

Equality Objectives Statement

2024-2028

1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

Our school aims to promote respect for difference and diversity in accordance with our values:

Learning and achieving together

Our school empowers all children to embrace learning, achieve their personal best and build their emotional, social and physical wellbeing.

- ***We value each individual and celebrate diversity***
- ***We care about each other and the environment***
- ***We persevere and grow together***
- ***We are ready, respectful and safe***

Our goal is to equip our children with the knowledge, understanding, skills and attitudes that will enable them to thrive in our ever-changing world.



What is it like to attend this school?

Pupils are valued and differences are celebrated at Dunalley. Pupils are happy and safe at school. They say there are always adults they can talk to if they have any worries. Parents feel that 'Dunalley is a special place' because each pupil is cared for. Staff understand pupils well.

Ofsted, January 2023

2. 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 also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

3. Roles and responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

All school staff are expected to have a regard to this document and to work to achieve the objectives as set out in section 8.

4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

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 data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues.
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups. All pupils are encouraged to participate in the school's activities, such as extra-curricular clubs.

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

8. Equality objectives

In order to further support pupils, raise standards and ensure inclusive teaching, we have set the following objectives.

Objective 1

To ensure that our curriculum intent is aligned to the outcomes of the [2024/2025 Government curriculum and assessment review](#) and successfully adapted to meet the needs of all children.

Why we have chosen this objective:

The government is reviewing the exiting national curriculum and statutory assessment system in England, to ensure they are fit for purpose and meeting the needs of children and young people. The review aims to ensure that the curriculum appropriately balances ambition, excellence, relevance, flexibility and inclusivity for all children and young people.

It wants to deliver:

- an excellent foundation in core subjects of reading, writing and maths
- a broader curriculum, with improved access to music, art, sport and drama, as well as vocational subjects
- a curriculum that ensures children and young people leave compulsory education ready for life and ready for work
- a curriculum that reflects the issues and diversities of our society, ensuring all children and young people are represented
- an assessment system that captures:
 1. the strengths of every child and young person
 2. the breadth of the curriculum

To achieve this objective, we plan to:

- Actively engage with government updates and training opportunities.

- Apply this learning to the review of the Dunalley curriculum and adjust our curriculum plans accordingly.
- Implement changes and monitor the impact of the developments, adjusting our approaches accordingly.

We will monitor the progress we are making towards this objective on an annual basis:

Updates	Progress statement
December 2025	
December 2026	
December 2027	
December 2028	
December 2029	

Objective 2

To improve educational outcomes for disadvantaged pupils.

Why we have chosen this objective:

We want to draw on the support of the Education Endowment Foundation to continuing to break the national link between family income and educational achievement.

To achieve this objective, we plan to:

- Actively engage with research findings from the [Education Endowment Foundation](#).
- Implement the EEf five-point plan to sustain an effective Pupil Premium strategy:
 1. Diagnose your pupils' needs
 2. Use strong evidence to support your strategy
 3. Develop your strategy
 4. Implement your strategy
 5. Monitor and evaluate your strategy

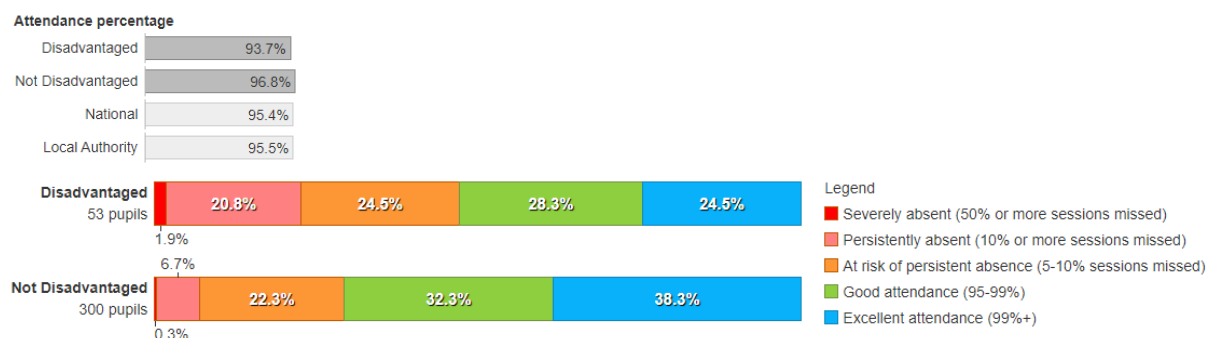
We will monitor the progress we are making towards this objective on an annual basis:

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December 2027	
December 2028	
December 2029	

Objective 3

To improve the relative attendance of disadvantaged pupils and reduce the incidence of persistent absence.

2023-2024 attendance data:



Why we have chosen this objective:

Regular attendance is essential. It enables children to get the most out of their school experience and enhances their attainment, wellbeing, and wider life chances.

For the most vulnerable children, regular attendance is also an important protective factor and the best opportunity for needs to be identified and support provided.

To achieve this objective, we plan to:

- Implement our revised Attendance Policy and follow the advice of updated [government guidance materials](#)
- Work with families to address the root causes of absence and remove barriers. We will work together to:
 1. Expect
 2. Monitor
 3. Listen and understand
 4. Facilitate support
 5. Formalise support
 6. Enforce

We will monitor the progress we are making towards this objective on an annual basis:

Updates	Progress statement
December 2025	
December 2026	

December 2027	
December 2028	
December 2029	