



## Equality Objectives 2026- 2029

*'Love as our foundation; wisdom as our guide'*

Through analysing pupil data for relevant protected characteristics, the following objectives have been set:

Objective	Protected characteristics	Target group	Why	How it will be achieved	Intended outcome
1	To <b>increase the percentage of boys reaching the expected standard</b> or above in reading and writing.	Gender	Boys	Data shows that boys are making less than expected progress in reading and writing across all year groups, creating a widening gap between boys' and girls' attainment. To address this, the school will further adapt teaching and learning approaches to better meet boys' needs, including more targeted support and engaging literacy strategies. These improvements aim to increase the percentage of boys reaching the expected standard and reduce the gender gap in outcomes over time.	The school will strengthen the use of pre-teaching for identified pupils so that boys who need additional support are introduced to key vocabulary, concepts and texts in advance, increasing their confidence and readiness to learn. Targeted interventions will be delivered consistently for pupils who are not yet meeting expected standards, ensuring that support is closely matched to individual gaps in reading and writing. Attainment and progress for this group will be carefully monitored so that teaching strategies and support can be adjusted promptly where needed. In addition, the school will review the range of texts used across the curriculum to ensure they are engaging, diverse and representative of boys' interests, helping to promote greater motivation and enjoyment in reading and writing.
2	To <b>ensure all staff are confident and skilled at supporting pupils with SEMH needs</b> so that the time spent out of class is reduced	SEN/disability	SEN	Monitoring shows that most incidents of pupils leaving the classroom involve children with SEND or SEMH needs, and all SEND pupils who were excluded had identifiable SEMH difficulties. This highlights the need for stronger in-class support. The school will ensure all staff are confident and skilled in supporting pupils with SEMH needs so that pupils can be	The school will review de-escalation training with all staff and ensure new staff are fully inducted in these approaches. The behaviour policy and Pivotal strategies will be regularly reviewed to maintain consistency across the school. The SENCO will continue to carry out regular SEND reviews with teachers to update

				regulated and successful within the classroom, reducing the amount of time they spend out of lessons and improving overall engagement.	<p>targets and ensure needs are accurately met.</p> <p>To reduce exclusions for pupils with SEMH needs, the school will focus on strengthening staff confidence and skills in supporting emotional regulation and managing challenging situations. The learning mentor team will be sustained and further developed, and the school will work with the School Mental Health Team to enhance teachers' and support staff's understanding and practice. These actions will help pupils remain in class, feel supported and engage more positively in learning.</p>
3	<b>Ensure that all stakeholders including pupils, staff and parents clearly understand their responsibilities in preventing and eliminating discrimination</b> as set out in the Equality Act 2010.	Disability, gender, age, relationships, race, religion	Protected characteristics	CPOMS records show that some derogatory language related to protected characteristics is still occurring, highlighting the need for greater awareness across the school. As the school community is ethnically diverse, it is essential that the curriculum reflects strong representation to support identity and raise aspirations. These findings underline the importance of ensuring that all stakeholders (pupils, staff and parents) clearly understand their responsibilities in preventing and eliminating discrimination as required by the Equality Act 2010. Strengthening understanding and addressing discriminatory language consistently will help create a more respectful and inclusive school environment.	<p>The school will ensure that the PSHE curriculum explicitly teaches pupils about discrimination, protected characteristics and respectful behaviour. Assemblies will be planned to help pupils understand their rights and responsibilities, reinforcing the expectations set out in the Equality Act 2010. Curriculum leaders will review subject content to ensure strong and meaningful representation of all protected characteristics across the curriculum so that pupils see themselves reflected and learn about others.</p> <p>Staff will receive training on diversity, equity and inclusion (DEI) to strengthen confidence in addressing discriminatory language and promoting an inclusive culture. To extend this understanding</p>

					beyond the classroom, the school will also engage parents through DEI-focused meetings, parent forums and coffee mornings, ensuring the whole community understands its role in preventing discrimination and supporting a respectful, inclusive environment.
4	<b>Broaden gender diversity within the workforce,</b> recognising that a balanced staff team provides pupils with a wide range of positive role models	Gender	Male representation	The school will ensure that all recruitment materials clearly welcome applications from under-represented groups, including men, and will highlight positive male role models already within the school community. It will promote vacancies through a wider range of networks, training providers and community channels to reach a more diverse audience, while continuing to monitor recruitment data to identify and reduce any barriers to entry.	The school will achieve a more balanced and diverse staff team by increasing the proportion of male applicants and successful appointments over time. Recruitment processes will become more inclusive and accessible, with clearer messaging, broader outreach and reduced barriers to entry. As a result, pupils will benefit from a wider range of positive role models, and the school community will reflect greater gender diversity across a variety of roles.
5	<b>Ensure that the school's uniform policy is fully inclusive,</b> enabling all pupils to have their needs met, feel comfortable, respected and able to express their identity.	Gender, race, religion, SEND	Protected characteristics	Review uniform expectations to remove gendered distinctions, offering a flexible range of options. All pupils may choose part of the uniform that best suits their needs, regardless of gender or Special Education Needs. Ensure that the policy appropriately accommodates religious dress, including the hijab, so that pupils can observe their faith while meeting uniform standards. In addition, the school will sign up to the Halo Code to actively protect and celebrate natural hair and protective hairstyles associated with the cultural identity of pupils and staff. Pupils with additional sensory needs and medical conditions will	The school will establish a fully inclusive and equitable uniform policy in which all pupils feel respected, represented and able to express their gender identity, cultural heritage and religious observance. By removing gendered distinctions, accommodating religious dress such as the hijab and adopting the Halo Code, the school will create an environment where appearance-based discrimination is reduced and all pupils can participate confidently and comfortably in school life. Over time, this will strengthen pupils' sense of belonging and ensure that the school

				have adapted clothing available that meets the uniform standards. Through these actions, the school will promote a fully inclusive approach to appearance that respects gender expression, religious observance, sensory needs and cultural heritage.	community reflects its commitment to equality, diversity and inclusion.
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