



Equality Objectives Statement

Background

(1) A public authority must, in the exercise of its functions, have due regard to the need to—

(a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;

(b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;

(c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

(2) A person who is not a public authority but who exercises public functions must, in the exercise of those functions, have due regard to the matters mentioned in subsection (1).

(3) Having due regard to the need to advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it involves having due regard, in particular, to the need to—

(a) remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic;

(b) take steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it;

(c) encourage persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.

(4) The steps involved in meeting the needs of disabled persons that are different from the needs of persons who are not disabled include, in particular, steps to take account of disabled persons' disabilities.

(5) Having due regard to the need to foster good relations between persons who share a relevant protected characteristic and persons who do not share it involves having due regard, in particular, to the need to—

(a) tackle prejudice, and

(b) promote understanding.

(6) Compliance with the duties in this section may involve treating some persons more favourably than others; but that is not to be taken as permitting conduct that would otherwise be prohibited by or under this Act.

(7) The relevant protected characteristics are—

- age;
- disability;
- gender reassignment;
- pregnancy and maternity;
- race;
- religion or belief;
- sex;
- sexual orientation.

Schools must publish information relating to persons who share a relevant protected characteristic who are affected by their policies and practices. However, data about employees will not need to be published where a public authority has fewer than 150 employees. This means that for the great majority of schools, only pupil-related data will need to be published. Schools are not required to collect any statistical data which they do not already collect routinely.

Information which demonstrates how we are complying with the Public Sector Equality Duty for our Pupils and our People (*Annual review of information*)

Age

- All staff support families to improve their attendance, alongside a dedicated attendance team.
- In Nursery and Reception there is a focussed programme on addressing children's social and emotional needs with particular attention given to prepare children for the year 1 curriculum.
- In Year 1 there is a focused transition programme between Reception and Year 1 with continuation of continual provision.

- Year 6 children (Aged 10 and 11) are prepared for secondary transition through partnership working with secondary schools and through the school PSHE/curriculum

Disability

- To support the need of pupils with disabilities (Physical, emotional and social), the whole staff body takes part in CPD organised by the Head Teacher SENDCO and Family, Support Team.
- Children with ADHD have tailored support plans in place and 1:1 adult support to meet needs if required. Plans are formulated in conjunction with outside agencies and professionals.
- Children with an ASC diagnosis receive targeted support through recommendations from external professionals including the school EP.
- Designated adults, safe spaces and reduced timetables are in place where necessary and reviewed regularly with parents and SENDCO
- Children who are wheelchair users are risk assessed and provision is in place in classrooms and shared areas for easy access and inclusivity.
- Hearing Impaired children have 1:1 support. The SENDCO has regular meetings with the LA hearing impaired team.
- Children with S&L and communication needs have regular planned support overseen by SENDCO and follow programmes from the Speech and language Team and the Complex Communication Team
- Children with a disability have equal access to trips and visits - pre-visits are in place alongside a supportive risk assessment.
- Children have access to Learning Mentor support.
- Children have access to disabled toilets.

Gender re-assignment

All adults working in school have a duty of care towards all students. Transgender children may be vulnerable due to their personal circumstances. They have the same rights as all children to learn while feeling safe and to be free from bullying, harassment and discrimination.

- We provide access to education through our PHSE curriculum, about real people who challenge gender stereotypes
- We encourage both boys and girls to participate in non-stereotypical activities/ sports/subject choices

Marriage and Civil Partnership

- Within our PSHE curriculum pupils have an opportunity to cover sex and relationships
- As part of the school community and the PSHE curriculum, we acknowledge and include same sex relationships e.g. through stories/books.
- The school uses terminology to best address the person a child lives with e.g. adults/carers when communicating with home.
- As part of induction meetings, preferred titles are discussed.

Pregnancy & Maternity

- Our SRE programme in KS2 covers consent, sex and healthy relationships.
- KS1 cover animal birth and stages of human life (baby, toddler, adult)
- In year 5 & 6 Children learn about puberty, human conception, pregnancy and birth.

- In year 3 & 4 children cover inherited biological characteristics.

Race

- We ensure diverse texts are used across the curriculum and in the library – this is specific to our multi cultural heritage.
- We ensure our curriculum includes our community.
- Through Assemblies and PSHE we recognise that our community is made up of different cultures and races and everyone is welcome.
- We ensure that children see themselves reflected in their curriculum through pictures, stories and texts.

Religion or Belief

- We follow the new Coventry RE agreed Syllabus
- We teach a variety of different festivals from different faiths within day to day school life, assemblies and the curriculum
- We use Picture News and Newsround to enable pupils to discuss world affairs from the news where this may relate to religion or beliefs.
- We make provision for children to be able to express and celebrate their culture and religion through e.g. clothing and religious observance.

Sex

- We challenge gender stereotypes.
- We provide equal opportunities for all children through the curriculum, through sporting activities and signposting externally where necessary.

Sexual Orientation

- We allow children to wear uniform they feel most comfortable in, regardless of perceived gender.
- Through PSHE we ensure we have open and inclusive conversations with children and also with parents.
- We model and challenge children to use the correct LGBTQ+ terminology in an accurate and respectful way.

Objectives and Priorities 2026

Objective	Actions
Use performance data effectively to identify and respond to variations in attainment and achievement between children who may be affected by discrimination and a lack of equal opportunity and who could therefore be described as vulnerable.	Data is analysed to ensure high quality provision and early intervention for vulnerable children and families. All children have access to school trips and experiences regardless of background.
Ensure pupils see reflections of themselves, and celebrate gender, sexual and cultural diversity in the review and revision of our curriculum.	Review and revise the curriculum to ensure children's heritage is reflected within it. Ensure texts are diverse.
Increase staff understanding of equality and its implications on a day to day basis. Reduce or remove inequalities at school particularly where inequalities relate to protected characteristics.	Staff CPD – PSHE and SEND Staff have a clear understanding of protected characteristics as reflected in the PSHE curriculum.
To increase attendance percentage of pupils who are persistently absent.	Attendance procedures have been reviewed and the family support team are actively involved in attendance with all families. Attendance to be monitored each week and rapid contact made with families. Parent contracts are set up quickly where necessary.

Monitoring and Review

These objectives will be reviewed annually and updated at least every four years. Information will be published annually on the school website.