**St Luke's CE Primary School**

**Equality objectives 2026 - 2030**

Schools are required to publish information showing how they comply with the Equality Duty and setting equality objectives. They need to update the published information at least annually and publish objectives at least once every four years. Compliance with the equality duty is a legal requirement for schools, but meeting it also makes good educational sense. The equality duty helps schools to focus on key issues of concern and how to improve pupil outcomes. These are also central to the OFSTED inspection framework.

The Equality Duty has two main parts: the 'general' equality duty and 'specific duties'. The general equality duty sets out the equality matters that schools need to consider when making decisions that affect pupils or staff with different protected characteristics. This duty has three elements. In carrying out their functions public bodies are required to have 'due regard' when making decisions and developing policies, to the need to:

- 1. Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010.
- 2. Advance equality of opportunity between people who share a protected characteristic such as disability, race, religion and people who do not share it.
- 3. Foster good relations across all protected characteristics – between people who share a protected characteristic and people who do not share it.

**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 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 also based on Department for Education (DfE) guidance : The Equality Act 2010 and schools.

In order to help schools in England meet the general equality duty, there are two specific duties that they are required to carry out. These are:

• To publish information to demonstrate how they are complying with the equality duty.

• To prepare and publish one or more specific and measurable equality objectives.

The equality duty supports good education and improves pupil outcomes. It helps a school to identify priorities such as underperformance, poor progression, and bullying. It does this by requiring it to collate evidence, take a look at the issues and consider taking action to improve the experience of different groups of pupils. It then helps it to focus on what can be done to tackle these issues and to improve outcomes by developing measurable equality objectives.

St Luke's Primary School is an inclusive school where we focus on the well-being and progress of every child and where members of our community are of equal worth.

Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010.

| Objective | Evidence source | Actions | Success criteria | Lead person | Monitoring and evaluating |
|---|---|---|---|---|---|
| The school deals well with discriminatory behaviour. | Questionnaire to pupils / families.<br><br>Assemblies – rewarding behaviour.<br><br>Pupil voice through discussions with peer mediators/mentors. | Check parent and pupil survey includes question on behaviour- send to parents and children.<br><br>Constantly review trends and patterns in behaviour logs.<br><br>Focused award for behaviour in celebration assembly.<br><br>PSHE curriculum to discourage discrimination- TenTen resources, PSHE association and My Happy Mind. | Parent and pupils feel school deal with discriminatory behaviour well.<br><br>Reduction in discriminatory behaviour incidents via CPOMS.<br><br>Children demonstrate tolerance, understanding of differences between people in lessons and around school. | Elysia Byrne<br><br>Sarah Dean | Monitor response from questionnaire.<br><br>Analyse CPOMS termly. |

Advance equality of opportunity between people who share a protected characteristic and people who do not share it.

| Objective | Evidence Source | Actions | Success criteria | Lead person | Monitoring and Evaluating |
|---|---|---|---|---|---|
| Raise attainment of boys in EYFS at GLD | Track progress from Nursery to reception.<br><br>EYFS profile.<br><br>Half termly pupil progress meetings.<br><br>IDSR. | Use advice from the EYFS advisory team on how to support and promote learning for boys.<br><br>Implement mountain challenges across EYFS.<br><br>Check book supplies in school to ensure there are books appealing to boys.<br><br>Pupil voice to discover what texts boys enjoy reading. | Boys GLD outcomes to be in line with girls by the end of 2028. | Angela Green<br><br>Sarah Dean | Tracking on Insight.<br><br>Pupil progress meetings. |
| Raise attainment of writing for boys in KS1 | Writing moderation.<br><br>Writing teacher assessment.<br><br>Pupil books.<br><br>Pupil voice.<br><br>IDSR. | Develop 'strong foundations' across EU and KS1.<br><br>Purchase a new handwriting scheme.<br><br>Develop oracy scheme.<br><br>Staff training on oracy, dictation and pupil independence in writing. | Clear progress in attainment KS1 pupil progress meetings. | Sarah Dean<br><br>Nicola Reynolds. | Termly writing moderations.<br><br>Monitoring and evaluation – pupil books, lesson observations.<br><br>Half termly progress meetings. |

| Foster good relations across all protected characteristics – between people who share a protected characteristic and people who do not share it. |
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| Objective | Evidence source | Actions | Success Criteria | Lead person | Monitoring and Evaluating |
|---|---|---|---|---|---|
| Focus on effort as opposed to achievement in PE lessons. | Coaches award star of the day certificate. This is tweeted and put on display board with #stlukesburype | Discussion with sports coaches to outline objectives.<br><br>Class list to be ticked to ensure all children have been included. | All children involved and included. | Sarah Fisher | Monitoring of class lists.<br><br>Evidence to be stored in PE file on server. |
| Focus on targeting SEN and Pupil premium pupils for extra-curricular activities. | Range of children attending extra-curricular sporting activities. | SENCo to send class lists of SEN/PP/Medical needs to PE lead to identify target children.<br><br>Children to attend School Games Network for activities such as Boccia and Ten Pin Bowling. | Across four years, all age rages targeted. | Sarah Fisher | Monitoring of uptake in sporting events in the local community through St Luke's Sports teams. |
| Improve attendance for all pupil groups (SEND, PP and children with a SW) | Arbor, DFE (YYED), IDSR.<br><br>School's attendance tracker.<br><br>Weekly attendance data (monitoring report) | Create an attendance schedule which has a focus on vulnerable pupil groups.<br><br>Work with external agencies to support attendance for culnerable pupils.<br><br>Attendance tracking to focus on pupil groups weekly (run reports). | Pupil group attendance will increase.<br><br>Number of PA pupils in these categories will reduce.<br><br>Punctuality will be strong for pupil groups. | Fizz Naz<br><br>Sarah Dean | Sarah Kay from the local authority.<br><br>Attendance review (external)<br><br>Sarah Dean monitoring daily, weekly and half termly. |