

# Equality Objectives

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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 Academy Representatives

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 the Trust Equality statement.

The Trust has a designated member of staff for monitoring equality issues, who works closely with the Head of School 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 that cover relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute when appropriate.
- Working with our local community. This includes organising off site visits 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 an offsite visit or activity is being planned, the school considers whether the visit:

- 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 off site visits 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 build an inclusive school, which provides a supportive environment where everyone is able to develop, feel valued and to value and respect others.

Why we have chosen this objective: Ensuring we have the most inclusive provision we can provide is very important to us as we have a large number of children with additional needs or who are vulnerable.

To achieve this objective we plan to ensure:

- Resource Base provision meets the needs of all pupils allocated places based on their EHCP
- Targeted provision for all pupils on SEND register.
- Core values of school embedded (via the Sutton Park Way, school culture, curriculum, assemblies and staff/pupil conduct)
- Pupil voice
- Parent workshops (including termly review of progress with HoS/DHT)
- Continue to develop curriculum resources and focus to ensure greater representation, equality and diversity. CW curriculum has started that supports reflection on acceptance of others in various contexts.

Progress we are making towards this objective: Resource Base established 2024 onwards and has developed considerably in terms of provision and staffing since.

**Objective 2:** To generate high expectations in all areas of school life whilst fostering a continuous enthusiasm for learning.

Why we have chosen this objective: This continues to be a focus for us; having made progress in previous years, we wish to fully embed this aspect of school culture in all areas of school life. We have huge aspirations for our pupils and recognise that they need motivation, support and challenge in order to engage and achieve their best.

To achieve this objective we plan to:

- Continue monitoring and analysis of behaviour data (incentives and sanctions)
- Conduct Learning walks centred on behaviour for learning.
- Provide ongoing support of staff in T&L and delivering the full curriculum.
- Continue to establish practices to check for understanding, adapt teaching and meet the needs of each individual.
- Conduct weekly celebration assemblies to encourage high level learning behaviour.
- Liaise with pupils via pupil parliament and class conversations, to ensure that children feel challenged and supported in their learning.

Progress we are making towards this objective: The Sutton Park way clearly spells out our whole school approach to personal development, including ensuring pupils are championed, challenged and supported to set high expectations of themselves and others. This goes hand in hand with building their sense of belonging, building trust and enabling children to share their future ambitions, recognising the contribution they can make to the local community and the wider society as they grow and mature.

**Objective 3:** To ensure that the staff and Academy Committee have a secure understanding of current legislation surrounding Equality, Diversity and Disability, enabling them to provide suitable challenge and support.

Why we have chosen this objective: It is vital that our Academy Committee are fully trained in this area and that they all understand legislation relating to this area. Staff have a greater understanding of this legislation; we will now focus on recognising what this looks like in the curriculum offer.

To achieve this objective we plan to:

- Share equality objectives with all staff.
- Develop Academy Committee training and development
- Carry out scheduled learning walks with AC representatives.
- Support all staff in developing understanding of what equality and diversity looks like in the curriculum and in all aspects of the school day.

Progress we are making towards this objective: All staff have completed Equality and Diversity training. Unconscious Bias training has been provided for all senior leaders.

**Objective 4:** To demonstrate an understanding of all life situations and ensure that the message of acceptance is clear across the wider school community.

Why we have chosen this objective: We have a duty to teach our children about diversity and difference. We feel strongly that our children need to understand that other families have similarities and differences from their own and that we must show tolerance and respect for all.

To achieve this objective we plan to ensure:

- Curriculum content and resources are representative of all the families we serve
- CW, PSHE curriculum encourages understanding and acceptance.

Progress we are making towards this objective: Our curriculum is more diverse than previously, allowing pupils to see themselves represented in the texts and subjects we study. Pupils have been praised for their demonstration of

tolerance and respect; they are developing a curiosity about each other that needs to be further developed and nurtured.

**Objective 5:** To promote a positive self-image in all children and to respect their individuality, providing for all pupils according to their needs.

Why we have chosen this objective: Sutton Park Primary serves a changing community. Our cohort now includes pupils from Hong Kong, Ukraine and West Africa. The percentages of disadvantaged pupils and pupils with SEND have increased significantly in the past 5 years – Disadvantaged 59% and SEND 35%, many of whom have complex needs. We welcome all pupils into our school and our core values - believe, inspire, achieve- underpin our hopes and aspirations for their futures.

To achieve this objective we plan to ensure:

- curriculum content and resources are representative of all the families we serve
- assemblies and reflection time have a strong focus on mental health and ensuring our children view themselves positively.
- support from outside agencies such as Compass and a strong Early Help model to support families with mental health difficulties
- an established pastoral team with mentoring provision.

Progress we are making towards this objective: Our pastoral team carry out regular mentoring sessions for pupils each week – systems for self-referral and work with parents are also established. Compass is a new partner this year; they offer family support and personalised support for individuals.

**Objective 6:** To ensure that the curriculum contains non-stereotypical images in order to overcome preconceived ideas of gender, ethnic origin, culture or religion.

Why we have chosen this objective: Representation of our community is a vital aspect of our provision. We want pupils to see, hear and read about children like themselves in the texts and areas we chose to study. As our school cohort is changing over time, it is essential that we remain aware of the changing picture of the community we serve. Focus on the wider curriculum allows us to carefully consider representation to ensure that stereotypes are challenged appropriately and overcome to reflect equality and diversity.

To achieve this objective we plan to:

- deliver staff training on representation, equality and diversity
- focus on resourcing that ensures representation
- monitor curriculum content closely
- gather pupil voice
- Deliver the PSHE curriculum

Progress we are making towards this objective: Our move to the PACT/SPP curriculum this academic year has provided the opportunity to review the texts we use and the specific areas of art, history and geography we study, ensuring that we link this with the communities and cultures specific to our children.

## 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.

