

Kiwi Primary School



School Equality Information

Introduction

Kiwi Primary School is committed to ensuring that everyone is treated fairly and with respect as we want our school to be a safe and inspiring learning environment for all our pupils. This school recognises that people have different needs and we understand that treating people equally does not always involve treating everyone the same. Kiwi Primary School creates inclusive processes and practices where the varying needs of individuals can be identified and met.

This document explains how we show our commitment to equalityⁱ for our school population and how we plan to tackle inequalities that may impact at school.

Objective 1 — Mental Health and Wellbeing (Specific, Measurable, Achievable, Relevant, Timebound)

Aim: By July 2029 increase the proportion of pupils reporting positive wellbeing (school wellbeing survey) from baseline October 2026 survey by 12 percentage points.

Actions: termly wellbeing survey for all year groups; targeted resilience interventions for pupils with protected characteristics showing lower wellbeing; expanded pastoral capacity (named Senior Mental Health Lead); termly pupil support review meetings.

Lead: Senior Mental Health Lead / DSL – Laura Eatherington.

Monitoring: termly survey analysis, termly SLT reporting, termly Governor summary.

KPI examples: increase in positive wellbeing scores; reduction in referrals for crisis support; improved attendance among pupils with identified low wellbeing.

Objective 2 — Reduce Attainment Gap for Pupils with SEND

Aim: By July 2029 reduce the KS2 combined attainment gap between pupils with SEN support and their peers by 10 percentage points from baseline (most recent KS2 data).

Actions: implement One-Page Profiles for all pupils with SEND; termly provision mapping and impact reviews; QFT CPD for all teachers; targeted small-group tuition and specialist interventions; termly assessment cycles with disaggregated reporting.

Lead: SENCo / Assessment Lead – Nicola Wright.

Monitoring: termly data reviews, provision review minutes, termly Governor reporting.

KPI examples: percentage point reduction in gap; proportion of individual SEND pupils meeting their termly progress targets.

Objective 3 — Reduce Prejudice-Based Incidents and Improve Understanding of Difference

Aim: By July 2027 reduce recorded prejudice-based incidents by 50% from baseline (2026) and increase by 15% (baseline to target) the proportion of pupils reporting good understanding of protected characteristics in the pupil survey.

Actions: standardised incident recording system, restorative practice training for staff, curriculum mapping for SMSC/PSHE/RE coverage, assemblies and targeted workshops, pupil-led anti-bullying ambassadors.

Lead: PSHE Lead / DDSL – Mandy Jones.

Monitoring: termly incident analysis, termly pupil voice summaries, Governor reporting.

KPI examples: incident reduction; improved pupil survey responses; increased take-up of diversity-themed extra-curricular activities.

Objective 4 — Improve Access and Participation for EAL and Minority Ethnic Pupils

Aim: By July 2028 increase the percentage of EAL pupils making expected progress in reading and writing by 8 percentage points from baseline and ensure parity of extracurricular participation.

Actions: EMTAS weekly input where appropriate; tailored home-language resources; targeted reading interventions; parental engagement events with interpreting support; monitor take-up of clubs.

Lead: EAL Lead / Inclusion Lead – Nicola Wright

Monitoring: termly progress data by group; club participation logs; parental engagement metrics; Governor summary.

Implementation Plans and KPIs

For each objective a short implementation plan (1 page) will be maintained including key actions, resources, responsible staff, timeline and success indicators. Plans will be reviewed termly and updated in the annual equality report.

Equality Impact Assessment (EIA) Process

Purpose: ensure that significant policies, curriculum changes, site changes and major initiatives are assessed for differential impact on protected characteristics and relevant vulnerable groups.

Proportional EIA template fields (public summary to be published):

Title of decision/policy; date; lead officer.

Groups likely to be affected (protected characteristics and contextual groups).

Evidence considered (data, pupil voice, parental input, research).

Anticipated impact (positive/neutral/negative) and level of risk.

Mitigation actions and monitoring arrangements.

Review date and outcomes.

Publication: short summaries of completed EIAs to be published on the website; full EIAs available on request (subject to confidentiality).

Ownership: named SLT lead for EIAs and the Designated Governor for Equality to receive summaries.

Recording and Analysis of Prejudice-Based Incidents and Physical Interventions

Centralised, anonymised log maintained by DSL team to record:

Date, brief description, protected characteristic(s) involved (if known), actions taken (restorative work, sanctions, safeguarding referrals), and outcomes.

Any use of restraint/physical intervention and follow-up.

Safeguarding linkage: clear protocol for DSL involvement and thresholds for referral to external agencies; immediate support for victims; records included in termly safeguarding report.

Termly analysis to check for disproportionality and patterns; summaries reported to Governors with actions.

Confidentiality and GDPR: data stored securely; published summaries anonymised.

SEND Practice, QFT Expectations and Monitoring

One-Page Profiles / Provision Maps:

All pupils on the SEND register will have a One-Page Profile with barriers, reasonable adjustments, intended outcomes, review dates and staff responsibilities. These will be reviewed termly.

QFT expectations (published and embedded):

Universal expectations for adaptive teaching (scaffolding, modelling, chunking, adaptive questioning, multisensory approaches, use of visual supports, pre-teaching vocabulary).

Explicit guidance on differentiation for planning and marking.

Monitoring:

Termly SENCo audits of planning and adaptive teaching, termly work scrutiny with SEND focus, lesson observations that include SEND effectiveness as an explicit criterion, and use of appraisals to secure CPD.

Parental engagement: termly SEND reviews with families and termly summary of outcomes/actions published in the annual equality report.

Pupil and Parent Voice, Engagement and Accessibility

Formal mechanisms:

Annual whole-school pupil survey with protected-characteristic analysis (suppressed/aggregated where needed).

Termly pupil focus groups including targeted groups (Resource Base, military families, EAL, SEND).

Annual parental survey and targeted termly outreach to underrepresented groups with interpretation where needed.

Use of feedback: publish summary of feedback and actions taken in the annual equality report and in a short online “You Said — We Did” statement.

Accessibility: ensure website and published documents follow accessibility guidelines (readable text; alternative formats on request); offer translated summaries for key groups as required.

Curriculum Mapping for SMSC, Diversity and Protected Characteristics

Publish a one-page curriculum map showing where learning about:

Protected characteristics, British Values, SMSC, respect and anti-bullying occurs (PSHE, RE, Literacy, assemblies, topic weeks).

Age-appropriate progression: clarify how content is sequenced and adapted for developmental stages.

Annual review of the map to ensure alignment with national guidance, local context and evidence-based practice; SLT oversight and Governor review.

Policies and Whole-School Alignment

Ensure whole-school policies provide appropriate subject-specific flexibility and do not inadvertently hinder subject pedagogy:

Marking, feedback and assessment policies will allow subject-specific adaptations (e.g., spoken feedback for early years or special needs).

Curriculum and display policies should support reading for pleasure and inclusion of diverse authors and role models.

Subject leaders to be consulted on relevant whole-school policies; where necessary adjustments are made the change and rationale are recorded and approved by SLT.

Training, CPD and Resources

Annual CPD plan with named sessions for:

SEND and QFT strategies for all teachers.

Restorative practice and handling prejudice-based incidents.

EAL best practice and EMTAS liaison.

Mental health and youth resilience approaches.

Inclusive curriculum and anti-bias education.

Budget: SLT to allocate a ring-fenced annual budget for equality-related initiatives, CPD and resources; reported to Governors.

Data Currency and Evidence

Update references and statistics to the most recent DfE/LA publications and date-stamp all figures.

Maintain a bibliography of sources and date of last update on the equality page.

Historical data: retain three years of published, anonymised trend data to support pattern analysis.

Confidentiality, GDPR and Data Protection

All published data will be anonymised and suppressed where numbers could identify individuals.

Requests for more detailed data or full EIAs will be handled through a secure process, balancing transparency with confidentiality and safeguarding.

Annual Equality Report (one-page summary + annexe)

Publish a concise one-page annual equality report for Governors and the public including:

Progress against SMART objectives, key performance indicators, summary of termly trends, completed EIAs and summaries, incident analysis outcomes and planned actions for the next year.

Annexes to include anonymised data tables and links to relevant policies and One-Page Profiles guidance.

Expected benefits

Clearer accountability and governance around equality duties.

Measurable, timebound progress against inequality priorities.

Improved evidence base for operational decisions and inspection readiness (OFSTED framework priorities: Inclusion, Personal Development & Wellbeing, Safeguarding and Leadership & Governance).

Stronger engagement with pupils, families and staff and better targeted support for identified groups.

Next steps (first 12 months)

Appoint and publish named Senior Lead for Equality and Designated Governor.

Undertake baseline data collection (term 1), publish first anonymised datasets with analysis (by 31 March).

Finalise and publish SMART objectives and one-page implementation plans (by 31 March).

Launch termly wellbeing and pupil voice surveys (term 2), introduce central prejudice-incident log (immediately) and EIA template (term 2).

Deliver an initial CPD programme on QFT and restorative practice (term 2 & 3).

Produce first annual equality report (published by 31 March following baseline year).

Date published: 02.10.2026

Next review date: 31.09.2028 (termly updates and SLT/Governor checks ongoing)