



# Equality Objectives and Review

December 2025

## Equality Objectives taken from Equality Policy December 2025

Make any reasonable adjustments and provide any auxiliary aids necessary to ensure the full inclusion of pupils with disabilities.

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The school will liaise with local religious leaders of all faiths to ensure support, inclusion and continuity for all

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The observation of inclusive teaching strategies is a key aspect of the SLT's annual programme of monitoring.

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Discussing equality issues as an agenda item for the school council.

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The school will ensure that all pupils are able to take part in extra-curricular activities and residential visits, and the school will monitor uptake of these visits to ensure no one is disadvantaged on the grounds of a protected characteristic.

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## Equality Objectives Review from December 2024 Policy

Objective	Lead	Update December 2025
<p>To improve the participation and engagement of different groups of parents and communities</p>	<p>SLT</p>	<ul style="list-style-type: none"> <li>• Despite many of our families living a considerable distance from the school, we have taken a proactive and flexible approach to improving engagement and participation across all parent and community groups.</li> <li>• We recognise that geographical distance can make in-person involvement challenging, so we have prioritised communication methods and opportunities that are accessible, inclusive and responsive to the needs of our diverse school community.</li> <li>• We have strengthened our communication by increasing the use of digital platforms, ensuring that parents can access information, updates and school events regardless of where they live. This includes the use of email, video calls, online meetings, and virtual parent consultations, which have allowed families who are unable to travel to remain fully informed and involved in their child's education.</li> <li>• To further support remote engagement, we have developed a more regular rhythm of communication through newsletters, social media updates and accessible school information posted on our website. These platforms enable parents to engage at a time that suits them, helping us reach families whose work, travel or childcare commitments might otherwise limit their involvement.</li> <li>• Where in-person attendance is necessary or beneficial, we have aimed to provide as much notice as possible and offered flexible meeting times to reduce barriers for families travelling long distances.</li> <li>• Staff also maintain close, personalised communication with families, ensuring that each parent has regular opportunities to ask questions, share views, and participate in decision-making that affects their child, particularly during the Annual Review process.</li> </ul>

		<ul style="list-style-type: none"> <li>• Through these combined approaches—digital inclusion, flexible communication, and ongoing personalised contact—we continue to promote strong participation and engagement from all parent groups, ensuring that distance does not prevent any family from being an active part of the school community.</li> </ul>
<p>To improve the knowledge, skills and attitudes to enable students to appreciate and value difference and diversity, e.g. increasing understanding between pupils from different faith communities</p>	<p>SLT</p>	<ul style="list-style-type: none"> <li>• To further strengthen students’ knowledge, skills and attitudes so they can appreciate, respect and value difference and diversity, our school has developed a rich programme of activities that promote understanding across a range of faiths, cultures and identities.</li> <li>• Each week, we host <i>Friday Festivals</i> that spotlight a particular faith, cultural tradition or celebration from around the world. These sessions give students regular opportunities to explore beliefs, rituals and customs different from their own, fostering curiosity, respect and understanding. By embedding these events into our weekly routine, we ensure that learning about diversity is ongoing, meaningful and fully integrated into school life.</li> <li>• We also maintain a <i>Faith Focus</i> display board that changes each month. This visual resource highlights key information, festivals, symbols, and traditions associated with a selected faith, helping to reinforce knowledge and celebrate the richness of different communities.</li> <li>• We actively build strong connections with our local faith leaders. Our local vicar serves as a trustee, providing valuable insight and representation from the Christian community within our governance. Additionally, we are currently seeking a local Imam to join us in a community support role. This will strengthen our provision for Muslim students and ensure their voices, needs and experiences are reflected in our wider school ethos.</li> <li>• Our assemblies and RE lessons play a central role in developing pupils’ understanding of</li> </ul>

		<p>faith, inclusion and diversity. We use them to explore significant religious festivals, faith-based values, ethical issues, and current events affecting different faith communities. These sessions encourage students to think critically, ask questions and appreciate the varied experiences of people around them</p>
<p>To improve the attendance of pupils from various groups particularly pupil premium students</p>	<p>SLT</p>	<ul style="list-style-type: none"> <li>• We continue to prioritise improving attendance across all student groups, with a strong focus on pupils eligible for pupil premium funding. Our approach combines proactive communication with families, targeted pastoral support, and measures that ensure all pupils feel fully included in the life of the school.</li> <li>• To support improved attendance, we regularly send letters home to parents and carers, including reminders about attendance expectations on half-day Fridays at the end of term. These letters outline the importance of pupils attending school for the full duration of the school day and reinforce that pupils should still attend <i>before or after</i> medical appointments wherever possible, rather than being absent for the entire day.</li> <li>• Pastoral support plays a key role in our attendance strategy. Students who show patterns of absence are invited to meet with a member of the pastoral team to discuss possible reasons for their non-attendance and to identify any barriers they may be facing. Each student is supported in building a relationship with a trusted adult in school, ensuring they always have someone to talk to. Our dedicated pastoral team provides ongoing check-ins, mentoring, and bespoke interventions aimed at re-engaging pupils and addressing any emerging concerns early.</li> <li>• Pupil premium students receive additional support to ensure that attendance barriers—whether practical, emotional or financial—are reduced. This includes assistance towards the cost of school trips, helping to ensure all pupils feel included and able to take part in enriching experiences alongside their peers.</li> </ul>

		<ul style="list-style-type: none"> <li>• Where needed, we also provide uniform and PE kit to ensure every child feels part of the school community and confident in their appearance, promoting a stronger sense of belonging.</li> <li>• Through this combined approach—clear communication, pastoral care, inclusive provision and financial support—we aim to ensure that all pupils, and particularly those from vulnerable or disadvantaged groups, attend school regularly and feel valued as full members of our community.</li> </ul>
<p>To increase the participation of protected characteristic groups in school activities</p>	<p>SLT</p>	<ul style="list-style-type: none"> <li>• We are strongly committed to ensuring that all students, especially those belonging to protected characteristic groups, are fully included in every aspect of school life. Our approach focuses not only on widening participation but also on promoting equity, ensuring that every student has the support, visibility, and opportunities they need to thrive.</li> <li>• We actively prioritise inclusion by removing participation barriers, adapting activities where necessary, and ensuring that all students feel valued, safe, and represented. This commitment is embedded throughout daily practice, including assemblies, PSHCE lessons, enrichment opportunities, and leadership structures.</li> <li>• A key element of our strategy is the use of representative role models. We invite external speakers from a wide variety of backgrounds, lived experiences, and protected characteristic groups to speak with our students. They share stories relating to disability, identity, inclusion, and overcoming challenges. These sessions help students to develop empathy, understanding, and respect, while also seeing themselves—and their communities—reflected in positions of influence.</li> <li>• Our PSHCE curriculum and whole-school assemblies play a central role in promoting equity. These sessions explicitly address protected characteristics, equality law, respectful relationships, and the recognition of difference. We ensure that the topics, resources</li> </ul>

		<p>and discussions promote fairness and challenge stereotypes, celebrating the individuality and strengths of all our students.</p> <ul style="list-style-type: none"> <li>• We also make effective use of the diversity within our Heads of Houses team, who each bring unique perspectives and identities. Through workshops, mentoring activities and leadership initiatives, they demonstrate the importance of representation and inclusivity. Their work reinforces the message that everyone belongs, that difference is valued, and that all students are encouraged to take part in school life—academically, socially, and personally.</li> <li>• Through these combined efforts, we aim not only to increase participation but to cultivate a whole-school culture where every voice is heard, every identity is respected, and every student feels empowered to take part in the full life of the school.</li> </ul>
<p>To provide appropriate and early pastoral interventions for students to promote positive behaviour and inclusion, especially for those groups over-represented in behaviour data</p>	<p>SLT</p>	<ul style="list-style-type: none"> <li>• A core strength of our provision is our dedicated behaviour and pastoral team, who play a vital role in supporting students' wellbeing and ensuring that concerns are addressed promptly. The team delivers a wide range of evidence-informed interventions, including protective behaviour sessions, small-group work, and bespoke mentoring. These sessions enable students to develop self-regulation, resilience, and strategies for managing challenges in a safe, supportive environment.</li> <li>• We also benefit from a dedicated school counsellor who works with a selected group of students on a weekly basis. Students are identified through our fortnightly DSP (Designated Safeguarding and Pastoral) meetings, where pastoral and safeguarding staff review emerging needs, discuss patterns in behaviour or wellbeing, and ensure that support pathways are implemented without delay. This systematic approach ensures timely referrals and consistency in the support offered to our most vulnerable learners.</li> </ul>

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|  |  | <ul style="list-style-type: none"><li>• Through the combined efforts of the pastoral team, behaviour specialists, and school counsellor, we are committed to reducing disproportionality within behaviour data and ensuring that every student, regardless of background or need, feels included, supported, and able to thrive.</li></ul> |
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