristic and those who do not
- foster good relations between people who share a protected characteristic and those who do not.

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, sex, gender re-assignment, age, pregnancy and maternity, marriage and civil partnership, religion or belief and sexual orientation).

Having referred to and analysed our equality information, we have set ourselves the following objectives:

Objective 1: To monitor and analyse pupil attainment by pupil groups, acting on any trends or patterns in the data that require additional support for pupils.

Review 2025 - pupils in vulnerable groups perform well at Harrison Primary School. In some cohorts pupils eligible for the pupil premium are performing in line, or above, their peers. However, there are some cohorts where performance of pupil premium pupils is weaker than their peers due to complexity of SEN, and additional support for these pupils remains a priority.

At the end of 2024/25 pupil in vulnerable groups attainment varied due to cohort variance in multiplicity of need, i.e eligible for Pupil Premium and have SEND, i.e. from 100% to 70%.

Objective 2: To address factors which can impact on the potential attainment of those eligible for Pupil Premium, including attendance, enhanced learning support and access to a range of experiences.

Review 2025 – attendance of children in vulnerable groups is broadly in line with all pupils' attendance.

Over the past years, priority has been given to pupils eligible for the pupil premium who are currently not on track to achieve age related expectations. The school is supporting pupils eligible for FSM to access the school residentials and curriculum enrichment day trips, as well as providing places at extra-curricular activities and uniform grants each year. Hardship funding was distributed at Christmas 2024.

Objective 3: To ensure that the school promotes respect for diversity through the use of everyday resources so that pupils can recognise themselves and their family/community through the images and contexts used across the curriculum (for example, through availability of books; stories shared; contexts/images used across the curriculum; pictures and posters of everyday life; celebration of key figures in history, science and through assemblies etc.).

Review 2025 - actions which have already taken place towards this objective include:

Promoting respect for diversity through everyday resources and ensuring pupils see themselves, their families, and their communities reflected across the curriculum

1. Representation in resources - classroom and library books include a wide range of cultures, family structures, languages, abilities, and lived experiences. Curriculum materials (images, examples, contexts, problem-solving scenarios) routinely include diverse identities without stereotyping, i.e. we have selected themes/key figures covered in texts to incorporate greater diversity, for example, Year 6 'Pig Heart Boy' and Year 5 'The Boy in the Girls' Bathroom' within the English curriculum, and the theme of 'Stereotyping' in PSHE.
2. Curriculum integration - intentional planning of lessons that incorporate diverse stories, figures, and contexts across subjects—not only during themed weeks or special events. Key figures from a broad range of backgrounds are celebrated in assemblies, curriculum units, and whole-school events. Pupils encounter diversity as a normalised part of everyday learning rather than as an add-on.
3. Pupil experience and voice - Pupils can talk confidently about different cultures, communities, and perspectives they have learned about. Pupil work and contributions reflect an understanding of diversity and respect for others.
4. Staff practice and confidence - staff demonstrate confidence in selecting and using diverse resources across subjects. They can articulate how their resource choices promote inclusion and representation. They regularly review and refresh resources to ensure they remain relevant and reflective of the school community. Staff are aware of the Equalities legislation and our own Equalities Policy and objectives.
5. Environment and ethos – 'Equality' is one of our five school Values – the environment visibly celebrates diversity through displays, shared spaces, and communal activities. Assemblies, celebrations, and school events highlight a broad range of cultures, histories, and contributions. Families recognise the school's commitment to diversity and feel represented in the school's visual and curricular environment.

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