

Children First Academy Trust



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Trust

Equality Information and Objectives

Reviewed: July 2025

Review date: April 2027

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

Linked documents:

Appendix A: Equalities Objective Action Plan

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Equalities Objectives Action Plan

School: Brettenham & Fleecefield Primary School	Date completed: July 2025	Review date: July 2026	Equality Governor: TBC
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Objective	Success Criteria	Person Responsible	Actions	Impact
Curriculum				
Raise standards for our most disadvantaged groups (SEND support & EHCP children) Effective whole school positive culture and implementation, focused on ensuring consistently highly effective classroom practice, including daily quality assurance, monitoring and evaluation by high	SEND support pupils achieve outcomes at the end of KS2 which are at least in line with national averages.	SENDCo & SLT	Senior leaders continue to focus on the main thing – improving teaching and learning for all our disadvantaged pupils – all actions link to the overall approach to improving outcomes for disadvantaged pupils. Embed well targeted Walkthrus to enhance inclusive practice and participation for all in lessons – cold calling, think, pair share, questioning including checking for understanding and probing questions, and explicit vocabulary teaching. Embed collaborative learning strategies to develop children’s oracy skills across the curriculum. High quality training, support and QA focused on: • Specific Walkthrus, including Cold Calling, Think, Pair, Share, Show Me Boards, Deliberate Vocabulary Development • ECASS/ELKLAN/DLD training/strategies In reading, writing and maths continue to develop teachers’ subject knowledge and modelling so that all teachers can effectively support the development of children’s fluency, comprehension and sentence structure. High quality training, support and QA for teachers focused on priorities:	

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quality leaders is key to the success of this strategy.			Live/pure modelling - Teacher Talk (the teacher modelling their own thinking.) Provide 1:1 and group counselling/ELSA sessions for vulnerable SEND pupils led by skilled and experienced professionals both within school and externally. Additional phonics sessions targeted at SEND pupils who require further phonics support (1:1 and group sessions.) Additional reading sessions targeted at SEND pupils (1:1 and group sessions.) Reading leaders and RWI coordinator provide ongoing and timely coaching and training for staff at all levels across the school. All class teachers to have a half term meeting with a specialist member of staff to discuss individual children with SEND in their class. This will be an opportunity to receive guidance and discuss ideas for effective inclusive practice.	
Culture & Behaviour				
<i>(Target behaviour data)</i> Maintain our whole school positive culture with the highest expectations, urgency and develop collective responsibility for improving attendance for	Attendance for SEND support EHCP pupils is in line with the rest of the cohort	Lead SLT member, Attendance Officer (EWO), SENDCo	Embed the principles of good practice set out in the DfE's advice and Marc Rowland's publication. https://www.onecornwall.co.uk/_site/data/publications/attendance_booklet/index.html - Marc Rowland https://www.gov.uk/government/publications/working-together-to-improve-school-attendance Ensure continued high-quality leadership of the safeguarding and attendance teams and make excellent use of our highly skilled Trust EWO, Attendance Officer, DHT and Community	

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SEND support and EHCP pupils			Development Manager to work with our vulnerable SEND families to break down barriers to improve attendance. Robust and rigorous monitoring of the data to identify which families need support is key to the success of this strategy: • AO to monitor & report on data (patterns & trends) to SLT & MAT. • AO to meet with Lead SLT member fortnightly to discuss identified families; plan how we can support them to improve both attendance & punctuality (particularly PAs.) • AO to meet with identified families (with Lead SLT member or EWO) to support & set targets for improved attendance & punctuality.	
Reduce the number of behaviour related incidents, including violence against staff, and suspensions for SEND pupils	Suspensions for SEND pupils are reduced and are in line with those for rest of the cohort There is a significant reduction in incidents where children are hurting adults	SENDCo and SLT	Continue to embed the Trauma Informed Practice approach in school - focusing on a key school principle – building and maintaining positive, trusting and beneficial relationships with all our children and families. Provide ongoing CPD for staff by the Enfield SWERRL team, including regular COSIE training for SLT and key members of staff who work 1:1 with our most vulnerable pupils. Continue to develop and enhance our links with outside SEND specialists who can advise and train us in high quality provision and practice for our Unit, SEND learning rooms and nurture provision. AHT Inclusion lead, Unit SENDCO and school SENDCo to support Unit and learning room leaders with group planning and more targeted individualised activities based on IEPs. Ideas for structuring of the sessions to be introduced e.g. familiar music, wow moments etc. Regularly visit other Units/ARP both official and unofficial to look at organisation and good practice.	

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			Resources/environments to be adapted as advised, to provide the most accessible and tailored environment possible. We know children experiencing success in the classroom is key to a reduction in suspensions and improved outcomes.	
Workforce & Governance				
<i>(Target TEP data)</i> We observe equity, diversity and inclusion in all staff recruitment, retention and development	Staff are recruited for the skills they have relevant for the role they will be undertaking. Training/skills sharing enables a fair process to take place. Staff have a good understanding of the process and feel that our actions are fair. All staff are working towards achieving	HT Officer Manager & DHT - CPD	Ensure job description and person specifications for jobs are not biased in any way (gender, race, ethnicity, SEND) Our actions with staff are always guided by our Public Sector Equality Duty. Enable opportunities for all staff across the school to undertake professional development irrespective of role. All staff have clear objectives through their performance management to support their development. Information on areas for development are fed back to CPD lead. We all have a good understanding of staff capabilities and how to support their development. All staff, at all levels, will have undertaken training appropriate to their need and development.	

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	school priorities and their own professional development. Pupils receive excellent support. Staff are developed to attain their potential. Training is up to date and logged appropriately. Staff take an active role in self-improvement.			
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