

Coomb Briggs Primary Academy - Equality Objectives 2025/26

Introduction

Our Equality Objectives have been developed in line with the *Equality Act 2010* and Wellspring Academy Trust's Equality Statement, Policy and Objectives. These objectives are part of our commitment to promoting equality and providing an inclusive school.

Objectives - progress detailed to date and evaluated.

	<u>Objective</u>	<u>Reason</u>	<u>How</u>	<u>Who</u>	<u>When</u>	<u>Progress</u>
1.	To advance equality opportunities.	To identify any potential inequality, demonstrating that the school is attempting to eliminate discrimination and advance equality	<p>Monitor and analyse pupil achievement data by gender, disability, race and socio-economic background and implement targeted interventions to close any gap.</p> <p>Reply to the Trust's Equal Opportunities Monitoring Form, identifying any areas of potential inequality and report to the Governing Body with the findings</p>	SLT/all staff	Every half term	<p>To implement and maintain a robust pupil premium tracker, attendance tracker and intervention tracker in school.</p> <p>Promotion of a variety of role models addressed throughout the staff profile and flexible approach to working patterns and child care.</p>
2.	'Usualise' the presence of people with disabilities, different races, religions and gender within our curriculum to	To ensure our school community is exposed to and understands a variety of communities to promote mutual	Proactively monitor, report and respond to all incidents of bullying and the use of discriminatory language. Implement robust policies and training to ensure staff receive ongoing training to eliminate discrimination, harassment and victimisation.	SLT/all staff	Ongoing	<p>Log all incidents on CPOMs follow with actions.</p> <p>Policies on the website, read and signed by staff. Implementation of a staff training plan.</p>

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	ensure representation across all 9 Protected Characteristics.	respect and tolerance.				
3.	Aim to develop a diverse staff team which includes staff of different genders, races, backgrounds and abilities.	To ensure staff team is as representative of school community as is possible	<p>To promote understanding and mutual respect by encouraging interactions.</p> <p>Ensure recruitment processes are transparent, full and fair.</p> <p>To celebrate diversity among all members of the school community.</p>	SLT/all staff	Ongoing	<p>Widen cultural knowledge in the school setting through diverse books in classrooms and visitors into school.</p> <p>Celebration assemblies, golden ticket winners for lunch, use of dojos.</p>
4.	Promote 'actualising' of the 9 Protected Characteristics through a rigorous programme of study both through texts and in assemblies.	To ensure that our school community recognises people of all different backgrounds are equal and can succeed. To ensure that children	<p>Teach the children about discriminatory language and terms and the impact these have on others, through the PSHE and RSHE curriculum.</p> <p>Pastoral support is offered to children who require further support.</p>	SLT/all staff	Ongoing	<p>Pupils are taught the discriminatory terms and impact these have on others.</p> <p>Pastoral support is provided and thread through assemblies.</p>

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		understand the history of important key figures that have helped shape the LGBTQ+ community.	Use Assembly times to reference spiritual, moral, social and cultural themes and provide time for pupils to reflect on these Resource the school with stories from other cultures and to ensure that children's home lives and familiar things are represented in school activities such as home corners and imaginative play Develop a programme of visitors organised for assemblies to share different faiths and cultures. Further embed the school communities' understanding of cultural differences.			<p>A variety of English texts are mapped and woven through the curriculum that have a variety of authors.</p> <p>Texts within our reading corners in the classroom also demonstrate people of a variety of faiths, regions, races and families to ensure our children see a wide variety of representation.</p> <p>A variety of different historical figure studies are woven into the curriculum to ensure that children have exposure to different people throughout world and British history.</p>
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