

Children First Academy Trust

Equalities Objectives Action Plan

School: Eldon Primary School	Date completed: 14.05.25	Review date: 15.05.2025	Equality Governor:
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Children
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Trust

Equality Information and Objectives

Reviewed: February 2025

Review date: February 2028

Children First Academy Trust

Equalities Objectives Action Plan

School: Eldon Primary School	Date completed: 14.05.25	Review date: 15.05.2025	Equality Governor:
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Individual School Action Plans and Objectives to be reviewed by the Local Governing Body annually.

Overview

The Children First Academy Trust believes that all children and adults, regardless of race, gender, disability or other protected characteristic as laid out in the Equality Act 2010, should be able to 'Thrive and Achieve Together' as stated in the vision statement of the Trust.

The Children First Academy Trust Equality Information, which is published, is agreed and reviewed every three years by the Trust Board and each school's equality objectives and action plan monitored annually by the relevant Local Governing Boards.

The Trust carefully considers all policies with respect to the impact on equality and the possible implications for pupils and staff with protected characteristics.

The protected characteristics covered by the Equality Act 2010 are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race – this includes ethnic or national origins, colour or nationality
- Religion or belief – this includes lack of belief
- Sex
- Sexual orientation

Children First Academy Trust

Equalities Objectives Action Plan

School: Eldon Primary School	Date completed: 14.05.25	Review date: 15.05.2025	Equality Governor:
------------------------------	--------------------------	-------------------------	--------------------

Legislation and Guidance

This document meets the requirements under the following legislation:

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

This document is based on Department for Education (DfE) guidance 'The Equality Act 2010' for schools and complies with Children First Academy Trust's funding agreement and Articles of Association.

Aims

Children First Academy Trust recognises the need for objectives that reflect our priorities, ethos and values. Our core objectives are:

1. **Curriculum** - to take active steps to ensure our curriculum is inclusive in all areas and supports all learners.
2. **Culture and Behaviour** – to create an ethos across our Trust which promotes equality and diversity, develops understanding and challenges myths, stereotypes, misconceptions and prejudices.
3. **Workforce and Governance Team** – to ensure that our workforce and governance team reflects our community at all levels. Ensure opportunities for employment, training and promotion are equally open to candidates from all groups.

Roles and Responsibilities

The Trust Board will:

Children First Academy Trust

Equalities Objectives Action Plan

School: Eldon Primary School	Date completed: 14.05.25	Review date: 15.05.2025	Equality Governor:
-------------------------------------	---------------------------------	--------------------------------	---------------------------

- Ensure that the equality information as set out in this statement and the equality objectives set by each school are published and communicated to staff, pupils, parents and the community and that they are reviewed and updated at least once every three years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Local Governing Bodies (LGB) & Headteacher of each school.

The Chief Executive Officer will:

- Ensure EDI is a key component of the Trust's People Strategy
- Monitor success in achieving the Trust's objectives
- Ensure they are familiar with all relevant legislation and the contents of this document
- Support LGBs where required.

The Headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the relevant staff members to discuss any issues and how these are being addressed
- Attend & organise appropriate equality and diversity training as required
- Identify any staff training needs and deliver training as necessary
- Report back to the Local Governing Body regarding any issues
- Ensure that the school budget supports this policy
- Ensure all school staff have regard to this document and work to achieve the objectives
- Work with the LGB to develop an annual action plan
- Ensure actions identified on this action plan are address

The Local Governing Body will:

- Identify an Equality Link Governor

Children First Academy Trust

Equalities Objectives Action Plan

School: Eldon Primary School	Date completed: 14.05.25	Review date: 15.05.2025	Equality Governor:
-------------------------------------	---------------------------------	--------------------------------	---------------------------

- Work with the Headteacher to develop the annual action plan
- Take responsibility for monitoring impact and progress against this action plan termly
- Record in the minutes of LGB meeting progress and impact against the yearly action plan
- Raise any concerns or issues with the Trust representative

Eliminating Discrimination

The Trust and its schools are aware of their obligations under the Equality Act 2010 and complies with non-discrimination provisions. Where relevant, our forms include reference to the importance of avoiding discrimination and other prohibited conduct.

Equality Objectives

As set out in the DfE guidance on the Equality Act, each school will set its own appropriate objectives to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have
- Taking steps to meet the particular needs of people who have a particular characteristic
- Encouraging people who have a particular characteristic to participate fully in any activities

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

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Gather further data about any issues associated with particular protected characteristics, identifying any issues which could affect its pupils

These objectives will be made available on each school's website.

Children First Academy Trust

Equalities Objectives Action Plan

School: Eldon Primary School	Date completed: 14.05.25	Review date: 15.05.2025	Equality Governor:
------------------------------	--------------------------	-------------------------	--------------------

Monitoring arrangements

Children First Academy Trust's Central Team will ensure that the equality information is published on its websites and is compliant with expectations outlined in this document.

The LGB's Equality Governor will visit each school termly and monitor impact against the school's action plan.

The CEO will report LGB's finding to the Education and Standards Committee and support LGB's where required.

The Education and Standard Committee will report to the Trust's Board

Linked documents:

Appendix A: Equalities Objective Action Plan

Children First Academy Trust

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School: Eldon Primary School	Date completed: 14.05.25	Review date: 15.05.2025	Equality Governor:
------------------------------	--------------------------	-------------------------	--------------------

Objective	Success Criteria	Person Responsible	Actions	Impact
Curriculum				
<p>To close the identified gaps in attainment on national attainment in R, W and M of pupils eligible for the PPG and those with SEND.</p> <p>To raise the attainment of boys specifically in reading and writing so they achieve in line with national average at the end of each key stage.</p>	<p>Boys achieve in line with national standards in reading and writing at the end of each Key Stage 1 and 2. Gaps identified in EYFS continue to close year on year for each cohort.</p> <p>Pupils identified with SEND make at least expected progress across each key stage and a greater % achieve ARE</p> <p>SEND children who are assessed using more specific frameworks e.g. AET and Engagement Profile continue to evidence good progress and meet targets set e.g. EHCP.</p>	<p>HT SLT All Staff</p>	<ul style="list-style-type: none"> To support attainment across all groups, a strong curriculum is essential; it promotes embedded foundations and builds on skills, enabling children to know and remember more while enhancing prior learning. Excellent teaching and learning practices ensure quality first teaching in all lessons. Quality professional development cycle will be in place to support this for all staff. Robust assessment methods facilitate the identification of gaps in children's knowledge, allowing for the implementation of appropriate strategies and interventions through pupil progress monitoring. Additionally, SEND provisions are vital to ensure that children receive the necessary support to access the curriculum and make progress. Teachers must be vigilant in recognising vulnerable groups and adapting their teaching methods to further support learning. 	
Culture & Behaviour				
<p><i>To increase positive behaviour, effective interactions and self-confidence specifically within children in upper KS2.</i></p>	<p>All children in upper KS2 demonstrate the ability to self-regulate swiftly, exhibiting self-respect that enables them to make informed decisions. They utilise</p>	<p>HT SLT All Staff</p>	<ul style="list-style-type: none"> Regular assemblies that reinforce our values Comprehensive staff training. An effective PSHE curriculum. Establishing positive relationships with parents. 	

Children First Academy Trust

Equalities Objectives Action Plan

School: Eldon Primary School	Date completed: 14.05.25	Review date: 15.05.2025	Equality Governor:
------------------------------	--------------------------	-------------------------	--------------------

	<p>the school's Respect Rules effectively, considering their future choices carefully. Engaging lessons foster full concentration, allowing pupils to immerse themselves in their learning. Evidenced through. Adults within the school demonstrate positive strategies to manage behaviour, ensuring a supportive environment. Children can say where to seek assistance if they encounter difficulties, reinforcing their understanding of self-worth and respect for themselves, their peers, and the surrounding environment. The above will be evidenced through pupil interview, feedback through the Quality Assurance Schedule and staff surveys e.g. TEP.</p> <ul style="list-style-type: none"> • No suspensions or exclusions within Upper Key Stage 2. • No over representation of vulnerable groups in behaviour incidences. 		<ul style="list-style-type: none"> • Robust and consistent behaviour policy adhered to by all staff. • Utilise targeted interventions where necessary to support children's wellbeing and nurture. • Teachers and Nurture Team addressing issues that may adversely impact behaviour, ensuring every child thrives. 	
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Workforce & Governance

Children First Academy Trust

Equalities Objectives Action Plan

School: Eldon Primary School	Date completed: 14.05.25	Review date: 15.05.2025	Equality Governor:
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<p><i>To ensure that all policies are shared and implemented across all staff groups in a fair and transparent way.</i></p> <p><i>Recruitment processes are developed to eliminate potential unconscious bias.</i> <i>(Planned target across the CFAT)</i></p>	<p>All staff are well-informed about the school's policies, either articulating them accurately or identifying where to find policies for reference when required.</p> <p>All staff express confidence in the consistent and equitable implementation of these policies and feel supported by the frameworks established within the school, fostering a positive educational environment.</p> <p>The policies and systems in place have a positive impact on staff well-being. This is evident in day to day feedback and more formal channels of feedback e.g. TEP.</p>	<p>HT SLT Governors</p>	<ul style="list-style-type: none"> • Policies are disseminated through various channels, including briefings and emails, to ensure comprehensive reach across all staff members. • Staff are made aware of the location of the policy folder, facilitating easy access to essential documents. Regular reminders regarding pertinent policies are provided during staff briefings. • The Senior Leadership Team (SLT) remains informed about these policies to ensure equitable treatment for all staff. • Opportunities are created for policies to be explained, clarified, and discussed as needed. • Staff workforce group used as a channel to identify areas of weakness/issues and address collaboratively. • Staff training is planned and delivered in alignment with these policies to reinforce understanding and adherence throughout the school. 	
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