

Public Sector Equality Duty (PSED): Equality Objectives 2026–2029

1. Our Vision for Inclusion at The Vineyard

Inclusion is at the heart of our Vineyard Values and our vision for every child to learn, grow, and thrive. We are committed to securing consistently excellent and equitable outcomes for all pupils, in line with the Vineyard Inclusion Principles.

The Vineyard Primary School is actively anti-racist, committed to equality between the sexes, and neuro-inclusive. We recognise that equity requires more than inclusion alone. It demands deliberate action to challenge discrimination, remove barriers, and create a culture where every child regardless of race, sex, disability or learning profile feels safe, valued, represented, and a true sense of belonging.

Our approach is grounded in the protected characteristics set out in the Equality Act 2010. We also recognise that SEND, multilingualism and socioeconomic disadvantage are not themselves protected characteristics but can create or compound barriers to equality, participation or achievement.

Our work reflects the intersectional diversity of our community:

- **Diverse Identities:** We support a high percentage of international and dual-nationality families, representing a vast array of racial, ethnic, and cultural identities.
- **Disability, SEND & Neurodiversity:** We recognise that children with SEND must have equitable access to the whole curriculum and feel fully represented in school life.
- **Sex Equality:** We actively challenge sex-based stereotypes and ensure that girls and boys feel safe, valued and able to participate in fully in all aspects of school life.
- **Equitable Outcomes:** Pupil experience, achievement, and wellbeing must be equally high for all, including multilingual learners, ethnic minority children, disabled children, children with SEND, girls and boys, and children experiencing socioeconomic disadvantage.

Policies to support this document include:

- SEND policy
- Accessibility plan
- Racial Justice Pledge
- Behaviour Policy
- Keeping Children Safe at The Vineyard

2. Four-Year Objectives (2026–2029)

Objective 1: Representation, Belonging and Equity

Ensure that all children see themselves positively represented in the curriculum, learning environment, and school life, with specific focus on race, sex, disability and SEND.

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Actions (2026–2029)

- **Curriculum Audit:** Review diversity across the curriculum; review at least one subject per term on a rolling basis to ensure representation of **diverse ethnicities, women and men in non-stereotypical roles, and disabled or neurodivergent pioneers.**
- **Subject Specifics:**
 - **STEM:** Highlight women, people of colour, and disabled scientists.
 - **Humanities:** Teach history and geography through global, non-colonial, and sex-equality perspectives.
 - **English/Library:** Ensure book selections feature protagonists that reflect our diverse racial makeup, varied family structures, and disabled and neurodivergent experiences.
- **Inclusive Environments:** Ensure school displays and assemblies celebrate Neurodiversity Celebration Week, and International Day alongside racial justice milestones.

Success Measures

- ≥85% of children (including those with SEND) report seeing their identity represented in our curriculum.
- ≥90% of families agree the school “celebrates and reflects diversity in all its forms well.”

Objective 2: Inclusive Culture, Behaviour and Safety

Embed a consistent approach to addressing prejudice-based incidents (racism, sexism, ableism and other forms of prejudice related to protected characteristics) that is understood by all.

Actions

- **Policy Update:** Annually review the behaviour policy to explicitly include anti-racist, anti-sexist, and anti-ableist protocols.
- **Reporting:** Ensure transparent processes for reporting and responding to prejudice-based bullying and incidents, including those related to sex, race, disability, sexual orientation, gender reassignment, religion or belief, or any other relevant protected characteristic. .
- **Adaptive Assemblies:** Deliver half-termly assemblies on either anti-racism, gender equality, and SEND awareness (e.g., understanding autism/ADHD). These will rotate each half term.
- **Restorative Practice:** Deliver staff training on de-escalation that accounts for the sensory and communication needs of SEND pupils.

Success Measures

- Pupils **report confidence** in recognising and reporting prejudice-based incidents. Any incident is consistently recorded, responded to and followed up.
- **Reduction** in repeat prejudice-based incidents year-on-year.

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Objective 3: Achievement, Equity and Participation

Identify and reduce unjustified disparities in attainment, progress and participation, with particular attention to race, sex, disability/SEND and socioeconomic disadvantage.

Actions

- **Data Analysis:** Termly analysis of progress and attainment, cross-referenced by **Ethnicity x SEND** and **Gender x SEND** to identify pupils experiencing intersecting barriers.
- **Equitable Access:** Ensure reasonable adjustments are anticipated and implemented to enable disabled pupils to participate fully in learning and school life. Track participation in clubs and trips to ensure pupils with SEND and those pupils experiencing socioeconomic disadvantage are not excluded by cost or accessibility.
- **Targeted Support:** Ensure Quality First Teaching is the primary tool for closing gaps for multilingual learners and children with SEND.

Success Measures

- **Closing the Gap:** Progress in attainment, attendance and well-being for SEND and ethnic minority cohorts and pupils experiencing socioeconomic disadvantage is at least in line with (or exceeding) national averages for those groups.
- **Disproportionality Monitored and Addressed:** Behaviour, internal exclusion, and disciplinary data are regularly analysed by race and SEND status, and where appropriate by sex, disability and socioeconomic disadvantage, with timely action taken to address any emerging disparities.
- **Equitable Participation:** Participation in clubs, trips and other enrichment activities is monitored to identify and address significant disparities associated with financial disadvantage, disability/SEND or protected characteristics.

Objective 4: Staff Development and Inclusive Recruitment

Equip staff to deliver an inclusive education and ensure recruitment practices support a diverse and representative workforce.

Actions

- **Professional Development:** Annual training on **Adaptive Teaching** for SEND, **Equality and Bias** (race, sex and disability), and **Inclusive Classroom Practice**.
- **Staff Voice:** Include question related to race, sex and disability/ableism in the 2x a year staff wellbeing survey

Success Measures

- **≥90%** of staff report high confidence in supporting both neurodivergent pupils and those from diverse racial backgrounds.
- **Recruitment data is monitored**, where sufficient data is available, to identify and address any disparities affecting applicants with protected characteristics.

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Objective 5: Family Engagement and Accessibility

Ensure all families, especially those newly arrived, multilingual, or those navigating the SEND system, feel empowered and heard.

Actions

- **Accessible Communication:** Provide website translations and ensure all SEND communications (EHCP reviews/assessments) are clear and supportive for multilingual families.
- **Engagement Hubs:** Maintain the Racial Justice Working Party and establish regular **SEND Family Coffee Mornings** to ensure a range of voices reaches the Governing Body.
- **Workshops:** Regular workshops covering anti-racism, supporting neurodiversity at home, and breaking down gender stereotypes.

Success Measures

- **≥90%** of families of children with SEND and those new to the UK report feeling welcomed and included.
- **Parity in engagement** levels across different demographic groups at school events, including socioeconomic disadvantage, where data is available.

3. Review Cycle

- Progress against these objectives form part of the statutory PSED cycle and will be reviewed annually by the SLT, the Inclusion Lead (SEND Cordinator), the Racial Justice Lead, and the Governing Body.
- The Vineyard will consider evidence relating to all protected characteristics relevant to the school population, while maintaining particular focus on the equality priorities identified through school data and stakeholder feedback.

Enabling all children to learn and grow