

School Level Equality Objectives

As a school, we welcome our duties under the Equality Act 2010. Under the public sector equality duty, we have due regard of the need to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Act.
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it

As part of our public sector equality duty, we formulate, review and publish our school's **equality objectives, in partnership with our Trust's overall Equality Policy – and Trust level equality objectives**. The Trust policy and objectives can be found [here](#). We share them with all those connected to our school - in order to ensure that our mission is clear and communicated to all. The objectives are subject to annual review at the autumn term local governing body meeting.

Our current equality objectives 2025 - 2029

Creation date: Autumn 2025

Smart Objective	Protected Characteristic Strand	Key Actions	Timeframe
Collate a full overview of pupil and staff religions and race across school – in order to respond to their needs appropriately	Disability Gender reassignment Pregnancy and maternity Race Religion or belief Age* Marriage and Civil Partnerships* Sex Sexual orientation	SLT work with Office to research and collate a full overview of races / religions across school Ensure that children from diverse backgrounds have their personal, cultural and religious needs met in school Curriculum / resources reflect and meet the needs of an evolving school community	Autumn 2025 From Sept 2026 From Sept 2027
Success Criteria	Review Point 1	Review Point 2	Review Point 3
<ul style="list-style-type: none"> • Full overview of races / religions across school articulated with all stakeholders • The personal, cultural and religious needs of all children are met in school • Curriculum / resources reflect and meet needs of a changing school community 	Findings articulated with all stakeholders		

Smart Objective	Protected Characteristic Strand	Key Actions	Timeframe
Ensure that all children have an embedded understanding of the Fundamental British Values including age-appropriate Protected Characteristics, through school ethos, assemblies and PSHE teaching.	Disability Gender reassignment Pregnancy and maternity Race Religion or belief Age* Marriage and Civil Partnerships*	Devise a plan for assemblies for the academic year, ensuring coverage of all PCs using Picture News Themes where possible.	By September 2025
		Review the PSHE policy and curriculum in line with new guidelines and ensure that time is allocated for staff CPD	Spring / Summer 2025
		Implement new PSHE Curriculum across school	From Sept 2026
		Review reading materials and resources in relation to prioritising BV across school	From Sept 27

	Sex		Devise a pupil Questionnaire / Pupil voice linked to BV	Summer 26
	Sexual orientation		Planned opportunities for children to articulate British Values through pupil voice (school council questions), debate and with external visitors such as the Trust and governors.	Spring 28
Success Criteria	Review Point 1		Review Point 2	Review Point 3
<ul style="list-style-type: none"> ● Children understand the PCs ● Children can confidently articulate the PCs ● Children can debate topics linked to these at an age-appropriate level ● Evidence of Assemblies / PSHE teaching across school to inform and raise profile 				

Smart Objective	Protected Characteristic Strand	Key Actions	Timeline
Raise staff and pupil awareness and understanding of the increasing nationalities and religions of children and families within our communities and how they are performing academically through termly data analysis.	Disability	Assemblies and discussion about flags in our communities. Sharing a letter to Families regarding school policies and stance	Autumn 25
	Gender reassignment	Gain accurate picture of pupils own views about their own religion – and how it is represented across school	Spring terms
	Pregnancy and maternity		
	Race	Raise awareness of different religions, cultures and nationalities through high quality PD offer, PSHE and RE curricula	Across the year, monitored termly
	Religion or belief		
	Age*		
	Marriage and Civil Partnerships*		
	Sex	Invite visitors from the local community to talk to the children about their lives / culture / experiences	Across the year, monitored termly
	Sexual orientation	Measure progress of children from their start points joining school	Across the year, monitored termly
Success Criteria	Review Point 1	Review Point 2	Review Point 3
<ul style="list-style-type: none"> ● Pupils are aware of the nationalities & religions of peers in school and in the community ● Curriculum and resources reflect the teaching of different religions and nationalities ● Pupils & families feel they and their religion is valued and their needs understood. ● All Children make good academic and personal progress. ● Teachers know the make up of their class cohorts and feel confident teaching wider religions, ensuring all children understand, and seeking support when needed 			

Smart Objective	Protected Characteristic Strand	Key Actions	Timeframe
Ensure disabled children and those with significant additional needs access curriculum fully.	Disability	Provide appropriate specially adapted provision for children with additional needs in Bases and mainstream classrooms	From Autumn 2025
	Gender reassignment	Review Accessibility Plan and KS2 school remodelling to ensure the school building / outside areas meets needs of all children	Autumn 2026
	Pregnancy and maternity		
	Race		
	Religion or belief	Liaise with LA SEND Team to access additional capital funding for sensory spaces within Bases and across mainstream classrooms	2026-2027
	Age*		
	Marriage and Civil Partnerships*		
	Sex	Effective budget planning for project to provide additional classroom resources to support children with additional needs	Annually
	Sexual orientation		
Success Criteria	Review Point 1	Review Point 2	Review Point 3
<ul style="list-style-type: none"> Indoor and outdoor areas are accessible for all site users / visitors Base provision is fit for purpose and meets the changing needs of Base children Resources are purchased and available across school to meet the needs of all children All Base children are able to access extra curricular activities at school and during holidays 			

Smart Objective	Protected Characteristic Strand	Key Actions	Timeframe
Move in to / develop the renovated classroom spaces to maximise high quality provision that meets the needs of all children and ensures their safety, dignity and learning.	Disability	Set up and utilise the single sex changing areas in KS2 Hall	Spring 2026
	Gender reassignment		
	Pregnancy and maternity		
	Race		
	Religion or belief		
	Age*		
	Marriage and Civil Partnerships*	Liaise with LA SEND Team to access further capital funding for sensory resources	Autumn 2025
	Sex		
	Sexual orientation	Pupil voice regarding safety and environment – review responses and build on those	Autumn 2027
Success Criteria	Review Point 1	Review Point 2	Review Point 3
<ul style="list-style-type: none"> Set up and use changing rooms in KS2 Hall 			

<ul style="list-style-type: none"> Accessible Toilet facilities include adjustable height changing beds in Bases 2 & 3 Pupil voice enables use to continue to develop our provision to meet children's needs 			
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Smart Objective	Protected Characteristic Strand	Key Actions	Timeframe
Ensure that the curriculum and resources available promote a range of positive role models that young people positively identify with.	Disability Gender reassignment Pregnancy and maternity Race Religion or belief Age* Marriage and Civil Partnerships* Sex Sexual orientation	Embed the Personal Development Curriculum for HHA Use assemblies half termly, including Picture News, to celebrate difference Use Just Like Me resources to order and update resources / books in school. Share resources across school for use within the curriculum.	Autumn 2025 Termly Ongoing
Success Criteria	Review Point 1	Review Point 2	Review Point 3
<ul style="list-style-type: none"> Personal Development Curriculum in place and embedded across whole school Just Like Me resources on view across school and used within lessons Library and context books updated to reflect positive role models in all walks of life Teaching and assemblies celebrate difference 			