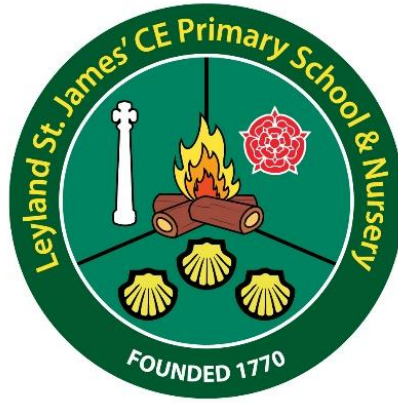




Leyland St James CE Primary School and Nursery School

Equality Objectives

What is the Public Sector Equality Duty?

The Equality Duty ensures that public bodies, such as schools, consider the needs of all individuals when shaping policies and delivering services. It covers the following "**Protected Characteristics**": age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation, care experienced people. It aims to make society fairer by tackling discrimination and providing equality of opportunity for all.

As a school we must have regard for the need to:

1. Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act.
2. Advance equality of opportunity between people who share a protected characteristic and those who do not.
3. Foster good relations between people who share a protected characteristic and those who do not.

Our equality objectives aim to ensure equality of access and provision throughout the school community. These are supported by our school's Christian Values which are:



Our overarching objectives are to always: -

- Promote personal, social, emotional and cultural development and understanding through a rich range of experiences, both in and beyond the school, that will develop positive and tolerant attitudes towards all members of the wider community
- To ensure the school provides equality of opportunity for all children and staff
- To ensure that all children are given access to high quality education and experiences which enable them to achieve their full potential

Our more specific equality objectives are based on our analysis of data and other information gained through monitoring activities. We will review the progress we are making to meet our equality objectives annually.

Our Equality Objectives for 2025-27 are:-

- 1. To improve outcomes for boys' writing across the school and in turn narrow the gap between girls and boys' outcomes in this subject by the end of Year 2 so that it is below the national gender gap.**

How are we planning to do this?

- Increasing the opportunities to develop children's gross and fine motor skills,
particularly in the Early Years
- Increasing the opportunities to rehearse and develop ideas for writing through small world play and drama
- Identifying more high quality picture books and other hooks for writing linked to the interests of the groups to ensure what we are using to teach them will encourage high engagement and motivation to write
- Increase the opportunities to write for a purpose - which we know is a particular factor in increasing boys' motivation to write

2. To further develop our approach to providing targeted support for children eligible for Pupil Premium funding and enhance the systems in place for monitoring the impact of this - particularly in respect of involvement of pupils and parents/carers.

How are we planning to do this?

- Individual provision maps for all children who receive pupil premium, the details of which are shared with the parents/ carers to keep them informed of how the funding is being spent and what evidence our decisions for this are based on
- Ensuring pupils are consulted in relation to their key areas to work on and what approaches work best for them to learn effectively.
- Regular reviews of all interventions/ impact of these by class teachers and the school SENDCo.
- Extra ideas/ activity packs shared with parents and carers to support the children's learning at home - these will be linked to the priorities identified on their provision maps.
- Training for teaching staff on adapted teaching, ensuring children have access to full curriculum with well-tailored support
- Pre teaching of key vocabulary in advance of new topics where required
- Diagnostic assessments are provided / carried out for key skills, such as basic skills in maths

3. To develop and enhance our approach to supporting the development of children's self-regulation and emotional literacy.

How are we planning to do this?

- Emotion Coaching training for all staff, including teaching staff, welfare assistants and out of school club staff (completed June 2026).
- Trauma and Attachment training from Virtual Schools.
- Zones of Regulation training for all staff.
- Zones of regulation teaching sessions in all year groups across the school throughout the year
- Zones of regulation displays used as working walls in all year groups
- Information leaflets and web links shared with parents and carers
- Parents' workshops on Zones of Regulation
- Meetings with individual families to provide extra support and tailored resources where a need is identified
- Termly staff meetings to review the effectiveness.

