



## Seend School Equality Objectives 2025-2026



Objective 1	Key actions	Timeframe	Responsible
<p>Promotion of cultural understanding and awareness of different religious beliefs between different ethnic groups, through a broad and balanced curriculum and effective PSHE delivery.</p>	<ul style="list-style-type: none"> <li>• Implement PSHE/RSE scheme across the school, including whole school assemblies.                             <ul style="list-style-type: none"> <li>• Implementations of RE scheme.</li> </ul> </li> <li>• Organise visits overview to include other cultural places.</li> <li>• Mark and educate children on different religious celebrations and their significance.</li> <li>• Continue to teach British Values through assemblies and curriculum links.</li> </ul>	<p>September 2025 – July 2026</p>	<p>All Staff</p>
Objective 2	Key actions	Timeframe	Responsible
<p>To ensure that there is proportional representation of diverse groups, for example through literature and images.</p>	<ul style="list-style-type: none"> <li>• Continue to celebrate diversity in temporary and permanent displays.</li> <li>• Develop the breath of diversity in reading books, both fiction and non-fiction.                             <ul style="list-style-type: none"> <li>• Celebrate diverse international events.</li> </ul> </li> </ul>	<p>September 2025 – July 2026</p>	<p>All Staff</p>
Objective 3	Key actions	Timeframe	Responsible
<p>Ensure that access to a broad and balanced curriculum is considered in terms of visible and invisible barriers, especially for students eligible for free-school meals, students with special educational needs and disabilities, looked after children and students from minority ethnic groups.</p>	<ul style="list-style-type: none"> <li>• Ensure all pupils are included in full curriculum.</li> <li>• Only short interventions (time or period) are used, to ensure access to all subjects – this is for all pupils.</li> <li>• Provide additional resources to support children to access the curriculum.                             <ul style="list-style-type: none"> <li>• Differentiate learning as appropriate.</li> </ul> </li> <li>• Ensure all pupils are supported to attend all trips.</li> </ul>	<p>September 2025 – July 2026</p>	<p>All Staff</p>

<b>Objective 4</b>	<b>Key actions</b>	<b>Timeframe</b>	<b>Responsible</b>
<p>Monitoring and promotion of the involvement of all groups of pupils in the extra-curricular life of the academy, including leadership opportunities, especially pupils with special educational needs and disabilities.</p>	<ul style="list-style-type: none"> <li>• Encourage different groups to participate in after-school clubs.</li> <li>• Encourage diverse representation on school panels e.g. playleaders, school council, etc.</li> </ul>	<p>September 2025 – July 2026</p>	<p>All Staff</p>
<b>Objective 5</b>	<b>Key actions</b>	<b>Timeframe</b>	<b>Responsible</b>
<p>Actively close gaps in attainment and achievement between students and groups of students especially students eligible for free- school meals, students with special educational needs and disabilities, looked after children and students from minority ethnic groups.</p>	<ul style="list-style-type: none"> <li>• Quality First Teaching uses to support all pupils.</li> <li>• Use PP and SEN funding to provide interventions.</li> <li>• Use RAG meetings to monitor progress and support new strategies.</li> <li>• Uses funds to support additional resourcing and resources to aide progression.</li> </ul>	<p>September 2025 – July 2026</p>	<p>All Staff</p>
<b>Objective 6</b>	<b>Key actions</b>	<b>Timeframe</b>	<b>Responsible</b>

<p>To eradicate prejudice related bullying in relation to the protected characteristics listed in the Equality Act.</p>	<ul style="list-style-type: none"> <li>• Implement PSHE scheme across the school, including whole school assemblies to develop SMSC breadth and understanding, especially around inclusion.</li> <li>• Embedded British Values through our PSHE, assemblies and wider curriculum.</li> <li>• Reinforce the school rules and use this in everyday language in school.</li> <li>• Continue to develop nurturing culture, where children feel safe to talk about their feelings.</li> <li>• Use well-being questionnaire to gauge wellbeing.</li> <li>• Implement the school Behaviour Policy around bullying conducted in and outside of school (as per the policy).</li> </ul>	<p>September 2025 – July 2026</p>	<p>All Staff</p>
<p><b>Objective 8</b></p>	<p><b>Key actions</b></p>	<p><b>Timeframe</b></p>	<p><b>Responsible</b></p>
<p>To promote the attendance and punctuality of vulnerable groups, with strategies being implemented to support a reduction in persistent absenteeism.</p>	<ul style="list-style-type: none"> <li>• Use Attendance Officer and EWO to track and implement strategies to support attendance.</li> <li>• Work closely with parents from an early stage if attendance is an issue to ensure school is accessible to pupils and parents.</li> <li>• Celebrate positive attendance on a weekly basis.</li> </ul>	<p>September 2025 – July 2026</p>	<p>All Staff</p>
<p><b>Objective 9</b></p>	<p><b>Key actions</b></p>	<p><b>Timeframe</b></p>	<p><b>Responsible</b></p>
<p>To communicate our commitment to equality and diversity with the wider community e.g. parents, PTA, LGC and other groups, to seek their support enhance the</p>	<ul style="list-style-type: none"> <li>• Communicate our policies and intentions with the LGC and parents.             <ul style="list-style-type: none"> <li>• Include parents in inclusive events.</li> </ul> </li> <li>• Share learning with parents through school communications avenues.</li> <li>• Expect high standards from all adults.</li> </ul>	<p>September 2025 – July 2026</p>	<p>All Staff</p>

**Agreed – September 2025**

**Review - September 2026**