



<b>Policy Title</b>	<b>Public Sector Equality Document (PSED) and objectives Policy 2025</b>
<b>Legal Requirement</b>	Yes, plus annual report on objectives and progress
<b>Review Cycle</b>	Annual
<b>Lead Personnel/Committee</b>	Headteacher / Equality Governor/ Chair of Governors/Governing Body
<b>Summary of Changes</b>	<p>Reported on and published annually to governors and parents (links to separate document on the school website – Equality Information)</p> <p>(Previously updated – Jan 2015 then annually in the Spring term)</p> <p>Full review of objectives March 2018</p> <p>March 2021</p> <p>May 2025 plus update of personnel objectives linked to School Development Plan</p>
<b>Date Approved by Governing Body</b>	22.5.2025
<b>Signed:</b> Chair Mrs. C. Scott	Co-Headteacher: Mrs. H. Lamb Mrs. L. Beston
<b>Next Full Review Date</b>	Spring 2026

## **Public Sector Equality Duty** **Objectives update 2025**

As part of our Equality Duty as a school we are required to publish equality information as well as equality objectives, which show how we plan to reduce or remove particular inequalities or disadvantages. This information is reviewed and updated annually.

We plan to do this by publishing on the school's website -[trimley.net](http://trimley.net)

**The Equality Act 2010** provides protection from discrimination. It consolidates and replaces previous equality laws and confirms and extends certain types of unlawful discriminatory behaviour based on aspects of a person's identity known as 'protected characteristics'

*(Protected characteristic is used as a convenient term to refer to the categories to which the law applies. – There are 9 protected categories, disability, race, religion, sex, sexual orientation, age, gender re-assignment, marriage & civil partnership, pregnancy & maternity.)*

The Act covers all aspects of school life in relation to pupils, members of staff and all other stakeholders.

*(Please refer to our Equality Information and Objectives Policy with an Action Plan which sets out how we as a school meet our obligations This single policy replaces separate policies the school had on race, disability and gender to eliminate discrimination, advance equality of opportunity and foster good relations. It reflects the legal duties set out in the Equality Act 2010)*

Trimley St. Mary Primary School welcomes its responsibilities under recent legislation to promote equality of opportunity and outcomes for different groups of people. We are committed to ensuring equality of education and opportunity for all our pupils, their parents/carers, staff and for all those receiving services from the school, irrespective of their gender, disability, ethnic background, or other characteristics. We believe that diversity is a strength for our school We will work pro-actively to address inequality and foster positive attitudes to diversity so that all those who learn, teach, and visit here are respected and valued.

The equality duty supports good education and improves pupil outcomes. It helps us as a school to identify priorities such as underperformance, poor progression, and bullying. It does this by requiring us to collate evidence, look at the issues and consider taking action to improve the experience of different groups of pupils. It then helps us to focus on what can be done to tackle these issues and to improve outcomes by developing measurable equality objectives.

### **The Equality Act 2010 places general duties/aims on schools to: -**

1. Eliminate discrimination, harassment and victimisation.
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
3. Foster good relations across all characteristics; between people who share a protected characteristic and people who do not share.

### **There are specific duties for schools:**

*(Specific Duties and Public Authorities) Regulations 2017.*

1. To collect, analyse and publish information about progress towards meeting the three general duties above.
2. To publish specific and measurable objectives Towards meeting the three aims.

Publishing and reporting annually thereafter on the Progress towards meeting these aims.

The process must be repeated within at least four years.

## School Profile 2025

Total Number of children on school roll	Number that are girls	Children that qualify for free school meals	Children on Special Educational Needs register	Children with An Educational Health Care Plan	Pupils on roll by ethnic group	Children with English as an additional language
386	48.4%	21.8%	15%	1.3%	White British 92% Any other White Background 2.6% White and Black Caribbean 1.6% White and Black African 1% Any other Mixed Background >1% Any other Black Background >1% Black African (>1%) Traveller of Irish Heritage >1% REFU >1%	0.8%

Gender reassignment	Sexual Orientation	Religion
<i>(Includes those pupils questioning their gender identity, trans, non-binary or gender non-conforming) (Data in this category may be sensitive and in some, cases unknown))</i>	<i>(Data in this category may be sensitive and, in some cases, unknown).</i>	70.3% No religion 28% Christian 1.4% Did not respond. 0.3% Other religion

**Staff-** with a staff of less than 150 employees there is no need to publish equality data-the school has a mix of female and male staff from varying age groups. Employment descriptions include full time, part time, job share, maternity leave/cover.

### Annual Report on Progress of previous objectives 2023-24

Prior to end of key stage 2 SATs children undertook termly standardised assessments in Reading and Maths. Those scores demonstrated that there is a gap between those deemed disadvantage and those who are not, although it is not closing, it is not widening, it remains as before with all children reported to be making progress from their starting point. As a result, we have undertaken a full review and refined our objectives and action plan for 2025. (see below)

#### **Social, Emotion and Mental Health, (SEMH target):**

One of the effects the pandemic has had on our children is increasing levels of anxiety due to a lack of resilience. Across the school we had noticed how some of our children were unwilling to try, even the simplest of things, out of fear of making mistakes.

The PSHE lead set each phase different tasks that involved children working collaboratively.

Through discussion and encouragement, we wanted to enable our children to experience perseverance in a fun way, so they can look back on and apply what they have learnt to different tasks, thus increasing their resilience.

The PSHE policy has been updated to reflect this.

To assist children who may require extra support the school now has: -

Four trained Emotional Literacy Support Assistants,

Two Mental health first aiders

Referrals to a range of outside agencies including the wellbeing hub and school nurse

Advice is gained from the primary mental health worker.

There is now an SEMH specialist service available following the graduated response.

Attendance figures were above national at 95.2%

## Equality Objectives 2025

**After a full review our Objectives for 2025 are:**

### **Objective 1**

**To ensure that those with SEND and other disadvantaged groups make academic progress in line with National Data**

**To achieve this objective, we plan to:** Lowest 20% of pupils identified and provision explicitly set out to increase attainment. Introduce rigorous assessment tracking for those pupils on SEND register Ensure all children have bespoke targets linked to their individual need, which are reviewed regularly

### **Objective 2**

**To improve outcomes across the school in mathematics**

**To achieve this objective, we plan to:** Embed Mastery in maths across the school and for all staff to undertake training, guided by subject leaders

### **Objective 3**

**To enhance pupil voice and student leadership, particularly diversity**

**To achieve this objective, we plan to:** Set up a pupil led School Diversity group who meeting regularly, setting the agenda and communicating to their peers. Develop school council and pupils' responsibilities within school, elect house captains and vice captains annually

### **Objective 4**

**Pupils feel safe and happy to attend school, are able to engage and interact positively with others.**

**To achieve this objective, we plan to:** support children and staff to help them gain the strategies they require. We now have a trained Senior Mental Health Lead. A new Social, Emotional and Mental Health Policy is now in action. In addition to this the school has 4 trained Emotional Literacy Support Assistants and 2 Mental Health first aiders who liaise with Senior Mental Health Lead, class teachers, and home-school liaison officer. Our Home-School liaison Officer has regular contact with persistent non-attenders, helping to break down barriers, find solutions and assist families to attend school regularly.

Equality permeates all school activities, and this equality update should be read in conjunction with: -

**Equality Information Policy (*plus action plan*),  
Accessibility Plan,  
Special Educational Needs (SENs) Policy,  
School Curriculum,  
Behaviour Policy.**

These policies ensure all those in our school community are able to access all that school has to offer.

They are available to view on the school website [trimley.net](https://www.trimley.net)

**If you require any school policies or newsletters in a different format, please contact the school office.**