



**Heathfield**  
PRIMARY SCHOOL



# Equality Objectives

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TO ENABLE EVERY INDIVIDUAL TO SUCCEED IN SCHOOL AND IN LIFE

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## Aims

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

## Legislation

The Equality Act 2010 requires us to publish specific and measurable Equality Objectives. Our Equality Objectives are based on our analysis of data and other information. Our Equality Objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages. We will regularly review the progress we are making to meet our Equality Objectives.

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

This document also complies with our funding agreement and articles of association.

## Roles and Responsibilities

The Academy Committee will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years.
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Head of School.

The Head of School will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

The designated member of staff for equality (Amanda Shotter) will:

- Support the Head of School in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Support the Head of School in identifying any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in the Equality Objectives section.

## Eliminating Discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and Academy representatives are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every year. Responsibilities under the Equality Act are summarised within the staff journal along with the school Equality Objectives and Equality statement.

The Trust has a designated member of staff for monitoring equality issues, who works closely with the Lead Practitioner for Inclusion and SEND on equality issues. They regularly liaise regarding any issues and make senior leaders aware of these as appropriate.

## **Advancing Equality of Opportunity**

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

## **Fostering Good Relationships**

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes organising school trips and activities based around the local community and inviting members of the local community in to school to join in with school events.
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures.

## **Equality Considerations in Decision Making**

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

The school keeps a written record to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

## Equality Objectives

**Objective 1:** To reduce the attendance gap for pupils with SEND by building strong relationships with parents and carers and by gaining a clear understanding of the barriers that prevent regular attendance.

Why we have chosen this objective: There is currently a noticeable difference between the attendance of pupils with SEND and those without SEND. We want to ensure that pupils with SEND attend as consistently as possible, as strong attendance has a positive impact on their learning and progress.

To achieve this objective we plan to: Monitor attendance as an SLT team on a daily basis and support families where there are concerns around attendance. Complete parent meetings with parents of children with SEND who are persistently absent to see how we can support. Early Help will be used to facilitate additional support for these families.

Progress we are making towards this objective: Daily monitoring has enabled early identification of attendance concerns, and strengthened communication with families is already improving engagement. Parent meetings and Early Help referrals have supported more proactive intervention for pupils with SEND at risk of persistent absence.

**Objective 2:** To reduce the attainment gap in reading, writing, and maths between disadvantaged pupils and their non-disadvantaged peers.

Why we have chosen this objective: There is currently a gap in attainment between disadvantaged and non-disadvantaged pupils, and we are committed to reducing this disparity further so that all pupils can achieve well.

To achieve this objective we plan for: SLT to analyse the data in significant detail, looking at individual pupils who are not on track for ARE or who are falling behind and putting targeted interventions in place to close the gap.

Progress we are making towards this objective: Detailed data analysis has helped us identify specific pupils who require targeted support, and interventions are now in place across year groups. Early assessment points show improved progress for several disadvantaged pupils, indicating that the gap is continuing to narrow.

**Objective 3:** To ensure all learners with Special Educational Needs and Disabilities make strong progress, reducing any existing gaps in achievement.

Why we have chosen this objective: We want to maintain consistently high expectations for pupils with SEND and ensure that we are always supporting them to work towards Age-Related Expectations where appropriate. It is equally important to monitor the progress they make over time, recognising and valuing good progress even when ARE is not yet achieved.

To achieve this objective we plan to: Support teachers and TA's to use the Birmingham toolkits as well as the Progression Framework for SEND pupils in Resource Base and in the enhanced provision, to accurately assess pupils with SEND in English and Maths. Provide staff training to enable staff to accurately judge progress and set clear expectations for progress across school. SLT will complete rigorous moderation at each assessment period to ensure assessment judgements are accurate and progress judgements are accurate.

Progress we are making towards this objective: Staff are increasingly confident in using the Birmingham Toolkits, resulting in more accurate assessments of pupils' starting points and progress. Moderation activities have brought greater consistency across the school, and early evidence shows improved clarity in progress tracking for pupils with SEND.

**Objective 4:** To review levels of pupil engagement in school life, across all activities to ensure equity and fairness in access.

Why we have chosen this objective: To ensure that all pupils are being given the opportunity to participate in extra curricular activities and enrichment events.

To achieve this objective we plan to: Analyse the data on the groups of pupils already attending out of hours provision including breakfast club and Friday club. Ensure that under-represented groups are targeted and encouraged to attend.

Progress we are making towards this objective: Initial reviews of participation data show that a growing number of pupils are accessing a wider range of activities across school life. Early analysis has helped us identify groups who may be under-represented, enabling us to begin targeting support and adapting provision to increase equity and ensure fair access for all pupils.

**Objective 5:** To create a truly inclusive school that offers a supportive environment where everyone can grow, feel valued, and show respect and appreciation for others.

Why we have chosen this objective: Providing the most inclusive provision possible is essential to us, particularly as we have a significant number of pupils with additional needs and pupils who are vulnerable. Ensuring that every child feels supported and included is central to our ethos and practice.

To achieve this objective we plan to: Ensure Resource Base provision effectively meets the needs outlined in each pupil's EHCP, providing appropriate support, interventions, and specialist approaches. Deliver targeted provision for all pupils on the SEND register, ensuring needs are identified accurately and supported consistently. Continue to develop curriculum resources and refine planning to strengthen representation, equality, and diversity across all subject areas.

Progress we are making towards this objective: N/A as this is a new objective.

## Links to other policies

This document links to the following policies:

- PACT Equality Policy
- Accessibility plan
- Risk assessment
- Supporting children with medical conditions policy

## Review

This policy will be reviewed and updated annually. New Equality Objectives will be published at least every 4 years.