



Excalibur Academies Trust
Equality Information and
Objectives Policy

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Date	Page	Change	Origin of Change
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1. Aims

1.1 Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

1.1.1 Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010

1.1.2 Advance equality of opportunity between people who share a protected characteristic and people who do not share it

1.1.3 Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

1.1.4 Publish equality objectives that the school has identified as priorities

2. Legislation and guidance:

2.1 This document meets the requirements under the following legislation:

2.1.1 The Equality Act 2010, which introduced the Public Sector Equality Duty and protects people from discrimination

2.1.2 The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

2.1.3 This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools.

3. Roles and Responsibilities

3.1 The Academy Committee will:

3.1.1 Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents/carers

3.1.2 Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years

3.1.3 Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Principal

3.2 The Principal will:

3.2.1 Promote knowledge and understanding of the equality objectives among staff and pupils

3.2.2 Monitor success in achieving the objectives and report back to governors

3.3 The designated member of staff for equality will:

3.3.1 Support the principal in promoting knowledge and understanding of the equality objectives among staff and pupils



3.3.2 Support the principal in identifying any staff training needs, and deliver training as necessary

3.4 All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. Eliminating Discrimination

4.1 The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

4.2 Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

4.3 Staff and governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

4.4 All staff receive training on school's Equality Act duties on a regular basis.

4.5 The school has a designated member of staff for monitoring equality issues. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

5. Advancing equality of opportunity

5.1 As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

5.1.1 Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)

5.1.2 Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)

5.1.3 Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

5.2 In fulfilling this aspect of the duty, the school will:

5.2.1 Publish attainment/progress data each academic year showing how pupils with different characteristics are performing

5.2.2 Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information

5.2.3 Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)

5.2.4 Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

6. Fostering good relations



- 6.1 The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:
- 6.1.1 Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
 - 6.1.2 Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
 - 6.1.3 Working with our local community. This includes for example, inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
 - 6.1.4 Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
 - 6.1.5 We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

7. Equality considerations in decision-making

- 7.1 The school ensures it has due regard to equality considerations whenever significant decisions are made.
- 7.2 The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:
- 7.2.1 Cuts across any religious holidays
 - 7.2.2 Is accessible to pupils with disabilities
 - 7.2.3 Has equivalent facilities for boys and girls
- 7.3 The school will complete the Equality Impact Assessment Form (Appendix 1) to demonstrate that we have actively considered our equality duties and asked ourselves relevant questions. The school uses specialist software (Evolve) when planning trips and activities. The completion of the Equality Impact Assessment Form will be noted during this process and reflected in the risk assessment. If the potential for a negative impact is identified, it will be escalated to a senior leader for discussion.

8. Equality objectives November 2025-2028

OBJECTIVE 1: Improve the progress and attendance of children who have/have had a social worker or who have been looked after

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| <ul style="list-style-type: none">• Compile a tracking document of all children who have had social care involvement and review their attendance and attainment.• Liaise with teachers, phase leaders and the SENCO to formulate strategies that will increase their attendance or progress. |
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Progress to date

- A tracking document is in place, with attendance and attainment is monitored termly.
- Strategies such as first response calling, collecting children from their homes and whole school rewards to improve attendance. (See obj 3 below)
- Mrs Robison, our ELSA, checks in with all children who have a social worker termly to ensure emerging issues are dealt with quickly.

OBJECTIVE 2: Narrow the gap between disadvantaged (Pupil Premium) and non-disadvantaged children in attainment and progress.

Advancing equality of opportunity:

- Ensure all teachers are aware of the PP children in their class and regularly review their progress through learning walks and book-looks.
- Provide catch-up interventions that are aimed at supporting PP children who are working below expected level.

Progress to date:

- Data mtgs are held termly to review progress of disadvantage pupils termly.
- Catch up interventions as Fresh start, 2-minute Maths and Accelerated reader are in place.
- Disadvantaged pupils are now a key focus in pupil voice, book-looks and learning walks.

Obj. 3: Improve attendance for pupils with special educational needs or emotional vulnerability

- Hold termly meetings between the Attendance Lead and the SENCO to look at attendance of vulnerable children and plan next steps for those whose attendance is low.
- Support improved attendance of pupils with medical needs by liaising closely with hospital teams and the child's family.
- Use motivational animals (Attendance Octopus and Punctuality Pup) to incentivise children to attend school more regularly.
- Share attendance with parents daily through the MCAS app.
- Use targeted attendance meetings or TAC plans to support families to improve attendance, looking for individualised ways to help.
- Liaise with external professionals such as the Educational Psychology team to support pupils at risk of low attendance

Progress to date

- Termly attendance mtgs between Attendance officer and SENCO take place. Next step actions follow the graduated response approach in the attendance policy. Actions have involved the use of home visits, parent meetings and notice to improve fine letters.
- Liaison with several outside agencies to coordinate a robust personalised approach. For example, there are meetings three times a year with the EWO. The Educational Psychologist has reviewed one pupil with chronically low attendance. A Family Service referral has been made for another child due to their low attendance.
- Children have given positive feedback on the new attendance animals and are motivated by winning them.
- 'Attendance over 95%' letters have been sent to parents.
- School Nurse referrals are being made in term 4 to support two families of children with low attendance.



Objective 4: To provide early pastoral intervention for students to promote inclusion and positive behaviour, especially targeting groups who are over-represented in behaviour incidents (such as white British boys and pupils with special educational needs)

- Full-time ELSA to operate an open-door policy to ensure all children can seek emotional support when they need it.
- 1:1 ELSA support for targeted pupils.
- Traded service order purchased from Assistant Educational Psychology team to provide additional 1:1 session for targeted pupils.
- Lego therapy and friendship skills group starts in September 2025.
- Evaluate selection of students who receive pastoral support to ensure their additional vulnerabilities are being considered. Explore gaps in disadvantaged groups who have received less pastoral support and consider reasons why.

Progress to date

- On average, about 100 children per term are receiving support from the ELSA in a variety of ways, such as direct 1:1 work, check-ins, lunchtime provision or groupwork.
- The Assistant Educational Psychologist is seeing 3 pupils per term, and the Be U practitioner is seeing 2 pupils per term (on average).
- There has been a complete cycle of Lego therapy. The SATS anxiety group begins soon.

Objective 5: To promote inclusion and harmony between pupils and families from different cultural backgrounds

- Welcome tour for all families, liaising with the local Harbour Project to support asylum-seeking families.
- Create a team of 'Welcome Ambassadors' from different cultures who can support on school tours and with buddying new pupils.
- Translation tool on school website.
- Plan for a Cultural Day at school to celebrate diversity.
- Update 'where we are from?' board at school with new photos and facts, to broaden knowledge amongst pupils of the school's multicultural profile.
- Meeting between class teacher and any new families within three weeks of arrival.

Progress to date

- School website has a translation tool to enable access to all published school parent documents.
- Where are we from? display board is regularly updated, particularly with in year mobility of pupils from other cultures.

9. Monitoring arrangements

This policy will be updated annually with details of how the school will comply with the public sector equality duty. The equality objectives in this policy will be updated at least every 4 years.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Special Educational Needs and Disability Policy



APPENDIX I Equality Impact Assessment Form



Equality Group	Positive Impact	Negative Impact	Escalation Required
Age			
Disability			
Race (including colour, nationality, ethnic or national origin)			
Gender Reassignment			
Religion/Belief			
Sex			
Sexual Orientation			
Pregnancy/Maternity			
Marriage/Civil Partnership			