

TRANMERE PARK PRIMARY SCHOOL

Be yourself, Be your best, Be Team Tranmere.

Public Sector Equality Duty

Equality Information and Compliance Statement 2026–27

Our commitment. At Tranmere Park Primary School, equality is integral to our culture, curriculum and decision-making. We are committed to ensuring that every pupil and adult is treated fairly, can participate fully in school life and is supported to achieve their best.

Our legal duty

Under section 149 of the Equality Act 2010, the school has due regard to the need to:

- eliminate unlawful discrimination, harassment, victimisation and other conduct prohibited by the Equality Act 2010;
- advance equality of opportunity between people who share a relevant protected characteristic and those who do not; and
- foster good relations between people who share a relevant protected characteristic and those who do not.

The relevant protected characteristics are: age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. Marriage and civil partnership is also a protected characteristic and is relevant to the first aim of the duty in relation to employment.

How we meet the duty

PSED aim	What this looks like at Tranmere Park
Eliminating discrimination	We maintain clear safeguarding, behaviour, anti-bullying, SEND, accessibility, admissions, recruitment and complaints procedures. We challenge discriminatory language, prejudice and harassment and respond promptly to concerns. Reasonable adjustments are made for disabled pupils, staff and visitors where required.
Advancing equality of opportunity	We have high expectations for every pupil. Leaders use assessment, attendance, behaviour and pastoral information to identify barriers to participation or achievement and put appropriate support in place. Our provision for pupils with SEND and other vulnerable or disadvantaged pupils is planned, reviewed and evaluated so that pupils can access the curriculum and wider school life.
Fostering good relations	Our curriculum, assemblies, PSHE and wider personal development provision teach pupils to respect difference, understand protected characteristics in an age-appropriate way, challenge stereotypes and value the contribution of others. Pupil leadership, teamwork, enrichment and

	community activities provide opportunities for children to learn and work positively with others.
--	---

Equality in our curriculum and wider provision

- We provide an ambitious, broad and balanced curriculum and seek to remove barriers that could prevent pupils from accessing it.
- Protected characteristics, respectful relationships and different families and communities are addressed sensitively and in an age-appropriate way through PSHE, relationships education, assemblies, reading and the wider curriculum.
- We promote British Values and provide opportunities for pupils to develop respect, empathy and an understanding of rights and responsibilities.
- Our enrichment, outdoor learning, leadership opportunities, clubs, visits and residential experiences are planned to be inclusive, with reasonable adjustments considered where needed.
- We work with pupils, parents, carers and relevant professionals to understand individual needs and make proportionate adjustments.

Monitoring, decision-making and accountability

The governing body and school leaders consider equality when developing and reviewing policies, making significant decisions and evaluating school provision. We consider the likely and actual impact of our work on people with protected characteristics and take proportionate action where evidence identifies a barrier, disadvantage or inequality.

Relevant information is considered through the school's established monitoring processes, including pupil outcomes, attendance, behaviour, safeguarding, SEND and inclusion, participation, pupil and parent voice, complaints and reported incidents. Information is considered proportionately and with regard to pupil and staff confidentiality.

Our equality objectives

For 2026–2030, Tranmere Park Primary School will work towards the following objectives:

- 1. Inclusive access and participation** – To identify and reduce barriers to learning, participation and wider school opportunities for pupils with protected characteristics, including disabled pupils and pupils with SEND, and to evaluate the impact of reasonable adjustments.
- 2. Respect, understanding and belonging** – To strengthen pupils' age-appropriate understanding of equality, protected characteristics and respectful relationships through the curriculum, assemblies and personal development, and to use pupil voice and incident monitoring to evaluate impact.
- 3. Equality in outcomes and experience** – To review relevant achievement, attendance, behaviour and participation information to identify significant differences affecting pupils with protected characteristics and to take proportionate action where a barrier or disadvantage is identified.

Publication and review

This statement is published to demonstrate how the school complies with the Public Sector Equality Duty. It will be reviewed and updated annually. Our equality objectives will be reviewed at least every four years, with progress considered through school and governing body monitoring.

Published: September 2026 | Next annual review: September 2027 | Equality objectives review: by September 2030