



## **Equality information and objectives**

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Ratified by Trustees	
Date for Review	September 2025
Signed-Chair of Trustees	(Sue Trentini)
Signed – Chief Executive Officer	

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## 1. Aims

Our Academy aims to meet its obligations under the public sector equality duty 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.

## 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](#).

This document also complies with our funding agreement and articles of association.

## 3. Roles and responsibilities

The Trustees 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, and that they are reviewed and updated at least once every four years;
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Principal.

The equality link trustee will:

- Meet with the designated member of staff each academic year and other relevant staff members, to discuss any issues and how these are being addressed;
- Ensure they are familiar with all relevant legislation and the contents of this document;
- Attend appropriate equality and diversity training;
- Report back to trustees regarding any issues.

The Principal will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils;
- Monitor success in achieving the objectives and report back to governors.

The designated member of staff for equality will:

- Support the Principal in promoting knowledge and understanding of the equality objectives amongst staff and pupils;
- Meet with the equality link governor every each academic year to raise and discuss any issues;
- Support the Principal in identifying any staff training needs, and deliver training as necessary.

All school staff are expected to have 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 trustees are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes;

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training each academic year;

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

## **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 which are connected to a particular characteristic they have (e.g. pupils with disabilities, or bullying related to a particular group);
- 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);
- Ensuring a high degree of personalisation through low class sizes to meet the needs of pupils connected to different characteristics.

In fulfilling this aspect of the duty, the academy 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;

- 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. Pupils will be encouraged to take a lead in such assemblies;
- Working with our local community. This includes organising school trips and activities based around the local community;

## 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:

- Is accessible to pupils with disabilities;
- Has equivalent facilities for boys and girls;
- Is able to cater for specific diets linked to faith and culture.

## 8. Equality objective

**Objective 1: To ensure that EAL children in Key Stage 1 at St Augustine's Academy achieve at least line with Non EAL pupils within mathematics.**

Why we have chosen this objective:

We have chosen this objective because EAL children at St Augustine's performed significantly less well than their English speaking counterparts across Nottinghamshire in Key Stage 1. In mathematics, there was a 24.1% difference.

To achieve this objective we plan to:

- Ensure targets set for EAL children are aspirational;
- Ensure targeted pupils receive mentoring support
- Focus on the performance of EAL children making slow or insufficient progress against aspirational targets during pupil progress meetings;
- Carry out gap analysis to tailor teaching to specific learning needs;
- Report to Trustees on the progress towards meeting this objective. Progress we are making towards this objective:
- Pupil Progress meetings have been held.

**Objective 2: To ensure that boys achieve at least in line with girls in Writing at Key Stage 2(Notts PP Data)**

Why we have chosen this objective:

We have chosen this objective because only 61.3% of boys attained National compared to 79.4% of girls, at difference of 18.1%.

To achieve this objective we plan to:

- Ensure targets set for boys in writing are aspirational;
- Ensure targeted pupils receive mentoring support with writing.
- Focus on the performance of boys making slow or insufficient progress against aspirational targets during pupil progress meetings;
- Carry out gap analysis to tailor teaching to specific learning needs;
- Report to Trustees on the progress towards meeting this objective. Progress we are making towards this objective:
- Pupil Progress meetings have been held.

### **Objective 3: To close the gap in attainment for White British FSM Boys in reading, writing and maths at Key Stage 2**

Why we have chosen this objective:

We have chosen this objective because in Reading 40% of White British FSM Boys attained National expectation in comparison to 90.9% of White British Non FSM boys at a difference of 50.9%. In Writing 40% of White British FSM Boys attained National expectation in comparison to 81.8% of White British Non FSM boys at a difference of 41.8%. In Maths 50% of White British FSM Boys attained National expectation in comparison to 90.9% of White British Non FSM boys at a difference of 40.9%.

To achieve this objective we plan to:

- Ensure targets set for White British FSM Boys in reading, writing and maths are aspirational;
- Consider how planning/activities can be tailored to appeal to all children
- Focus on the performance of White British FSM Boys making slow or insufficient progress against aspirational targets during pupil progress meetings;
- Carry out gap analysis to tailor teaching to specific learning needs;
- Report to Trustees on the progress towards meeting this objective. Progress we are making towards this objective:
- Pupil Progress meetings have been held.

## **9. Monitoring arrangements**

The Trustees will update the equality information we publish at least every year; This document will be reviewed by Trustees at least every 4 years;

This document will be approved by Trustees.

10. Links with other policies This document links to the following policies:

- Accessibility plan
- Anti-bullying policy
- Pupil Premium Statement
- Assessment Policy
- Equality Policy

