



**Equality Objectives Spring 2025-Spring 2029**  
**(reviewed yearly)**

Schools also have a 'specific duty' to: Publish information to show compliance with the Equality Duty. Publish Equality objectives at least every 4 years which are specific and measurable.

<b>Objectives</b>	<b>Intended Outcomes</b>	<b>Actions to Achieve Outcomes</b>	<b>Key People Responsible</b>	<b>Timescale</b>
To continue to promote and reinforce positive relationships between all members of the school community.	The high standards and positive attitudes are upheld, by all members of the school community, and reflect the school's values and ethos. This will be measured through learning walks, governor monitoring and collecting views of all stakeholders.	<ul style="list-style-type: none"> <li>• Regular assemblies promoting school ethos and values (eg, we are all special, different and unique).</li> <li>• Continue to promote understanding and awareness of Protected Characteristics.</li> <li>• Monitor behaviour logs.</li> <li>• Collect views from all members of the school community.</li> <li>• Regular monitoring of the curriculum, (especially</li> </ul>	Senior Management Team (SMT).	Regular monitoring and review - ongoing

		including PSHE, to ensure that it reflects the school's current context.		
To continue to ensure that materials used in school promote equality and diversity.	Children's attitudes and actions reflect that they have a tolerant view of others. This will be measured through learning walks, governor monitoring and collecting views of all stakeholders.	<ul style="list-style-type: none"> <li>• Staff to monitor their use of images/ resources to ensure that they represent diversity and promote tolerance in all areas of the curriculum.</li> <li>• Consider and monitor the needs of individual pupils.</li> </ul>	All staff.	Regular monitoring and review - ongoing
To ensure that all pupils reach their individual potential, academically, socially and emotionally.	All pupils fulfil their individual potential. This will be measured through learning walks, collecting views of all stakeholders, pupil progress and statutory tests.	<ul style="list-style-type: none"> <li>• Regular pupil progress meetings with a focus on identified groups/individuals.</li> <li>• Regular analysis of data.</li> <li>• Timely intervention to maximise learning experiences and wider opportunities for all pupils.</li> </ul>	SMT	Regular monitoring and review - ongoing
To maintain and monitor the improved attendance figures of those pupils who may be vulnerable or are identified as having special educational needs or disabilities.	Gap in attendance between pupils with special educational needs and disabilities (SEND) and non- SEND reduces.	<ul style="list-style-type: none"> <li>• Weekly attendance monitoring. Ensure that tracking systems are robust.</li> <li>• Regular communication to parents/carers about the importance of regular attendance in the school's newsletter.</li> <li>• Involve outside agencies for identified pupils and families where appropriate.</li> <li>• Regular rewards for good</li> </ul>	Co-Headteachers and School Attendance Consultant.	Regular monitoring and review - ongoing

		<p>attendance.</p> <ul style="list-style-type: none"> <li>• End of term rewards, for good attendance, to be chosen by the pupils.</li> </ul>		
To continue to ensure that all vulnerable pupils have access to extra-curricular activities and in-school clubs.	Termly analysis demonstrates that all identified pupils have attended clubs or been offered clubs.	<ul style="list-style-type: none"> <li>• SMT to ensure that all identified pupils have access to clubs.</li> <li>• All staff to promote clubs regularly.</li> <li>• Investigate reasons why some identified pupils may not have attended clubs.</li> </ul>	SMT	Regular monitoring and review – ongoing

Reviewed and approved by the Governing Body: Spring term 2025