



## Equalities Objectives - 2025 - 2029

Our children love coming to school. They experience success through strong, trusting relationships, a deep sense of belonging, positive connections with others, and the courage to challenge themselves.

We celebrate the strength of our diverse community. We create a safe, welcoming environment where every child is seen, heard, and truly valued. Learning is exciting and challenging, with plenty of opportunities to explore new ideas, aim high, and discover individual talents.

We encourage children to ask big questions, stand up for what they believe, and understand different perspectives.

Together with families, we help children develop the knowledge, skills, and character they need to thrive in a changing world. We want every child to feel proud of who they are—and brave enough to shape a better future.

Queen's Park Primary School is committed to equalities. We are committed to eliminating discrimination so that all of our children, those who work here and our wider community achieve their best and are able to access all the learning and community events provided by the school.

The Equalities Act 2010 requires schools to publish information to show how we are working to:

- Eliminate discrimination
- Advance equality of opportunity between people who share a protected characteristic\* and people who do not share it
- Foster good relations between groups of people

\*Protected characteristics is the term used in the Equality Act to describe a range of different groups, including:

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|--------------|---------------------------|----------------------|----------------------|
| • age        | • gender reassignment     | • race               | • sex                |
| • disability | • pregnancy and maternity | • religion or belief | • sexual orientation |

Strand	Objectives	Actions	Responsibility	Success Criteria	Impact 2026
Eliminating Discrimination	To ensure our curriculum is inclusive, representative, and reflective of the rich diversity of our local and global community, <b>decolonising content where needed to promote equality, challenge bias, and empower every pupil to thrive.</b>	<p>Map where diverse voices, histories, and perspectives are currently included—and where gaps exist.</p> <p>Provide professional development on decolonising the curriculum, unconscious bias, and culturally responsive teaching.</p> <p>Ensure curriculum hooks, enquiry questions, and class texts promote curiosity and respect for different cultures.</p> <p>Update classroom and library resources to ensure they represent a wide range of voices, cultures, and family structures.</p>	<p>LC (Ant-Racist Lead)/JC (SENDCo)/ID (RE Lead)</p> <p>Subject leaders</p>	<p>Subject leaders can clearly articulate where diversity and inclusion are embedded within their curriculum. Updated long-term overviews reflect an intentional inclusion of diverse perspectives across year groups. Governors and external partners can see clear evidence of mapping and next steps through documentation.</p> <p>100% of teaching and support staff attend CPD sessions and contribute to reflective discussions.</p> <p>All year groups use at least one high-quality core text that reflects global or diverse contexts.</p> <p>Library and classroom displays visibly reflect the diversity of the school and wider world.</p>	

		<p>Establish pupil focus groups or curriculum ambassadors to review representation and inclusion across subjects.</p> <p>Celebrate cultural events and heritage months in ways that link meaningfully to the curriculum, not as tokenistic add-ons.</p>		<p>Pupil curriculum ambassadors appointed from a diverse range of backgrounds.</p> <p>Annual calendar of cultural events created and linked to curriculum topics or enquiry questions.</p>	
Equality of Opportunity	To ensure the <b>explicit and systematic teaching of vocabulary</b> across the curriculum, so that all pupils—particularly those	<b>Develop a whole-school vocabulary framework</b> that defines tiered vocabulary (Tier 1, 2, 3), progression expectations, and teaching strategies.	RW (Wider Curriculum Lead)/ML (SBM)/EG PP Lead	<p>Vocabulary progression document created and embedded across subjects.</p> <ul style="list-style-type: none"> <li>- Teachers use consistent approaches (e.g. Frayer models, morphology, etymology).</li> <li>- Pupils confidently discuss</li> </ul>	

	<p>with limited language exposure beyond school—can confidently access, understand and use rich language in every subject. By closing the <b>word gap</b>, we strengthen the <b>Power of Literacy and Oracy</b>, promote <b>equity of opportunity</b>, and empower every child at Queen's Park to <b>communicate, learn and thrive with curiosity, confidence and joy</b>.</p> <p>Ensure all year groups have access to carefully planned trips, visitors, clubs, and cultural experiences, we ensure that all children—</p>	<p><b>Embed vocabulary teaching into all planning</b> through subject-specific vocabulary lists and explicit teaching routines.</p> <p><b>Provide staff CPD</b> on explicit vocabulary instruction, including modelling, pre-teaching, and revisiting strategies.</p> <p><b>Strengthen vocabulary through reading and oracy</b> by linking to core texts, talk-rich learning, and structured discussion</p> <p><b>Develop a structured 'QP Enrichment Pathway'</b> outlining key experiences every child will access during their time at Queen's Park.</p> <p><b>Ensure financial barriers do not limit</b></p>		<p>new words using shared strategies.</p> <p>All medium-term plans identify and sequence key vocabulary.</p> <ul style="list-style-type: none"> <li>- Lesson visits show vocabulary being explicitly taught, revisited, and applied.</li> <li>- Vocabulary walls, working displays, and books evidence progressive language learning.</li> </ul> <p>Class texts and reading lessons explicitly build tiered vocabulary knowledge.</p> <ul style="list-style-type: none"> <li>- Talk partners, sentence stems, and dialogic teaching observed in all classes.</li> <li>- Pupil oracy improves (monitored through pupil voice and assessments).</li> </ul> <p>QP Enrichment Pathway' launched and shared with staff, governors, and families.</p> <ul style="list-style-type: none"> <li>- All pupils experience at</li> </ul>	
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	<p>regardless of background—can <b>belong, participate, and thrive</b>, developing the curiosity, confidence, and skills to navigate a changing world with joy.</p>	<p><b>participation</b> by providing funding through PP strategy, QPSA support, or local partnerships.</p> <p><b>Broaden opportunities through partnerships</b> with local organisations, cultural venues, and community groups (e.g. Brighton Dome, Theatre Royal, BHAFC, Brighton College).</p> <p><b>Embed enrichment within curriculum design</b> rather than as add-on experiences.</p> <p><b>Offer a diverse range of after-school clubs</b> and ensure representation from all pupil groups.</p> <p><b>Capture and celebrate experiences</b> through assemblies, displays,</p>		<p>least one significant cultural, creative, or outdoor opportunity each term.</p> <ul style="list-style-type: none"> <li>- Pupil voice evidences excitement and engagement with the offer.</li> </ul> <p>100% participation in trips, clubs, and enrichment activities.</p> <ul style="list-style-type: none"> <li>- No child excluded due to cost (tracked and monitored termly).</li> <li>- Pupil Premium funding impact reports evidence equitable access.</li> </ul> <p>Regular partnership opportunities embedded in the curriculum.</p> <ul style="list-style-type: none"> <li>- Pupils engage with professionals, artists, and community leaders.</li> <li>- Partnerships celebrated in newsletters, assemblies, and displays.</li> </ul> <p>Curriculum overviews and medium-term plans include meaningful enrichment links.</p>	
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		social media, and pupil curriculum books.		<ul style="list-style-type: none"> <li>- Trips and experiences enhance knowledge, vocabulary, and cultural capital.</li> <li>- Enrichment clearly linked to curriculum drivers (Belonging, Oracy, Pathways to success, Literacy, Irresistibility).</li> </ul> <p>Clubs reflect wide interests (academic, creative, sporting, cultural).</p> <ul style="list-style-type: none"> <li>- Participation rates increase across all year groups and demographics.</li> <li>- Pupil voice evidences sense of inclusion and belonging.</li> </ul> <p>Improved engagement, attendance, and wellbeing for targeted pupils.</p> <ul style="list-style-type: none"> <li>- Positive correlation between enrichment participation and academic or social outcomes.</li> <li>- Governors receive termly updates demonstrating equality of access.</li> </ul>	
Fostering Good Relationships	To actively promote <b>disability</b>	<b>Deliver curriculum content, assemblies,</b>	LC (Ant-Racist Lead)/JC	Displays, resources, and curriculum content reflect	

Between Groups of People	<p><b>equality</b> and to develop an <b>understanding and appreciation of all religions and worldviews</b>, so that every child learns to value and celebrate difference. Through teaching, play, discussion, and representation, we will foster <b>empathy, inclusion, and respect</b>, ensuring that all pupils at Queen's Park feel a strong sense of <b>belonging</b>. Our aim is for every child to feel <b>confident and comfortable discussing their identity, faith, or no faith</b>—without fear of judgement—and to recognise that</p>	<p><b>and resources</b> to represent disability, religion, and worldviews.</p> <p><b>Integrate disability awareness and diverse worldviews into curriculum units</b> (e.g. PSHE, RE, English, Art, PE).</p> <p><b>Develop opportunities for pupil voice and leadership</b> (e.g. House Captains, School Council, Inclusion champions).</p> <p><b>Host assemblies, events, and awareness weeks</b> that celebrate disability inclusion and different faiths and worldviews.</p> <p><b>Ensure playground and classroom environments enable inclusive play and participation</b> for all pupils.</p>	<p>(SENDCo)/ID (RE Lead)/ML (SBM/ EG (Headteacher)</p> <p>Subject leaders</p>	<p>a range of abilities, faiths, and perspectives.</p> <p>Curriculum plans show explicit links to disability and faith education.</p> <ul style="list-style-type: none"> <li>- Lessons celebrate contributions of individuals with disabilities and from diverse faiths or no faith.</li> <li>- Pupils demonstrate understanding of equality and inclusion through discussion and work.</li> </ul> <p>Pupil groups formed and active in promoting inclusion.</p> <ul style="list-style-type: none"> <li>- Children contribute to assemblies, displays, and policy discussions.</li> <li>- Pupil voice evidences pride in representing diversity.</li> </ul> <p>Annual calendar includes meaningful events (e.g. Disability Awareness Week, Interfaith Week).</p> <ul style="list-style-type: none"> <li>- Assemblies promote respect and empathy, linking to curriculum</li> </ul>	
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	<p>everyone can contribute and thrive in their own way.</p>	<p><b>Engage families and community representatives</b> (e.g. local faith leaders, disability advocates) to enrich understanding.</p>	<p>drivers.</p> <ul style="list-style-type: none"> <li>- Pupils can articulate what they've learned about difference and inclusion.</li> </ul> <p>Observations show mixed participation in play and teamwork.</p> <ul style="list-style-type: none"> <li>- Playground leaders and staff model inclusive play.</li> <li>- Children report feeling safe and included during free time.</li> </ul> <p>Visits, visitors, and partnerships embedded in RE and PSHE curriculum.</p> <ul style="list-style-type: none"> <li>- Positive feedback from community representatives and families.</li> <li>- Pupils make connections between their learning and real-life experiences.</li> </ul>	
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