



Equality Objectives Monitoring Report | 2024-2025 Academic Year

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Presented to: Governing Board

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1. Promoting Knowledge and Understanding of the Equality Objectives

Actions Taken:

- The school's Equality Objectives were re-circulated to all staff, including Governors' at the September INSET day and at the first FGB of the 2024-25 academic year.
- Equality principles were integrated into classroom practice through PSHE, citizenship, and subject-specific curriculum plans.
- Pupils engaged in learning about diversity and inclusion during themed weeks (e.g., Black History Month, Antibullying Week, World Culture Day and through Anti-Racism Workshops (KS2)).
- Posters and visual reminders in classrooms and shared spaces reinforced key messages about inclusivity and respect.

Staff Training:

- All new staff received training on the Equality Act 2010 during induction.
- Refresher training for all staff was delivered in November 2024, with attendance recorded.
- Governors received an update on equality duties and school priorities during the March 2025 full governing body meeting.

Action still to take:

- All staff and governors to complete the EDI training on Schoot in September 2025. This will be reviewed bi-annually.

2. Monitoring and Reporting Success in Achieving Equality Objectives

- Equality-related incidents, including bullying or discriminatory behaviour, are logged in our behaviour monitoring system and monitored termly and reported to governors.
- Better tracking of racist incidents, discrimination, sexual harassment and transphobic incidents to allow for effective monitoring to all stakeholders.

Action still to take:

- Pupil voice surveys (Autumn and Summer terms) included equality and inclusion questions.
- Participation data from extracurricular activities and leadership roles (e.g., School Council) was analysed by gender, ethnicity, SEND, and FSM status.

3. Eliminating Discrimination

Compliance with Equality Act 2010:

- All relevant school policies (e.g., Behaviour, Admissions, Anti-Bullying, SEND) include a clear commitment to non-discrimination and inclusivity.
- Decisions with potential equality impact (e.g., changes to uniform, trip organisation) underwent informal equality impact consideration.
- Staff and governors were reminded of their obligations during regular meetings.

Action still to be take:

- Provide equality updates and record in minutes where this is the case
- Equality updates were recorded in minutes from the January and May staff briefings.

4. Advancing Equality of Opportunity

Actions Taken:

- Attainment data by protected characteristics (e.g., gender, SEND, EAL, PPG) is analysed termly by Subject Leaders and discussed as relevant.
- Reasonable adjustments were made to ensure full participation in events, including providing accessible transport for pupils with mobility needs and adapting sports activities.

Action still to take:

- Share the attainment data in line with protected characteristics as part of governor visits in 2025-26 academic year.

5. Fostering Good Relations

Curriculum and Enrichment:

- RE and PSHE schemes of work were updated to include contemporary issues and a broader range of cultural perspectives.
- Assemblies covered themes such as interfaith week, Black History Month and World Culture Day.
- Pupils participated in a “Culture Day” project celebrating diversity where pupils where came to school celebrating all of their different cultures.

Action still to take:

- Developing better ‘Community Engagement’ links with Leaders from Christian, Muslim, Sikh and Humanist communities to contribute to school assemblies.
- Joint activities to be undertaken with local special schools to promote understanding and friendship.
- The school to host a multicultural evening, engaging families in sharing customs and cuisine.

6. Equality Considerations in Decision-Making

Practice:

- The school actively considers equality implications in all planning, including:
 - ⇒ Scheduling events to avoid conflicts with major religious observances.
 - ⇒ Ensuring accessibility in venue selection and activity design.
 - ⇒ Monitoring gender representation and inclusivity in leadership, sports, and enrichment.

Impact:

- No school events clashed with key religious festivals.
- Planning for swimming to ensure inclusion of pupils with mobility issues.
- Policy reviews (e.g., uniform and behaviour) included specific evaluation of their potential effect on protected groups.