Abbey Academies Trust

Equality Statement and Objectives- 2025-2028

We are committed to the promotion of equality and diversity. We have chosen to combine these requirements into a single resource within this policy. Equality is a whole Trust and school issue. It is in this light that this statement is intended to give guidance in promoting equality and diversity within all aspects of the life of the Trust and each school and to meet the legal and moral requirements.

This policy will address the areas for equality covered by legislation;

- Race
- Sex/Gender
- Gender Reassignment
- Disability
- Age
- Sexual orientation
- Religion or belief
- Pregnancy and maternity

The central purpose of the Abbey Academies Trust and our schools, Bourne Abbey C of E Primary Academy, Bourne Elsea Park C of E Primary Academy and Colsterworth C of E Primary School is to help all pupils to develop their unique potential to the full and flourish. Our aim is to ensure that all have this opportunity and that all are treated fairly and justly. Unfair treatment on the grounds of disability, gender, race, sexual orientation, colour, religion/ belief, ethnic or national origins is unacceptable.

We recognise the uniqueness of each individual and value their contributions to the school and the community. Our aim is to enable everyone to value, respect and live in harmony with others. We recognise a school has a responsibility to promote good relations and positive mutual respect between members of different groups.

Our approach to equality is based on the following principles:

- All members of our school community are of equal value
- We recognise and respect difference
- We foster positive attitudes and relationships and share a sense of cohesion and belonging
- We observe good equality practice in staff recruitment, retention and development
- We aim to reduce and remove inequalities and barriers that already exist
- We have the highest expectations of all our students

EQUALITY OBJECTIVES

The Trust schools are committed to developing policies and practice that raise attainment for all children and close the gap between those facing disadvantage and their peers.

Under the Equality Act 2010 we have a legal duty to publish information to demonstrate compliance with Public Sector Equality Duty of that Act.

As a Trust we recognise our general and specific duties having due regard to the need to:

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

These duties extend to all members of our Trust and each of our schools, and specific regard needs to be given to those who have protected characteristics – race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment.

Objective 1: To monitor and analyse pupil achievement with careful consideration of vulnerable groups and act on any trends or patterns in the data that require additional support for pupils.

- Track and review attainment and progress data termly, identifying trends for vulnerable groups.
- Implement targeted interventions and tailored support where gaps or underachievement are identified.
- Evaluate impact of interventions and adjust strategies to ensure sustained progress and equity for all learners.

Objective 2: To actively embed the principles of equality, fairness, and respect for all within our curriculum, environment, and relationships, ensuring that every child's rights are understood, valued, and upheld in daily school life.

- PSHE and RSHE lessons
- Pupil voice groups
- Student Council
- Collective worship
- Integration of discussion opportunities within our wider curriculum
- Visits to places of worship to develop understanding of different cultures and faiths
- Sustain and build upon its UNICEF Gold Rights Respecting School status
- Foster an inclusive environment where diversity is celebrated and discrimination is challenged through education and example

Objective 3: Pupil led support groups created in all schools to allow a pupil voice to provide peer on peer support and shape educational and pastoral resources.

- Promote pupil voice and participation in decision-making, empowering children to be advocates for their own rights and the rights of others.

Objective 4: To improve boys' attainment, progress, and engagement in writing by creating meaningful and inspiring learning opportunities that reflect pupils' interests, experiences, and rights to achieve their full potential.

- Listen to pupils' views on writing and use their feedback to shape teaching approaches and curriculum content.
- Provide a wide range of engaging texts, themes, and real-life writing purposes to motivate boys as writers.
- Offer targeted support, modelling, and feedback to help boys develop confidence and pride in their writing.
- Promote positive male role models as writers within school and the wider community.
- Regularly monitor writing outcomes and pupil engagement by gender to ensure equality of opportunity and impact.