

Equality Objectives 2025 – 2029



Objective	Action to be taken	By whom	Timescale	Impact / Success Criteria
Ensure the protected characteristics (Equality Act 2010) are explicitly mapped, embedded and represented across the curriculum.	Conduct a systematic, subject-by-subject curriculum audit to ensure diverse representation of protected characteristics (race, disability, religion/belief, sex, sexual orientation, etc.) in schemes of work.	Curriculum Leaders / SLT	Summer Term 2025	Curriculum maps demonstrate rich, meaningful representation across all key stages; pupils express understanding of diversity in work and discussions.
	Refine subject planning to ensure authentic inclusion of diverse figures, perspectives, and historical/cultural contexts without tokenism.	Subject Leaders / Class Teachers	Ongoing	Learning walks and book looks evidence representation embedded naturally within daily learning.
Foster an inclusive, supportive school culture that actively models and promotes equality, diversity, and mutual respect.	Implement clear leader-led monitoring routines and staff training to ensure consistent modelling of inclusive language and equity practices.	SLT	Termly / Ongoing	Increased confidence among staff in handling sensitive equality discussions; positive stakeholder feedback.
	Establish proactive, trauma-informed, and supportive protocols to address sensitive global or local community events affecting diverse pupil groups.	Pastoral Team / All Staff	Immediate / Ongoing	Rapid support pathways available for affected pupils; sustained positive climate and reduced prejudice-related incidents.
Instil high aspirations and foster a culture of challenge across all learning environments.	Embed clear Behaviour for Learning guidance that actively promotes school values and character development.	SLT, All Staff, Pupils	Ongoing	Pupils articulate high aspirations for their future and demonstrate daily challenge in their learning.
	Provide structured opportunities for pupils to independently select levels of challenge within lessons.	SLT, All Staff, Pupils	Ongoing	Learning walks confirm pupils independently engaging in ambitious, high-ceiling learning tasks without ceilings placed on their success.
Promote equality, diversity, and mutual respect across the school community.	Lead pupil-voice initiatives (School Parliament and Year 6 Head Students) to celebrate diversity through whole-school events.	SLT, Pastoral Leader, Pupil Leaders	Half-termly	The school ethos and curriculum demonstrably build respect for diversity within the school and local community.
	Embed opportunities across the curriculum to explore diverse cultures, using global events or charities to support learning.	All Staff, Pupils	Ongoing	Triangulated evidence shows proactive coverage of cultures and issues through lessons, assemblies and staff training.

	Reinforce core school values every half-term through SMSC assemblies, Celebration Assemblies, Anti-Bullying (Friendship) Week, and general behaviour for learning.	All Staff, Pupils	Ongoing	Greater understanding and respect for differences demonstrated across the pupil body.
Diminish the difference in progress and attainment for disadvantaged pupils in Reading, Writing, and Maths across all key stages.	Deliver targeted interventions to address specific learning gaps identified through ongoing assessment, increasing the number of Pupil Premium pupils working at expected standard and greater depth.	Class Teachers, Pupil Premium Ambassador	Termly tracking	Improved outcomes for disadvantaged pupils, with an increased proportion working at expected standard and greater depth.
	Conduct regular monitoring of disadvantaged pupil progress and complete an annual strategic plan and review.	Pupil Premium Ambassador	Annual report and review	The attainment gap between disadvantaged pupils and their non-disadvantaged peers systematically narrows.
	Publish the updated Pupil Premium Strategy Statement on the school website and share with the LGB	Pupil Premium Ambassador, SLT	Annual publication	Transparency and governance oversight of pupil premium funding and impact ensured.
Enhance targeted provision and outcomes for pupils with English as an Additional Language, particularly international new arrivals and early stage language acquirers.	Roll out systematic CPD to support teachers in delivering high-impact teaching and learning strategies for EAL pupils.	SLT, Deputy Headteacher	Weekly CPD slots	Teaching observations confirm effective adaptive strategies (e.g., visual aids, differentiated planning, key vocabulary instruction).
	Develop rigorous baseline assessments and regular tracking to identify additional barriers to learning and evaluate provision.	SLT, Middle Leaders, Teachers	Termly tracking & progress meetings	Clear progress evident in work scrutiny and termly tracking data, particularly in EYFS and KS1 core subjects.
	Implement targeted interventions across year groups where appropriate and monitor resource allocation.	SLT, Middle Leaders, Support Staff	Termly reviews	Accelerated language acquisition and improved academic outcomes for pupils new to English.
	Enhance opportunities for parents of EAL pupils to understand how to support learning at home.	SLT, Middle Leaders	Ongoing	Increased parental engagement and home-school collaboration for EAL families.