

Children First Academy Trust



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Trust

Equality Information and Objectives

Reviewed: February 2025

Review date: February 2028

Individual School Action Plans and Objectives to be reviewed by the Local Governing Body annually.

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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

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.

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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:

- 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

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- 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
- 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:

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- 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.

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

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Linked documents:

Appendix A: Equalities Objective Action Plan

Equalities Objectives Action Plan

School: Honilands Primary	Date Completed: 25/09/25	Review date: 25/09/26	Equality Governor: Cigdem Alkan	
Objective	Success Criteria	Person Responsible	Actions	Impact
Curriculum				
Objective 1: Raise standards and close attainment gaps for disadvantaged groups (SEND, PPG, EAL).	Outcomes for pupils with SEND, PPG and EAL are at least in line with national averages; progress gaps narrow year-on-year.		<ul style="list-style-type: none"> • Embed inclusive teaching strategies from WalkThrus (cold calling, think-pair-share, explicit vocabulary instruction). • Ensure all classrooms are vocabulary-rich, with visual supports, dual coding and consistent scaffolds. • Continue targeted phonics, reading and maths interventions for pupils at risk of falling behind. • Use Chromebooks for every child to enhance access, personalisation and independent learning. • Half-termly pupil progress reviews focusing on disadvantaged groups. • Audit curriculum content termly to ensure representation of protected 	<ul style="list-style-type: none"> • Pupils with SEND, PPG and EAL make accelerated progress, closing gaps with their peers and achieving outcomes at least in line with national averages. • Classroom observations and book looks evidence consistently inclusive teaching strategies being applied across subjects. • Pupil progress meetings show targeted interventions are effective, with clear evidence of improved outcomes in phonics, reading and maths. • Pupils report greater confidence and engagement in learning, with increased participation in lessons through strategies such as cold calling and structured talk. • Curriculum audits demonstrate that all subjects include representation of

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<p>Objective 2: Ensure curriculum content reflects diversity, promotes equality and prepares pupils for life in modern Britain.</p>	<p>Curriculum reviews show representation of diverse voices, cultures and perspectives across subjects. Pupil voice indicates that children feel represented and included.</p>		<p>characteristics, global perspectives and inclusive narratives.</p> <ul style="list-style-type: none"> • Embed Honilands' values and SAIL vision into subject planning. • Develop PSHE, RSE, and assemblies to celebrate difference and challenge stereotypes. • Incorporate Black history, diverse authors, and global literature into English curriculum. • Use Forest School and outdoor curriculum to provide equitable access to enrichment. 	<p>diverse cultures, histories, and perspectives.</p> <ul style="list-style-type: none"> • Pupils develop respect for difference and can articulate how equality and inclusion are reflected in their learning. • Pupil voice surveys show children feel represented, valued, and confident that their identity is respected in school. • Assemblies, displays, and enrichment activities evidence the celebration of diversity across the year.
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Culture & Behaviour

<p>Objective 1: Improve attendance for vulnerable groups (SEND, PPG, EAL) to be in line with peers.</p>	<p>Attendance for SEND, PPG and EAL pupils is in line with the whole-school average; persistent absence reduces year on year.</p>		<ul style="list-style-type: none"> • Rigorous monitoring of attendance data with weekly reviews of vulnerable groups. • Use of Trust EWO, Attendance Officer and Community Support to address barriers with families. • Early help, family meetings and home visits to improve engagement. • Embed clear expectations around attendance in parent communications and assemblies. 	<ul style="list-style-type: none"> • Whole-school attendance improves, with persistent absence reduced for vulnerable groups. • Parents report increased understanding of the importance of attendance and punctuality. • Data shows reduced gap between attendance of SEND/PPG/EAL pupils and peers. • Staff can identify and intervene early with pupils at risk of poor attendance. • Improved attendance leads to stronger progress and wellbeing outcomes for vulnerable learners.
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<p>Objective 2: Strengthen a whole-school culture of inclusion and belonging.</p>	<p>All pupils, particularly those with SEND, EAL and PPG, feel included and supported; pupil and parent voice surveys evidence a sense of belonging; visitors note the inclusive ethos.</p>		<ul style="list-style-type: none"> • Explicitly teach and celebrate Honilands' values (Kindness, Respect, Honesty, Determination, Listening, Keeping Safe) through assemblies, displays and curriculum links. • Expand the Honilands Passport enrichment programme to ensure all pupils have access to cultural, sporting and creative opportunities. • Use staff INSET and WalkThrus to ensure teaching practices foster participation from all learners. • Actively celebrate diversity through events such as cultural weeks, heritage days and themed curriculum weeks. 	<ul style="list-style-type: none"> • Pupil surveys evidence improved feelings of safety, inclusion and pride in the school. • Parents/carers report stronger relationships with the school and value its inclusive ethos. • Curriculum and enrichment opportunities broaden horizons and promote aspiration. • Honilands' culture of inclusion is consistently recognised by visitors, governors and inspectors.
<p>Workforce & Governance</p>				
<p>Objective 1: Ensure equity, diversity and inclusion are embedded in all recruitment, retention and development practices.</p>	<p>Recruitment processes are free from bias; staff at all levels reflect the diversity of the school community; all staff access professional development opportunities.</p>		<ul style="list-style-type: none"> • Review job descriptions and person specifications to remove bias and ensure inclusivity. • Ensure shortlisting and interview processes are transparent and equitable. • Monitor workforce diversity annually and report to governors. 	<ul style="list-style-type: none"> • Recruitment reflects the diversity of the community. • Staff report feeling supported, valued and treated fairly. • CPD records show equitable opportunities across roles.

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<p>Objective 2: Promote staff wellbeing, fulfilment and retention as part of an inclusive workforce culture.</p>	<p>Staff absence rates reduce; surveys show positive staff wellbeing and fulfilment; retention improves year-on-year.</p>		<ul style="list-style-type: none"> • Provide all staff with equal access to CPD opportunities, irrespective of role. • Implement the Honilands Fulfilment Plan to support wellbeing and work-life balance (e.g. Gifted Day policy, CPD entitlement, recognition of achievements). • Continue to monitor workload through staff surveys and SLT discussions. • Provide access to wellbeing support and promote mental health resources. • Ensure governors receive regular reports on staff wellbeing and retention. 	<ul style="list-style-type: none"> • Professional development strengthens staff confidence and expertise. • Staff report feeling valued, supported and motivated. • Reduced staff turnover and improved retention of skilled colleagues. • A positive professional culture enhances teaching quality and pupil outcomes.
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