

## Equality Objectives 2025 - 2028

These are often referred to as the three aims of the general equality duty. The general equality duty requires public authorities, in the exercise of their functions, to have **due regard** to the need to:

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

### **Objective 1: Community Engagement & Accessible Communication**

*To increase engagement from under-represented families (e.g., EAL, SEND, disadvantaged).*

**Why we have chosen this objective:** Our commitment to fostering good relations relies on strong partnerships with all families. Some groups face barriers that reduce their involvement, which can limit children's access to support, enrichment and shared decision-making. Increasing engagement ensures all families feel valued, informed and connected to the life of the school.

#### **To achieve this objective, we plan to:**

- Ensure key communications are accessible (plain English, translations available on request, dyslexia-friendly formats, ALT text for online materials).
- Provide a variety of engagement opportunities including parents' evenings, workshops, SEND and EAL coffee mornings, and informal drop-ins.
- Track attendance and engagement patterns by group and use this intelligence to target support or adapt communication approaches.
- Gather parental feedback termly to identify barriers and refine our approach.
- Evidence improved attendance at school events, parent workshops and coffee mornings, and increased parental feedback.

### **Objective 2: Strengthen Pupil Voice & Inclusive Decision-Making**

*To embed pupil voice systems that ensure children from all groups influence school improvement, behaviour culture, curriculum design and wellbeing initiatives, ensuring participation is representative and equitable*

**Why we have chosen this objective:**

This objective strengthens our commitment by ensuring that pupils from diverse backgrounds, including SEND, EAL, disadvantaged and protected-characteristic groups contribute meaningfully to decisions that shape their school experience. This helps foster good relations and builds a sense of belonging.

**To achieve this objective, we plan to:**

- Hold termly focus groups with SEND, EAL, PP and protected-characteristic learners.
- Review how pupil voice influences policies and share outcomes transparently with children.
- Use anonymous feedback tools (e.g., digital forms, question boxes) to capture experiences across groups.

**Objective 3: Equity of Access to Clubs, Trips & Wider Opportunities**

*To reduce inequalities in participation across extracurricular clubs, competitions, enrichment activities and school trips by monitoring attendance and removing barriers for pupils who are disadvantaged, vulnerable or represent protected groups.*

**Why we have chosen this objective:** Increasing equitable participation advances equality of opportunity and strengthens pupils' confidence, social development and sense of belonging. All pupils to have access to extracurricular opportunities and ensuring pupils are not selected or limited based on attainment or circumstances.

**To achieve this objective, we plan to:**

- Track participation termly across key groups to identify under-representation.
- Provide targeted encouragement and support, including bursaries, priority booking or additional adult support where needed.
- Conduct annual pupil interest audits to ensure a broad offer that reflects diverse needs and preferences.
- Monitor and review barriers (e.g., financial, cultural, SEND-related, logistical) and adapt provision accordingly.

**Objective 4: Strengthen Representation & Belonging in the Curriculum**

*To increase representation of diverse cultures, identities, families and global perspectives across the curriculum so all pupils see themselves reflected positively in their learning.*

**Why we have chosen this objective:** Our current equality work places high importance on developing pupils' understanding of equality and diversity, helping them appreciate their roles in local, national and global communities. Enhancing representation across the curriculum deepens this commitment by ensuring children regularly encounter positive, diverse role models and experiences. This supports character development, fosters good relations and ensures a curriculum that values every child's identity.

**To achieve this objective, we plan to:**

- Conduct an annual curriculum audit (texts, images, topics, role models) to ensure diverse representation.
- Audit and embed diverse texts, figures and perspectives across subjects, ensuring each year group includes at least **two** planned units/anchor texts reflecting a wide range of cultures, families and identities.
- Refresh library stock to include under-represented voices and authors.
- Plan at least two diversity-rich learning opportunities per year group.
- Gather pupil voice on belonging, identity and curriculum visibility.