



## Equalities Objectives - 2024-27

- All children and adults are of equal value.
- We recognise that people have different needs and understand that treating people equally does not always involve treating them the same.
- We understand the importance of equity in our approach to equalities and therefore make adaptations to the way in which we work to ensure this.
- We recognise, respect and value difference and support diversity as a strength.
- We nurture and encourage positive relationships.
- We work hard to ensure all children achieve with a focus on our most vulnerable.
- We aim ensure that no one will experience less favourable treatment or discrimination because of any of protected characteristics from the Equality Act 2010

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible	What are the time frames?	Success indicators
All	Publish and promote the Equality Plan through the school website, newsletter and staff meetings and create increased space for members of our global majority school groups to have their voice heard. Currently, 10% of 2024 P and C feedback survey were non white British respondent (9/90)	HT/Govs/BM	HT	Annually	Staff are familiar with the principles of the Equality Objectives and use them when planning lessons, creating classroom displays Parents are aware of the Equality Objectives  Greater numbers of parents and carers from global majority groups take part in annual feedback surveys.

All	Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council by election or co-option), Eco Schools, class assemblies, fund raising etc	Pupil voice representation monitored by race, gender, disability	SLT	Ongoing	Continued diversity in Pupil voice groups membership. Increased sense of belonging from all pupils.
All	Actively close gaps in attainment and achievement between students and all groups of students; especially students eligible for free-school meals, students with special educational needs and disabilities, looked after children and students from global majority groups	Data analysis Pupil progress analysis End of Key stage outcomes	SLT/AH/Gov's/T eachers	Ongoing	End of key stage outcomes indicate that gaps are closed between all groups of students. Outcomes remain high Staff remain committed to improving outcomes for groups that lag.
All	Ensuring that, wherever possible, and without artificially or unbalanced representation, there are positive images of those with protected characteristics identified in school policies, publications, in learning resources and in displays.	Increase in pupil participation, confidence and positive identity – monitor through PSHE, Governor learning walks, survey results	SLT	Ongoing	Continued diversity in Pupil voice groups membership Increased sense of belonging from all pupils.
All	Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race, gender, religion, sexual orientation and disability. Continue to embed work to diversify the curriculum; a working group to ensure BHM continues to be part of the year group calendar and integral to the planning rather than an add on.	Learning environments reflect a diverse and representative curriculum As evidenced by subject leader reports and learning walks.	SLT/Curriculum lead and subject leaders	Ongoing	Notable increase in participation and confidence of targeted groups Increased sense of belonging from all

Community cohesion	Celebrate a range of cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Eid, and Christmas	Communal displays reflect our community  People and pupils of all faiths feel heard and represented.	Govs/SLT	Ongoing	Increased awareness of different communities shown in Learning environments  Reflected in parents survey/feedback
Disability Equality Duty	Ensure that all known pupils with disabilities are able to access the variety of outdoor space in the school and none are exempt from play.	Play equipment is accessible to all known disabilities. Where play equipment could be prohibitive - eg: climbing equipment, alternatives are considered and offered as an option.	HT/Govs	Ongoing	All pupils engage with play across the school estate Parents value the play and identify that all children can access play.
Race Equality Duty	Increase the representation of teachers from local Black and global majority communities over a 4-year period (from this September to September in 4 years' time), so that this group increases from 0-20% of the teaching workforce.  Our Teaching support workforce is currently at 50%. (as of July 2024)	The diversity of the staff body increases in terms of representation	HT/Govs	Annually	Staff representation increases - it is visible and noted by the school community.  Our community feels a greater sense of identity and belonging.