



## Ivingswood Academy Equality Objectives 2026-2029

In carrying out their functions public bodies are required to have 'due regard' when making decisions and developing policies, to the need to:

- Eliminate discrimination, harassment, victimisation and other conduct that is 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 across all protected characteristics – between people who share a protected characteristic and people who do not share it
- Having due regard to the need to advance equality of opportunity is defined further in the Equality Act 2010 as having due regard to the need to: disadvantages
- Take steps to meet different needs
- Encourage participation when it is disproportionately low.

Objective	Success Criteria	Actions	Monitoring
Eliminate discrimination and bullying related to protected characteristics such as racism	<ul style="list-style-type: none"> <li>• Zero tolerance approach to prejudice-based bullying is clearly communicated and consistently applied</li> <li>• Annual reduction in recorded incidents of prejudice-based bullying</li> <li>• 100% of staff complete annual training on preventing and responding to prejudice-based bullying</li> <li>• Pupil voice surveys (conducted annually) show that at least 90% of pupils feel safe at school and know how to report concerns</li> <li>• All incidents of prejudice-based bullying are recorded with protected characteristic identified, investigated promptly, and appropriate action taken</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct an annual audit of behaviour and bullying incidents, analysing data by protected characteristic (particularly disability, race, religion, sex, and sexual orientation) to identify patterns and trends</li> <li>• Deliver age-appropriate anti-bullying education through PSHE curriculum that specifically addresses prejudice-based bullying (including racist, homophobic, transphobic, disablist and sexist bullying)</li> <li>• Train all staff annually on recognising and responding to prejudice-based bullying, including appropriate recording and intervention strategies</li> <li>• Ensure pupils understand how to report bullying incidents, including anonymous reporting options</li> <li>• Engage with pupils through school council and pupil voice activities to understand their experiences and perceptions of bullying</li> </ul>	<ul style="list-style-type: none"> <li>• Termly review of behaviour logs by headteacher and linked LAC member</li> <li>• Annual report to LAC on bullying incidents, trends and interventions</li> <li>• Annual pupil and parent surveys on safety and inclusion</li> </ul>

<p>Advance racial equality and ensure an anti-racist, culturally inclusive curriculum</p>	<ul style="list-style-type: none"> <li>• Curriculum audit completed by July 2027 with action plan implemented by July 2028</li> <li>• Teachers can identify where diversity is represented in their subject area</li> <li>• Library audit shows books feature ethnically diverse characters by July 2028</li> <li>• Pupil voice surveys show that at least 90% of pupils from all ethnic backgrounds feel represented in the curriculum</li> <li>• Zero attainment gaps between ethnic groups (or clear action plan to address any identified gaps)</li> <li>• All racist incidents are recorded, investigated and appropriate action taken</li> <li>• Annual reduction in racist incidents</li> <li>• Staff receive training on anti-racist education and culturally responsive teaching by July 2027</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct a comprehensive curriculum audit by July 2027 to identify where diverse voices, histories and cultures are represented across all subjects (not just RE and PSHE)</li> <li>• Develop and implement an action plan to embed diverse representation throughout the curriculum, including: <ul style="list-style-type: none"> <li>○ Texts and authors from diverse backgrounds in English/reading</li> <li>○ Historical figures and perspectives from different cultures in history and humanities</li> <li>○ Visual resources and displays that reflect diversity</li> <li>○ Examples and contexts in mathematics and science that represent diverse cultures</li> </ul> </li> <li>• Deliver age-appropriate anti-racism education through PSHE curriculum, including understanding of different forms of racism, the impact of racism, and how to be an active ally</li> <li>• Ensure library resources reflect diversity, with at least 30% of books featuring characters from ethnically diverse backgrounds by July 2028</li> <li>• Create opportunities for pupils to learn about and celebrate different cultures through assemblies, cultural awareness days, and community partnerships</li> <li>• Monitor and analyse attainment data by ethnicity annually to identify and address any gaps</li> <li>• Record and respond to all racist incidents, reporting annually to LAC</li> </ul>	<ul style="list-style-type: none"> <li>• Annual curriculum review by subject leaders and headteacher</li> <li>• Termly analysis of attainment data by ethnicity</li> <li>• Annual pupil voice surveys on curriculum representation and inclusion</li> <li>• Termly review of racist incident logs by headteacher and equality link LAC member</li> <li>• Annual report to LAC on progress against this objective</li> </ul>
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<p>Close attainment gaps for pupils with SEND and disadvantaged pupils</p>	<ul style="list-style-type: none"> <li>• Attainment gaps between SEND/disadvantaged pupils and their peers reduce year-on-year</li> <li>• At least 85% of pupils with SEND make expected or better progress from their starting points</li> <li>• At least 85% of disadvantaged pupils make expected or better progress from their starting points</li> <li>• Teachers receive ongoing training on inclusive teaching practices</li> <li>• Participation rates in enrichment activities are proportionate across all groups (no underrepresentation of SEND or disadvantaged pupils)</li> <li>• Pupil Premium strategy is reviewed annually and demonstrates clear impact</li> </ul>	<ul style="list-style-type: none"> <li>• Analyse pupil attainment and progress data termly, identifying gaps between: <ul style="list-style-type: none"> <li>○ Pupils with SEND and those without SEND</li> <li>○ Disadvantaged pupils and non-disadvantaged pupils</li> <li>○ Intersectional groups (e.g., disadvantaged pupils with SEND)</li> </ul> </li> <li>• Implement targeted interventions based on data analysis, with clear entry/exit criteria and impact measures</li> <li>• Ensure Quality First Teaching meets the needs of all learners through: <ul style="list-style-type: none"> <li>○ Regular CPD on adaptation of learning and inclusive teaching strategies</li> <li>○ Learning walks and lesson observations with equality focus</li> <li>○ Sharing of effective practice across the school</li> </ul> </li> <li>• Review and strengthen provision for pupils with SEND, ensuring: <ul style="list-style-type: none"> <li>○ High-quality, personalised support plans</li> <li>○ Effective deployment of teaching assistants</li> <li>○ Regular review meetings with parents/carers</li> <li>○ Appropriate use of Pupil Premium funding to support disadvantaged pupils</li> </ul> </li> <li>• Monitor participation of SEND and disadvantaged pupils in enrichment activities, removing barriers to access where identified</li> </ul>	<ul style="list-style-type: none"> <li>• Termly pupil progress meetings analyse data by protected characteristic and disadvantage</li> <li>• Half-termly intervention reviews track impact</li> <li>• Annual review of SEND provision and Pupil Premium strategy</li> <li>• Termly report to LAC on progress and attainment gaps</li> <li>• Annual parent/carers surveys on satisfaction with SEND provision and support</li> </ul>
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