Bushfield Road Infant School

Equality Information and Objectives 2026–2030

Proposed publication date: November 2026
Review date: November 2027, then annually
Equality objectives period: October 2026–October 2030

This document sets out how Bushfield Road Infant School works to promote equality and the objectives it will pursue over the next four years. It reflects our values of **kindness, teamwork and curiosity**, our infant-school context, and our current improvement priorities.

The school must publish information about how it meets the Public Sector Equality Duty at least annually and publish one or more specific, measurable equality objectives at least every four years. The information below should be checked against the school's current pupil, family and workforce data before publication. (gov.uk)

1. Our equality duties

In carrying out our work, the school has due regard to the need to:

- eliminate discrimination, harassment, victimisation and other prohibited conduct;
- advance equality of opportunity between people who share a protected characteristic and those who do not; and
- foster good relations between people who share protected characteristics and those who do not. (gov.uk)

The protected characteristics relevant to schools include disability, race, sex, religion or belief, sexual orientation, gender reassignment, pregnancy and maternity, and age in relation to adults. The Act's provisions do not apply to age in the same way when schools provide education to pupils.

Equality is part of our everyday work. We aim for every pupil to feel safe, included and able to take part in school life. We recognise that pupils may face more than one barrier at a time. Our work therefore considers protected characteristics alongside factors such as disadvantage, attendance, special educational needs and disability (SEND), and gaps in prior learning.

2. Equality information

Our school community

Bushfield Road Infant School is an infant school. **35% of pupils are eligible for pupil premium (PP)**. This is not a protected characteristic, but it is relevant when we consider whether pupils have fair access to teaching, attendance support, enrichment and wider school life.

Before publishing this document, the school will add or confirm the current year's information below, using aggregated data and protecting individuals' privacy:

- pupil numbers and proportions by sex, disability/SEND, ethnicity and, where collected, religion or belief;
- pupil premium eligibility and other relevant indicators of disadvantage;
- attendance and persistent absence by relevant pupil groups;
- access to trips, clubs, leadership opportunities and other school activities;
- attainment and progress information by relevant groups, where numbers allow meaningful analysis;
- any reported discrimination, bullying or prejudice-related incidents and how these were addressed; and
- workforce information, where required and appropriate, including staff representation and any relevant employment data.

Where groups are very small, data will be combined or withheld where necessary to protect confidentiality. We will not draw conclusions from small numbers without checking the individual circumstances and wider evidence.

How we promote equality in practice

We promote equality by:

- planning and teaching the curriculum so pupils can access key knowledge and participate, including pupils with SEND and pupils who have gaps in prior learning;
- identifying and addressing barriers to attendance and missed learning, working with families where needed;
- supporting children in the early years to build knowledge and confidence across all areas of learning;

- responding to concerns about bullying, discrimination or unkind behaviour, and helping pupils learn how to treat others with respect;
- considering accessibility and the needs of pupils and families when making decisions about school activities, communications and the use of school spaces; and
- reviewing relevant information when making decisions about policies, provision and school improvement.

3. Equality objectives for 2026–2030

The objectives below are proposed priorities for the four-year period. **Where a baseline is not yet available, the school will establish it by the end of the autumn term 2026 and confirm the final target through the governing body's review.**

Objective 1 — Improve fair access to learning and close gaps in prior knowledge

By July 2030, reduce barriers to learning for pupils who have gaps in prior knowledge, including disadvantaged pupils and pupils with SEND, so they can access the revised curriculum and be better prepared for future learning.

We will:

- identify key knowledge gaps in older pupils through curriculum checks and teachers' assessment;
- teach essential missing knowledge explicitly within everyday lessons, rather than relying only on additional interventions;
- check that adaptations enable pupils with SEND to take part in the same ambitious learning;
- review progress by PP, SEND and other relevant groups, taking account of cohort size.

Success indicators:

- By December 2026, each relevant year group has identified priority knowledge gaps and agreed how these will be addressed in classroom teaching.
- Each term, leaders review curriculum learning evidence and progress for relevant groups; actions are recorded where a gap is identified.
- By July 2030, the proportion of pupils in identified groups reaching the school's agreed end-of-year curriculum expectations has improved from the 2026 baseline.

Objective 2 — Improve attendance and reduce unequal loss of learning

By July 2030, improve attendance for pupils who are persistently absent and reduce attendance differences between relevant pupil groups, so that absence is less likely to limit pupils' learning and participation.

We will:

- review attendance regularly by PP, SEND and other relevant groups;
- make early contact with families when patterns of absence emerge and agree practical, individual support;
- help pupils reconnect with learning after absence through clear classroom routines and prioritised teaching of missed essential knowledge;
- review whether attendance approaches are accessible and effective for families facing particular barriers.

Success indicators:

- A group-level attendance baseline is established by December 2026.
- Attendance for each identified group improves year on year from that baseline.
- Persistent absence among identified groups falls year on year, with progress reviewed at least termly and actions adjusted where improvement is not evident.

Objective 3 — Strengthen early years foundations and participation

By July 2030, strengthen early years practice so that children, including disadvantaged children and children with SEND, build secure foundations across the areas of learning and are prepared for the transition into Key Stage 1.

We will:

- support staff to deepen children's understanding through purposeful teaching and interaction across the curriculum;
- check that children can access the learning environment, routines, resources and adult support they need;
- use observation and assessment to identify where children need more teaching or different access arrangements;
- review children's development and participation by relevant groups, without relying on a single assessment measure.

Success indicators:

- By July 2027, early years leaders have reviewed the learning and participation of children by relevant groups and agreed actions from the findings.
- Termly reviews identify whether children are taking part in and building knowledge across the areas of learning.
- By July 2030, the proportion of children in identified groups meeting the school's agreed end-of-Reception expectations has improved from the 2026 baseline.

Objective 4 — Promote belonging, respectful relationships and equal participation

By July 2030, strengthen pupils' sense of belonging and ensure pupils have fair opportunities to participate in school life, with concerns about discrimination, bullying or exclusion addressed promptly.

We will:

- teach and reinforce kindness, teamwork and respect through the curriculum, routines and adult responses;
- review participation in trips, clubs and other opportunities by relevant groups, including PP and SEND;
- record and review reported bullying or prejudice-related incidents, including the response and outcome;
- seek age-appropriate feedback from pupils and families about whether they feel welcomed, listened to and able to take part.

Success indicators:

- Participation in trips and other school opportunities is reviewed at least annually by relevant groups, and barriers are addressed.
- All reported bullying or prejudice-related incidents are recorded with the action taken and outcome.
- Pupil and family feedback is gathered at least annually and actions are recorded where concerns or barriers are identified.

4. Review and publication

The headteacher and governors will review progress against these objectives annually. The school will publish updated equality information each year and will review or replace these objectives by **October 2030 at the latest**. Objectives will be changed sooner if school evidence shows that a different equality issue requires greater attention.

The objectives are intended to guide practical decisions about pupils' access, experience and outcomes; they are not a substitute for considering equality whenever the school makes a relevant decision.

Sources

- *What maintained schools must or should publish online*, Department for Education.
- *Public Sector Equality Duty: guidance for public authorities*, Government Equalities Office.

- *Equality Act 2010: guidance*, GOV.UK. (gov.uk)