



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.

Objectives	Intended Outcomes	Actions to Achieve Outcomes	Key People Responsible	Timescale
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">• Regular assemblies promoting school ethos and values (eg, we are all special, different and unique).• Continue to promote understanding and awareness of Protected Characteristics.• Monitor behaviour logs.• Collect views from all members of the school community.• Regular monitoring of the curriculum, (especially including PSHE, to ensure that it reflects the school's current context. <p>Spring 2026 review:</p>	Senior Management Team (SMT).	Regular monitoring and review - ongoing

		<ul style="list-style-type: none"> • All objectives have been successfully achieved; however, they remain ongoing as part of our continued work to promote awareness and deepen understanding. 		
To continue to ensure that materials used in school promote equality and diversity.	<p>Children's attitudes and actions reflect that they have a tolerant view of others.</p> <p>This will be measured through learning walks, governor monitoring and collecting views of all stakeholders.</p>	<ul style="list-style-type: none"> • Staff to monitor their use of images/ resources to ensure that they represent diversity and promote tolerance in all areas of the curriculum. • Consider and monitor the needs of individual pupils. <p>Spring 2026 review:</p> <ul style="list-style-type: none"> • Staff engage in ongoing review of planning and resources to ensure they reflect the most current information and remain sensitive, appropriate, and relevant to pupils' individual needs. 	All staff.	Regular monitoring and review - ongoing
To ensure that all pupils reach their individual potential, academically, socially and emotionally.	<p>All pupils fulfil their individual potential.</p> <p>This will be measured through learning walks, collecting views of all stakeholders, pupil progress and statutory tests.</p>	<ul style="list-style-type: none"> • Regular pupil progress meetings with a focus on identified groups/individuals. • Regular analysis of data. • Timely intervention to maximise learning experiences and wider opportunities for all pupils. <p>Spring 2026 review:</p> <ul style="list-style-type: none"> • Pupil progress for identified groups and individuals has improved as a result of regular, 	SMT	Regular monitoring and review - ongoing

		<p>focused progress meetings; Patterns and trends have been identified promptly through regular data analysis, enabling informed decision-making;</p> <ul style="list-style-type: none"> • Timely interventions have been implemented, leading to maximised learning experiences and increased access to wider opportunities for all pupils. 		
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"> • Weekly attendance monitoring. Ensure that tracking systems are robust. • Regular communication to parents/carers about the importance of regular attendance in the school's newsletter. • Involve outside agencies for identified pupils and families where appropriate. • Regular rewards for good attendance. • End of term rewards, for good attendance, to be chosen by the pupils. <p>Spring 2026 review:</p> <ul style="list-style-type: none"> • Attendance patterns have been closely monitored, with robust tracking systems ensuring that concerns are identified early and responded to promptly; • Increased parental awareness 	Co-Headteachers and School Attendance Consultant.	Regular monitoring and review - ongoing

		<p>and engagement around the importance of regular attendance, supported by ongoing communication through the school newsletter;</p> <ul style="list-style-type: none"> • Targeted support for identified pupils and families has been strengthened through timely involvement of outside agencies; • Positive attendance habits have been reinforced through consistent recognition and rewards for good attendance; • Pupil motivation has increased through end-of-term attendance rewards chosen by pupils, contributing to improved attendance across the school. 		
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"> • SMT to ensure that all identified pupils have access to clubs. • All staff to promote clubs regularly. • Investigate reasons why some identified pupils may not have attended clubs. <p>Spring 2026 review:</p> <ul style="list-style-type: none"> • Identified pupils have increased access to clubs and wider school opportunities through active monitoring; • Regular staff promotion of clubs has led to improved pupil 	SMT	Regular monitoring and review – ongoing

		awareness and uptake, particularly among targeted groups.		
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Reviewed and approved by the Governing Body: Spring term 2026