



EQUALITY PRINCIPLES & OBJECTIVES

SEPT 2024 - 2028

Please read in conjunction with our Equal Opportunities Policy

Equality Objectives

(To be reviewed and published every 4 years – next review Sept 2028)

Objective	Why we have chosen this objective	To achieve this objective we plan to	Progress we are making towards this objective
1. Comparably high academic achievement and other student outcomes for all students	Data reveals variation in outcomes across different groups of students (e.g. SEND, disadvantaged, EAL).	Track attainment data for all key groups; tailor intervention strategies accordingly; use pupil progress meetings to address gaps; regularly review data through SLT and Governor monitoring.	All key pupil groups monitored termly; targeted interventions implemented; improving parity in progress and attainment; SEND and Pupil Premium leads report termly.
2. Equitable access and inclusion of all students in quality education	Not all students currently access extracurricular or enrichment opportunities equally.	Audit participation in clubs, trips, and enrichment; subsidise or adjust offers where needed; promote inclusive curriculum access for all learners.	Participation data shows broader engagement across groups; funded opportunities in place for vulnerable pupils; curriculum adapted for all learners.
3. Equitable treatment of all students by educators and peers	Behaviour logs and pupil voice feedback show need for improved peer relationships and staff awareness.	Deliver regular CPD on unconscious bias and inclusive practices; use PSHE and assemblies to embed respectful behaviour; monitor behaviour data for disproportionality.	Positive behaviour support strategies in place; clear anti-bullying processes followed; staff trained annually on equality and inclusion.
4. Equitable opportunity to	Students with SEND and other barriers	Use of Assess-Plan-Do-Review cycle;	Improved staff confidence

learn for all students, regardless of their backgrounds and abilities	may not consistently access high-quality first teaching.	implement QFT strategies in all lessons; personalise support plans and use adaptive teaching; regular staff training.	through training; observed increased engagement from target groups; interventions such as Lego Therapy and ELSA embedded.
5. Equitable resources for all students, schools and communities	There are disparities in access to specialist services, resources, and funding across schools in the Federation.	Monitor allocation of funding (e.g. PP, SEND, catch-up); ensure equitable staff deployment and CPD access; work in collaboration to share resources.	Cross-Federation collaboration increased; equitable access to SEND support; centralised systems for tracking resourcing impact being embedded.

Five principles of equity in education are:

- Comparably high academic achievement and other student outcomes for all students¹
- Equitable access and inclusion of all students in quality education¹
- Equitable treatment of all students by educators and peers¹
- Equitable opportunity to learn for all students, regardless of their backgrounds and abilities¹
- Equitable resources for all students, schools and communities

Our schools are proud to support the five principles of equitable education.

Link to the Equality Act Advice from the DfE 2010

[Equality Act Advice Final.pdf \(publishing.service.gov.uk\)](#)