Penshurst CE Primary School Single Equality Scheme – Objectives

Academic Years : 2026/27, 2027/28 and 2028/29

Objective 1:
Ensure equitable access to learning and achievement
To identify and remove barriers to learning so that pupils with SEND, disadvantaged pupils and other pupils who may experience disadvantage can access an ambitious, inclusive curriculum and make good progress from their individual starting points.

Why we have chosen this objective:
Leaders and the school community are committed to ensuring that every child succeeds, irrespective of their individual circumstances or starting points. The school has established inclusive teaching practices, a strong nurturing ethos and a commitment to keeping pupils learning alongside their peers wherever possible. This objective supports the school's priorities by ensuring that reasonable adjustments, effective scaffolding and targeted support enable all pupils to participate, achieve and develop confidence as learners.

To achieve this objective we plan to:

- Review progress and attainment for relevant pupil groups, including SEND and disadvantaged pupils.
- Monitor the quality and consistency of adaptive teaching, reasonable adjustments and curriculum access.
- Use pupil progress discussions, work scrutiny and pupil voice to evaluate the impact of support.

Objective 2:
Understanding equality, diversity and protected characteristics
To develop pupils' age-appropriate understanding of the nine protected characteristics, equality and British Values, enabling them to recognise and challenge unfair treatment, understand why discrimination is wrong, and show respect for people whose characteristics, backgrounds, beliefs and experiences may differ from their own.

Why we have chosen this objective:
The school's Christian vision, Walking in the Shoes of Others and its values of compassion, courage, determination and friendship provide a strong foundation for promoting equality and respect. We aim strengthen pupils' knowledge of protected characteristics and their understanding of equality, discrimination and respect through the curriculum and wider school life. This learning will help pupils develop the knowledge and confidence to explain why everyone should be treated fairly and to apply these principles in their everyday relationships and choices.

To achieve this objective we plan to:

- Review pupils' understanding and the consistency of provision annually, using findings to inform the next stage of improvement.
- Establish a baseline of pupils' understanding of protected characteristics, equality and British Values.
- Ensure that protected characteristics are taught progressively and in an age-appropriate way across the curriculum and wider school life.
- Use pupil discussions and age-appropriate scenarios to assess whether pupils can explain what protected characteristics are, recognise unfair treatment and describe how British Values support a fair and respectful society.

Objective 3:

Strengthen belonging, participation and pupil voice

To ensure that every pupil, including those who may face barriers because of SEND, disability, disadvantage or individual circumstances, feels safe, valued and listened to, and can participate meaningfully in learning, enrichment and the wider life of the school.

Why we have chosen this objective:

Penshurst's small-school community and nurturing relationships provide a strong foundation for belonging and inclusion. The school's commitment to compassion and friendship means that every child should feel they are an important part of the community. This objective will help ensure that positive relationships translate into equitable opportunities for participation, that pupils' views inform school improvement, and that barriers to involvement are identified and addressed. It also supports the school's longer-term commitment to providing sustainable provision and the wellbeing of its pupils.

To achieve this objective we plan to:

- Gather and review pupil voice about belonging, safety, relationships and feeling listened to.
- Monitor participation in clubs, trips, enrichment, leadership opportunities and wider school activities.
- Identify and address barriers to participation, including through reasonable adjustments where needed.
- Review behaviour, bullying and safeguarding information for patterns that may indicate unequal experiences.