



EQUALITY OBJECTIVES

| | |
|-------------------------------|---------------|
| Written | April 2016 |
| Equality Reviewed & Updated | Spring 2/2024 |
| Next Equality Review | Spring 2/2028 |
| Compliance Reviewed & Updated | Spring 2/2026 |
| Next Compliance Review | Spring 2/2027 |

The Equality Act 2010 replaced all existing equality legislation. It put in place a number of duties to ensure public bodies and schools have due regard to certain 'protected' groups. The protected groups are: age, gender reassignment, disability, race, religion or belief, gender, sexual orientation and pregnancy/maternity.

The general duty is set out in Section 149 of the Equality Act 2010. In summary all public bodies and schools must have due regard of the need to:

1. Eliminate unlawful discrimination, harassment and victimisation
2. Advance equality of opportunity between people who share a protected characteristic and those who do not.
3. Foster good relations between people who share a protected characteristic and those who do not.

Schools have a legal requirement to prepare and publish one or more specific and measurable equality objectives which will help them to further the three aims of the Equality Duty. In setting our objectives we will:

- Set objectives that are appropriate to our size and circumstances
- Set objectives that address the most pressing issues facing the protected groups that fit the school's needs and are achievable in an appropriate time scale.
- Align the objectives with the normal planning of the school, including self-evaluation and the school development plan.

The objectives will be published on the school's website.

Evaluation and Moderation of the Equality Objectives

Equality objectives will be set at staff meetings and evaluated on a termly basis. These will be updated every 4 years and compliance, annually.

| Objective | Action (Measurable) | Impact on Equality | Who is responsible for Implementing? | Timescale | Early success indicators |
|--|---|---|---|------------------|---|
| To promote spiritual, moral, social and cultural development through all appropriate curricular opportunities, with particular reference to issues of equality and diversity | All pupils are given the opportunity to participate in the values education programme across whole school and make a positive contribution to school and wider community | Increased pupil participation in circle times, PHSE activities, fund raising events | All staff | On-going | Equality and diversity reflected in activities and experiences both in school and the wider community Increase in pupil participation, confidence and achievement. |
| To reduce prejudice and increase understanding of equality through direct teaching across the curriculum | Curriculum areas for all ages will require specific focus on equality. This will be identified in long term and medium term planning. By end of 4 year period, one topic in each KS should wholly relate to equality issues | Through explicit planning of the curriculum the school can identify areas of prejudice and aim to increase awareness and understanding of the issues. | Teaching staff | On-going | More diversity and understanding of equality reflected in children's work |
| To monitor and analyse pupil achievement by race, gender and disability | Achievement of data analysed by race, gender and disability | Pupil achievement closely tracked and monitoring-intervention taken to support vulnerable groups | Head Teacher | On-going | Analysis of teacher assessments/ annual data demonstrates the gap is narrowing for equality groups |

| Ethnicity | N2 | % | N1 | % | YR | % | Y1 | % | Y2 | % | Y3 | % | Y4 | % |
|-----------------------------|-----------|----------|-----------|----------|-----------|----------|-----------|----------|-----------|----------|-----------|----------|-----------|----------|
| White – British | 2 | 100 | | | 2 | 100 | 2 | 100 | 3 | 100 | 1 | 100 | 1 | 100 |
| White – Irish | | | | | | | | | | | | | | |
| White – Asian | | | | | | | | | | | | | | |
| White & Black African | | | | | | | | | | | | | | |
| White & Black Caribbean | | | | | | | | | | | | | | |
| Black European | | | | | | | | | | | | | | |
| Black African | | | | | | | | | | | | | | |
| Other Black | | | | | | | | | | | | | | |
| Latin/South/Central America | | | | | | | | | | | | | | |
| Indian | | | | | | | | | | | | | | |
| Chinese | | | | | | | | | | | | | | |
| Pakistani | | | | | | | | | | | | | | |
| Any other Asian | | | | | | | | | | | | | | |
| Any other mixed background | | | | | | | | | | | | | | |
| Any other white background | | | | | | | | | | | | | | |
| Gypsy/Roma | | | | | | | | | | | | | | |
| Other ethnic group | | | | | | | | | | | | | | |
| Refuse to state | | | | | | | | | | | | | | |

| Gender | N2 | % | N1 | % | YR | % | Y1 | % | Y2 | % | Y3 | % | Y4 | % |
|---------------|-----------|----------|-----------|----------|-----------|----------|-----------|----------|-----------|----------|-----------|----------|-----------|----------|
| Male | | | | | 2 | 100 | 2 | 100 | 3 | 100 | 1 | 100 | 1 | 100 |
| Female | 2 | 100 | | | | | | | | | | | | |

| SEND | Emerald Class | | | Amethyst Class | | Diamond Class | | % of number on roll |
|-------------|----------------------|-----------|-----------|-----------------------|-----------|----------------------|-----------|----------------------------|
| | N2 | N1 | YR | Y1 | Y2 | Y3 | Y4 | |
| SUPPORT | | | 1 | 1 | | | | 73 |
| SUPPORT + | | | | 1 | 3 | 1 | | |
| EHCP | | | | | | | 1 | |

March 2026