

Equality Objectives September 2025 – September 2028



Identified barrier September 2025		Protected Characteristic		
Children are exposed to misogynistic attitudes and language in social media, online gaming, music, and day-to-day interactions. (Data: pupil voice, behaviour logs, staff reports, parental concerns, DfE guidance on RSE and health education, updated July 2025)		Sex		
Objective and Intended Outcomes	Action	Responsibility	Monitoring	Review July 2026
Children develop respectful attitudes towards all genders and learn to challenge misogynistic language, behaviour and stereotypes across the curriculum and in everyday school life. They understand that gender-based disrespect is unacceptable and recognise its impact on others.	<ul style="list-style-type: none"> • Embed respectful relationships and gender equality across RSHE, English, History, Computing, and assemblies • Review curriculum content regularly to ensure positive gender representation and challenge stereotypes • Staff to respond to sexist/misogynistic comments • Use pupil voice to respond timely to harmful attitudes • Promote inclusive participation across all curriculum initiatives 	Leadership All staff	Curriculum reviews, behaviour logs, safeguarding logs, pupils voice, parents' meetings	

Identified barrier September 2025			Protected Characteristic	
Curriculum planning and delivery is inclusive and responsive overall, but high pupil mobility and evolving needs mean that adaptations for pupils with SEND are not always embedded or implemented in a timely way. (Data: learning walks, SEND reviews, lesson observations, parent feedback)			Disability	
Objective and Intended Outcomes	Action	Responsibility	Monitoring	Review July 2026
Teaching across the school is adaptive, accessible, and ambitious for all pupils, in line with the 2024 DfE SEND and AP Improvement Plan.	<ul style="list-style-type: none"> Regular CPD refresh on R2i and adaptive teaching linked to Universal SEND Services Strengthen the Graduated Approach in planning, teaching, and assessment All subject leaders reflect SEND considerations in curriculum Monitor classroom practice for effective adaptation 	Leadership SENCO Teaching staff All staff	Lesson observations, learning walks, book looks, planning scrutiny, SEND provision reviews	

Identified barrier September 2025				Protected Characteristic
There are observable differences in attainment, confidence, and engagement between boys and girls across different aspects of school life. (Data: attainment data, pupil voice, learning/lessons monitoring)				Sex
Objective and Intended Outcomes	Action	Responsibility	Monitoring	Review July 2026
Engagement and outcomes are equitable across genders, with no persistent gaps in attitudes, aspirations, or participation in learning.	<ul style="list-style-type: none"> Analyse attainment in core subjects and review planning. Analyse engagement patterns across subjects and activities Ensure inclusive resources and gender representation in curriculum Promote balanced participation in leadership and enrichment 	Leadership All staff	Lesson observations, learning walks, book looks, planning scrutiny, data analyses, pupil progress meetings, pupils' voice, behaviour and engagement data	

Identified barrier September 2025				Protected Characteristic
Children are exposed to homophobic language in the community, online and sometimes in school. Language is occasionally used jokingly among peers. (Data: behaviour logs, pupil voice, community reports)				Sexual Orientation
Objective and Intended Outcomes	Action	Responsibility	Monitoring	Review July 2026
Children understand that homophobic language and behaviours are discriminatory and harmful, and staff respond consistently to all incidents.	<ul style="list-style-type: none"> Inclusive teaching in PSHE and assemblies Use curriculum materials that represent diverse families and identities Continue targeted work with pupils misusing language Work respectfully with families when incidents arise 	Leadership All staff	Behaviour logs, safeguarding logs, pupils' voice, parent feedback	

Identified barrier September 2023			Protected Characteristic	
Some children use racist words to tease their peers and/or to address their friends as a joke. Children are exposed to racist language in the community and on social media. (Data: Behaviour logs, pupils' voice, parents' reports)			Race	
Objective and Intended Outcomes	Action	Responsibility	Monitoring	Review July 2026
Children to understand that using racist language is against the law, even when used between friends, or by people of the specific protected characteristic.	<ul style="list-style-type: none"> • Assembly programme • Individual targeted work • Communication with the community • TransformTrust DEIB network and support from the trust DEIB lead 	SDG DEIB Lead All staff	Behaviour logs Pupils' voice	