



Cherry Tree Hill Primary School

Equality Objectives Report

Equality Objectives Report – July 2025

In accordance with the Public Sector Equality Duty (PSED)

This report outlines the progress made by the school against its published Equality Objectives for the period 2021–2025. The objectives were developed in line with the Equality Act 2010 to promote fairness, inclusion, and equality of opportunity for all members of the school community.

Objective 1: To narrow the gap between the progress made by 'all' children and that made by 'groups' of children such as those eligible for the Pupil Premium.

Progress Made:

The school has implemented a robust system to track the progress of key pupil groups, including those eligible for the Pupil Premium. Targeted interventions such as additional academic support in core subjects, one-to-one tuition, mentoring, and pastoral care have been introduced to address identified gaps. Funding has been strategically allocated to ensure that disadvantaged pupils have access to enrichment opportunities and the resources needed to support their learning. Termly data reviews are carried out to monitor the impact of these measures, with progress reports presented to governors and senior leaders to guide further action. As a result, internal assessments indicate that the attainment gap between Pupil Premium and non-Pupil Premium pupils is beginning to narrow in reading and writing, with continued targeted support being implemented in mathematics.

Objective 2: To ensure that future reviews of all school policies include information about, and links to, PSED. In order to eliminate discrimination all school policies will be reviewed and revised to ensure that where relevant the importance of avoiding discrimination, victimisation or harassment is expressly noted.

Progress Made:

A systematic review of all school policies has been initiated and is now embedded within the school's policy review cycle. Each new or revised policy includes a clear statement referencing the Equality Act 2010 and the school's duty under the Public Sector Equality Duty (PSED). Relevant policies, such as those relating to behaviour, anti-bullying, and the curriculum, specifically highlight the importance of preventing discrimination, harassment, and victimisation. Additionally, an Equality Impact Assessment is now a standard component of the policy approval process, ensuring that all protected characteristics are appropriately considered.

Objective 3: To ensure that staff induction includes raising awareness of, and staff understanding their responsibilities under, the Equality Act.

Progress Made:

All new staff receive training on the Equality Act 2010 as part of the induction process, which includes guidance on recognising and responding to discriminatory behaviour and understanding the protected characteristics. Annual refresher training is delivered to all staff, with equality and diversity also embedded within the school's safeguarding training. The staff handbook has been updated to include a dedicated section on the Equality Act and staff responsibilities under the Public Sector Equality Duty (PSED).

Monitoring shows that staff confidence in identifying and addressing issues related to equality and discrimination has improved as a result of these measures.

Objective 4: To eradicate the use of homophobic, biphobic, transphobic, sexist, racist and other discriminative language by pupils in the school.

Progress Made:

The school has strengthened its PSHE curriculum to include age-appropriate education on diversity, inclusion, and respectful relationships. This is further supported through assemblies, awareness days, and visits from external speakers, all of which help pupils develop an understanding of different identities and the importance of respectful language. A zero-tolerance approach to discriminatory language has been adopted, with all incidents carefully logged, investigated, and followed up with restorative and educational responses. Staff have received training on how to recognise, respond to, and report the use of discriminatory language. Pupil voice surveys suggest that students are increasingly aware of the impact of such language and feel confident that any concerns raised will be taken seriously by school staff.

Next Steps (2025 and beyond):

Maintain and strengthen progress monitoring for disadvantaged groups and other vulnerable cohorts.

Continue embedding equality into all policy and practice, with regular review points.

Update induction and CPD materials in line with any changes to the Equality Act or national guidance.

Further develop pupil-led initiatives and peer education to promote inclusion and tackle discrimination.