



Springcroft Primary School

Equality Objectives 2026-2027

Target	Strategy	Outcome	Timeframe	Achievement
Promoting a Positive and Inclusive School Culture	Foster a school environment where diversity is celebrated, and all members of the community—pupils, staff, and parents—feel valued and respected. This includes actively challenging stereotypes, prejudice, and discrimination based on the protected characteristics outlined in the Equality Act 2010. Review our curriculum to ensure it reflects the diversity of our school and wider society. In addition, provide training for staff on unconscious bias and inclusive teaching practices. Continue to provide school-wide events and activities that celebrate different	Improved Pupil Well-being and Sense of Belonging: Children continue to feel secure, happy, and confident in their school environment. Measured through pupil voice surveys, reduced incidents of bullying and discriminatory language, and improved attendance rates. Enhanced Understanding and Respect for Diversity: Children demonstrate a greater understanding for different cultures, backgrounds, and identities. Evidenced through classroom discussions, more inclusive play, and a willingness to collaborate with a wider range of peers. Confident Staff in Challenging Prejudice: Staff equipped to identify and address instances of discrimination, and they will consistently model inclusive behaviour. Evidenced through observations, professional development feedback, and staff surveys.	September 2025 – September 2026	A demonstrable and embedded shift in school culture, evidenced by: • A "whole-school" ethos of respect: A school where positive and inclusive language is used naturally by pupils and staff. Prejudice-based bullying and discriminatory comments would be rare, and when they do occur, they are immediately and effectively challenged by peers and adults alike. • Diverse representation as standard: The curriculum, resources (like books and display

	cultures, traditions, and backgrounds.			materials), and school events would consistently and genuinely reflect the diversity of modern Britain and the wider world. Pupils would see themselves and their families reflected positively in what they learn. • A confident and proactive staff: Staff would have a deep understanding of equality and diversity issues. They would feel empowered to have difficult conversations, challenge unconscious bias, and adapt their teaching methods to be more inclusive without hesitation. • Pupil empowerment: Pupils from all backgrounds would feel confident to share their identity and experiences. They would actively
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				participate in shaping the school's inclusive culture, for example, through a pupil-led equality council or by organizing events that celebrate their heritage.
Closing Attainment Gaps	Close the attainment and progress gaps between different groups of pupils, particularly those from disadvantaged backgrounds, those with special educational needs and disabilities (SEND), and those for whom English is an additional language (EAL). Ensure all pupils, regardless of their background, reach their full potential. Use performance data to identify specific groups and individuals who are not making expected progress and implement targeted interventions. Provide additional support to help these pupils catch up. Track the impact of these interventions to	Accelerated Progress for Identified Groups: measurable reduction in the achievement gaps between different pupil groups. Data analysis indicates that pupils from disadvantaged backgrounds, those with SEND, and EAL learners are making at least expected progress, and in many cases, exceeding it. Early Identification and Effective Support: Robust systems in place to identify children who are falling behind as early as possible. Targeted interventions will be shown to be effective through regular progress checks and assessments. Equitable Academic Success: All children, regardless of their starting point, have the opportunity to achieve their academic potential, leading to a more equitable distribution of high-achieving children across all groups.	September 2025 – September 2026	A sustained and significant reduction in the differences in academic outcomes, evidenced by: • Data showing equitable progress: Analysis of school data evidences that children from all identified groups (e.g., those on Pupil Premium, with SEND, or EAL) are making excellent progress and are on track to achieve expected standards. • No "typical" profile of underachievement: The correlation between a child's background and

	ensure they are effective.			their academic success. A family income, special educational needs, or language would no longer be a reliable predictor of their attainment. • Effective, data-driven interventions: Clear, well-resourced, and flexible system of support. Interventions precisely targeted, regularly reviewed, and shown to have a positive impact on pupil progress and confidence. • High expectations for all: All staff would hold high expectations for every child. The achievement is not just about bringing the bottom up, but ensuring that all children are challenged and supported to reach their full potential,
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				with no cap placed on their aspirations.
Ensuring Equitable Access and Participation	All children have equal opportunities to participate in the full range of activities the school offers, including extracurricular clubs, trips, and leadership roles. Actively seek to remove any barriers that might prevent a child from engaging, such as financial constraints or physical accessibility issues. Ensure all policies and practices are inclusive, and ensure that our facilities and resources are accessible to all children, including those with physical disabilities.	Increased Participation in Extracurricular Activities: A key outcome is a higher and more diverse uptake of after-school clubs, trips, and leadership opportunities. Evidenced by participation data showing a more balanced representation of children from various backgrounds. Reduced Barriers to Engagement: Financial, physical, or social barriers that previously prevented children from participating will be systematically removed. For instance, the school will have a clear and discreet system for providing financial assistance for trips. Empowered and Included Children: All children will feel that they have an equal chance to take part in school life beyond the classroom. This could be reflected in pupil voice surveys, parent feedback, and a general sense of inclusion and excitement about school events.	September 2025 – September 2026	A school where all children have a genuine and meaningful opportunity to participate in every aspect of school life, evidenced by: • Universal participation: School records would show a broad and balanced participation in all extracurricular activities, with children from all backgrounds represented. No group would be consistently underrepresented in clubs, trips, or school roles. • Barriers removed proactively: The school would have a clear, effective, and discreet process for providing financial or other support to families to ensure no child misses out

				on opportunities. Accessibility, both physical and in terms of communication, would be a core consideration for all school planning. • Pupil voice and leadership are truly inclusive: The school council and other leadership opportunities would be representative of the entire school population. children with special needs or from different cultural backgrounds would be just as likely to be in leadership roles and have their voices heard. • A sense of shared community: The achievement is a school where all pupils feel a sense of belonging and are proud to participate. Trips and events are planned with the entire school
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				community in mind, fostering strong relationships and a shared sense of identity.
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