



School Level Equality Objectives



As a school, we welcome our duties under the Equality Act 2010. Under the public sector equality duty, we have due regard of the need to:

- 🌀 Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Act.
- 🌀 Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- 🌀 Foster good relations between persons who share a relevant protected characteristic and persons who do not share it

As part of our public sector equality duty, we formulate, review and publish our school's **equality objectives, in partnership with our Trust's overall Equality Policy – and Trust level equality objectives**. We share them with all those connected to our school - in order to ensure that our mission is clear and communicated to all. The objectives are subject to annual review at the autumn term local governing body meeting.

Our current equality objectives

Creation date: Spring 2025

Smart Objective	Protected Characteristic Strand	Key Actions	Timeframe
Further develop our Adventure Suite SEND inclusion unit provision for pupils with more complex additional needs.	Disability	Provide additional specialist training for all Adventure Suite staff	Ongoing across 2024/25
	Gender identity		
	Pregnancy and maternity	Appoint apprentice TA to work in Adventure Suite, and provide ongoing training opportunities to develop skills in supporting children with SEND needs	Autumn 2025 ongoing
	Race	Develop an appropriate curriculum model, in partnership with other Trust schools and LA professionals.	By September 2025
	Religion or belief		
	Age*		
	Marriage and Civil Partnerships*	Trust to review and monitor the ongoing implementation of the Adventure Suite and appropriate actions are identified for further improvement.	From spring 2025 onwards
	Sex		
Sexual orientation			
Success Criteria	Review Point 1	Review Point 2	Review Point 3
<ul style="list-style-type: none"> 🌀 Setting operates successfully in an appropriate environment 🌀 Highly skilled staff are in place in the provision and new staff are trained in supporting children with additional needs 🌀 A clear curriculum model is in place 🌀 External review reports a strong and successful provision is operating 	<p>All Adventure Suite Staff accessed school level training across the 2024.25 academic year. Further training has been planned for 2025-26: twilight set for 11th December focusing on de-escalation strategies and supporting children with SEMH needs, with additional training in the new year on crisis intervention strategies for key staff which will include all Adventure Suite staff. PACE training is also planned January 2026, delivered by Peter Kirby Bowstead which will also be attended by some of our Adventure Suite staff. We have appointed a new full time SEND TA for children with SEND needs in lower school and she has attended training on supporting children with ASD. Our apprentice is nearing completion of her 18 month course. We have budgeted to employ her as a level 3 TA for summer term. A workable and appropriate curriculum model is</p>		

	now well embedded in the Adventure Suite with next steps being to formalise this approach. Trust SEND review has been scheduled for spring 2026.		
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Smart Objective	Protected Characteristic Strand	Key Actions	Timeframe
Ensure that staff and pupils are clear in their understanding and use of protected characteristics and the language associated with these	Disability	Assemblies across the academic year to ensure all protected characteristics are taught and regularly revisited	Ongoing 2024-2025
	Gender identity		
	Pregnancy and maternity		
	Race	Ensure the PSHE curriculum has regular opportunities to deliver age appropriate lessons related to protected characteristics	Spring 2025
	Religion or belief		
	Age*		
	Marriage and Civil Partnerships*	Review book offer in school to ensure all protected characteristics are represented	Summer 2025
Sex	Staff to engage in further training around protected characteristics	Summer 2025	
Sexual orientation			
Success Criteria	Review Point 1	Review Point 2	Review Point 3
<ul style="list-style-type: none"> 🌀 Children have a clear understanding of the importance of equality and there are some groups within society whose characteristics need to be protected 🌀 Children can debate topics linked to protected characteristics at an age appropriate level 🌀 Evidence of PSHE teaching across school demonstrates good practice 🌀 Staff have engaged in further training 	<p>Acting DHT has taken a lead in this area and this has been rolled out in summer term 2025 at staff training. Protected characteristics are a priority across school, with visibility in all classrooms and in communal areas. Displays are in halls and books discussing themes in an age appropriate way are displayed and promoted across schools. Equity has been included as one of our school virtues and is a focus for whole school and celebration assemblies.</p> <p>We have a new PSHE lead in school and have adopted a new scheme for PSHE teaching following feedback from staff and children. Monitoring will take place later in the school year to evaluate the impact of this.</p>		

Smart Objective	Protected Characteristic Strand	Key Actions	Timeframe
Ensure that children gain a wider knowledge of culture and belief in order to promote tolerance through understanding	Disability	Assemblies across the academic year to ensure children are aware of key celebrations relating to a variety of religions	Ongoing 2024-2025
	Gender identity		
	Pregnancy and maternity		
	Race		Spring 2025
Religion or belief			

	Age*	Ensure the RE curriculum has regular opportunities to deliver age appropriate lessons about a variety of religions, including those predominantly represented in school	
	Marriage and Civil Partnerships*	Organise and participate in visits to places of worship relating to the religions predominantly represented in school	Autumn – Summer 2025
	Sex	Monitor the delivery and impact of the RE curriculum to ensure that children have an awareness of and understand the importance of respecting different beliefs	
	Sexual orientation		
Success Criteria	Review Point 1	Review Point 2	Review Point 3
<ul style="list-style-type: none">  Visit places of worship relating to a range of different religions  Visitors in school to promote mutual respect and tolerance  Children able to articulate the importance of respecting the beliefs of others 	<p>Ongoing Monday and key stage assemblies highlighting key cultural and religious events relevant to our context. Visits in 2025 to the church, the mosque and the gurdwara which proved to be very successful for increasing the children's knowledge and understanding of other cultures.</p> <p>New Trust RE curriculum has been adopted and is in the early stages of delivery. Monitoring will take place later in the school year to evaluate the impact of this.</p>		

Smart Objective	Protected Characteristic Strand	Key Actions	Timeframe
Ensure staff understand script for speaking to parents who are challenging Captain Cook values	Disability	Script for speaking to parents who are seeking to challenge Captain Cook values developed by SLT	Summer 2025
	Gender identity		
	Pregnancy and maternity		
	Race	Script shared with staff and staff training completed	Summer 2025
	Religion or belief	Regularly review staff training and reinforce expectations	Termly
	Age*		
	Marriage and Civil Partnerships*		
	Sex		
Sexual orientation			
Success Criteria	Review Point 1	Review Point 2	Review Point 2
<ul style="list-style-type: none">  Script in place and adopted by staff when speaking to parents  Staff feel supported when dealing with parents seeking to challenge Captain Cook values  Vast majority of parents consent to their children participating in lessons/visits relating to the protected characteristics 	<p>Currently any parents pushing back on our school values are referred to senior leadership to ensure that all meeting with parents are dealt with consistently and in line with our school and trust policies. Staff have been notified that this is the correct course of action to take. This also ensure that we are aware of the likely areas of contention and can adapt our script accordingly.</p>		

	Due to curriculum changes in RE and PSHE, development of a staff script and the training that will go alongside this has been moved back until summer 2026.		
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