ARUNSIDE
PRIMARY SCHOOL

Equality Objectives for the Academic Year 2026 – 2029

The Equality Act 2010 requires schools to publish specific and measurable equality objectives that demonstrate that we have due regard for the need to:

- **Eliminate unlawful discrimination, harassment, victimisation** and any other conduct 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** between people who share a protected characteristic and people who do not share it.

Our equality objectives are based on our analysis of data and other relevant evidence. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages. Our School Development Plan and subsequent leadership action plans reflect these objectives. We regularly review the progress we are making to meet our equality objectives.

Equality strand	Objectives and rationale	Success Criteria	Impact
Eliminate discrimination	By July 2029, build on Arunside's established inclusive culture by embedding respect for protected characteristics through the school's vision and values, curriculum, policies and everyday practice, so that discrimination, harassment and victimisation are actively prevented and every child feels respected and included. **Connection to our values:** *Positive contribution* and *Responsibility* mean every child helps create a community where people are treated with respect. *Ambition* and *Excellence* mean we keep strengthening our curriculum and everyday practice so that all children, including those with protected characteristics, feel valued, included and able to thrive.	• By July 2028, review the curriculum, behaviour and relationships policy, and relevant school practises to check that protected characteristics are represented respectfully and that the school's commitment to preventing discrimination is clear. • Staff and governors can explain how the Public Sector Equality Duty informs their decisions and everyday practice, and how Arunside's values of *Positive contribution, Ambition, Excellence* and *Responsibility,* support respect and inclusion. • Pupil voice, gathered annually, shows that children understand the importance of treating people fairly and know how to raise a concern if they experience or witness discriminatory behaviour. • Leaders review equality-related concerns and actions termly, using the information to sustain	

		effective practice and respond promptly to any emerging need. These are presented through the HT report to Governors.	
Equality of Opportunity	By July 2029, improve the extent to which children with SEND, including children with more complex needs and EHCPs, can access ambitious learning, participate fully in school life and make strong progress from their starting points. **Connection to our values:** *Ambition* and *Excellence* mean maintaining high expectations while removing barriers; *Responsibility* means adapting teaching in response to what each child needs.	• By July 2027, establish and review termly a baseline for SEND children's attendance, participation, progress and access to trips, clubs and enrichment, broken down by level of need where numbers allow. • By Apr 2028, reduce any identified difference between SEND children and their peers in participation and progress, with progress for each child reviewed at least termly. • In learning walks and book or work reviews, leaders see agreed classroom adaptations and checks for understanding in every class, with misconceptions identified and addressed promptly.	
Foster good relations and belonging	By July 2029, ensure that children from all ethnic groups and children who speak English as an additional language feel that they belong, can access the curriculum and are represented positively in school life. **Connection to our values:** *Positive contribution* and *Responsibility* mean children learn to value one another and take an active part in an inclusive community.	• By Dec 2027, establish a baseline through pupil voice, attendance and achievement information, reviewing patterns by ethnicity and EAL status. • By July 2028, improve positive responses to the school's belonging and inclusion questions from the baseline, and investigate and act on any concerning differences between groups. • EAL children routinely receive the language support needed to participate in ambitious classroom learning.	