



**EAST BRIDGFORD ST PETER'S CE ACADEMY**

## **Equality Objectives 2026–2030**

Review Date: July 2030

### Introduction

At East Bridgford St Peter's CE Academy, we are committed to promoting equality, diversity and inclusion and to ensuring that all members of our school community are treated with dignity, respect and fairness.

Our Equality Objectives have been developed in accordance with the Equality Act 2010 and the Public Sector Equality Duty (PSED). In carrying out our functions, we have due regard to 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 those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

The protected characteristics identified within the Equality Act 2010 are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

As a school, we regularly review a range of information including:

- Pupil attainment and progress data
- Attendance and behaviour data
- Exclusion and safeguarding information
- Participation in wider school opportunities
- SEND and disadvantaged pupil outcomes
- Pupil, parent and staff voice
- Recruitment, retention and professional development information

This information is used to identify any barriers to participation, achievement or wellbeing and to inform school improvement priorities.

### **Equality Objectives 2026–2030**

#### **Objective 1:** Promote a culture of dignity, respect and belonging

To maintain an inclusive school culture where all pupils, staff, governors and families feel safe, valued and respected, regardless of background, identity or protected characteristic.

##### **Success measures:**

- Annual pupil, staff and parent surveys demonstrate high levels of belonging and inclusion.
- Incidents of discriminatory language or behaviour are recorded, addressed promptly and monitored by leaders and governors.
- Pupils report that they feel safe and respected within the school community.

#### **Objective 2:** Ensure equality of opportunity and achievement for all pupils

To monitor and address any differences in attainment, progress, attendance or participation between groups of pupils, including disadvantaged pupils, pupils with SEND, pupils from different ethnic backgrounds and other identified groups.

##### **Success measures:**

- School data demonstrates that identified groups make strong progress from their starting points.
- Any emerging gaps in attainment, attendance or participation are identified and addressed through targeted support.
- All pupils have equitable access to the full curriculum and enrichment opportunities.

#### **Objective 3:** Strengthen inclusion and support for vulnerable pupils and families

To ensure early identification and effective support for pupils and families experiencing disadvantage, vulnerability or barriers to learning.

##### **Success measures:**

- Staff are confident in identifying and responding to barriers affecting pupils' learning, wellbeing and attendance.
- Appropriate support and intervention are implemented in a timely manner.
- Attendance and engagement improve for pupils identified as vulnerable or at risk of disadvantage.

#### **Objective 4:** Promote understanding, diversity and positive relationships

To develop pupils' understanding and appreciation of diversity, equality and protected characteristics through the curriculum, collective worship, personal development and wider school experiences.

##### **Success measures:**

- Diversity, equality and inclusion are reflected across the curriculum and school environment.

- Pupils demonstrate understanding, respect and empathy towards people from different backgrounds and experiences.
- Opportunities are provided to celebrate and learn about diverse cultures, faiths, identities and communities.

**Objective 5:** Develop staff knowledge and leadership of equality and inclusion

To ensure that staff and governors receive appropriate training and remain informed about their responsibilities under equality legislation and inclusive practice.

**Success measures:**

- Equality, diversity and inclusion form part of ongoing professional development.
- Governors receive regular information regarding equality objectives and associated school data.
- Equality considerations are embedded within school policies, procedures and decision-making processes.

**Monitoring and Review**

Progress towards these objectives will be reviewed annually by the Headteacher and Governing Body through analysis of school data, stakeholder feedback and evaluation of school improvement priorities.

These objectives will be formally reviewed and republished by July 2030.