



# St Paul's Church of England Academy

## Equality Objectives

2026-2030

### School Vision

“To create a Christian school which **ignites a thirst for knowledge** in every individual, **where curiosity and talent are cultivated**, and children are **empowered** to channel their **love of learning** to achieve their God-given potential.”

Persevere   Respect   Forgive   Honest   Serve   Thanks

### Public Sector Equality Duty

The Equality Act 2010 requires us to publish information that demonstrates 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 whole school vision is based on this premise. We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. We are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, irrespective of race, gender, disability, belief, religion or socio-economic background.

It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups. Our approach to equality is based on the following key principles:

1. All learners are of equal value
2. We recognise and respect differences
3. We foster positive attitudes and relationships and a shared sense of cohesion and belonging.
4. We observe good equalities practice in staff recruitment, retention and development.
5. We aim to reduce and remove inequalities and barriers that already exist.
6. We have the highest expectations of all our children.

Link to Public Sector Equality Duty	Protected characteristic	Aim:	Objective:	Target group(s):	Action:	Midterm progress January 28	Who's responsible ?	From and to:	Milestone / progress:
Eliminating discrimination	Race, Disability, Gender	To ensure a safe, inclusive environment where discrimination is actively prevented and challenged.	Reduce and prevent discriminatory behaviour and close gaps in experience between groups.	KS 2 pupils	Deliver PSHE lessons and assemblies on respect and diversity; staff training on responding to incidents	Sept 2025 - July 2026	Co-HTs PSHE Lead	Behaviour logs, safeguarding reports, pupil voice surveys, attendance data.	Reduction in incidents; pupils feel safe; no gaps between groups.
Advancing equality of opportunity	(FSM), SEND	Remove barriers to learning, participation and achievement	Close gaps in attainment, progress and participation	Disadvantaged pupils (PP)	Targeted interventions; high-quality adaptive teaching; regular progress tracking	English Lead, Class Teachers	Sept 2025 - July 2026	Gaps diminish; increased participation; positive pupil voice	Gap reduced from 18% to 10% by Jan 28
Fostering good relations	Religion, Ethnicity	Build a respectful, cohesive school community	Increase understanding and positive interaction between groups	Whole school	Curriculum enrichment; themed weeks; visitors and workshops	SLT, Curriculum Leads	Sept 25 - July 26	Behaviour logs, pupil voice, participation rates, curriculum monitoring	Respectful behaviour; increased participation; fewer incidents

Advancing equality of opportunity	Gender, Disability, Ethnicity	Reduce and remove inequalities and barriers that may exist	Close attainment gaps between identified groups	Disadvantaged, SEND, minority groups	Targeted interventions; adaptive teaching; termly data analysis	Assessment Lead, Teachers	Sept 2025 - July 2026	Data shows narrowing attainment gaps	Reading gap reduced; SEND progress increased
Advancing equality of opportunity	All characteristics	To uphold the highest expectations for all pupils, regardless of background or need	All pupils make strong progress from their individual starting points	All pupils	Deliver high-quality, adaptive teaching; maintain consistently high expectations; embed effective feedback practices	SLT, Teachers	Sept 2025 - July 2026	Lesson observations demonstrate consistent high-quality teaching; pupil progress data shows strong outcomes	Monitoring indicates improved consistency in teaching and positive progress trends across year groups
Eliminating discrimination and advancing equality of opportunity	Age, Gender, Ethnicity, Disability	To ensure fair and inclusive practice in staff recruitment, retention, and professional development	Promote equitable and inclusive employment practices across the school	Staff and prospective applicants	Monitor equality in recruitment; ensure equitable access to CPD; implement inclusive HR policies	Headteacher, Governors	Sept 2025 - July 2026	Recruitment data reflects increased diversity; equitable access to CPD opportunities	Recruitment procedures reviewed; staff survey indicates positive perceptions of fairness and inclusion
Eliminate discrimination, advance equality of opportunity, and foster good relations by removing barriers to access within	Disability	To ensure equality of access to the school environment for all members of the school community.	To improve the accessibility of the school site so that pupils, staff, parents and visitors with physical disabilities or mobility needs can	Pupils with SEND/physical disabilities; staff; parents/carers; visitors with mobility needs	Conduct full site accessibility audit (entrances, classrooms, toilets, playgrounds, shared spaces)  Identify and prioritise removal of physical	Operations manager and Co-HTs	Ramp to be installed Summer 2026  September 2025 - July 2028	Accessibility audit completed with action plan  Short-term adjustments implemented within year 1	No individual prevented from accessing key areas  Positive stakeholder feedback

the physical environment.			fully participate in school life.		barriers (ramps, handrails, signage, pathways, door access)  Ensure inclusive design in all new developments/refurbishments  Implement reasonable adjustments (e.g. adapted furniture, room allocation)  Work with Trust and external partners to plan and fund improvements				
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