



Equality Statement, Information and Objectives 2025 to 2028

Public Sector Equality Duty

We welcome our duties under the Equality Act 2010 which requires us to publish information that demonstrates that we have due regard for the need to:

1. **Eliminate unlawful discrimination, harassment, victimisation** and any other conduct prohibited by the Equality Act 2010. We achieve this by;
 - Adopting the single Equality Scheme.
 - Consistent implementation of our Behaviour and Anti-Bullying Policy.
 - Addressing, reporting and monitoring any discriminatory incidents.
 - Monitoring and reviewing the curriculum to ensure it promotes diversity, develops character education and challenges stereotypes.
 - Ensuring high quality teaching and learning with consistently high expectations for all.
 - Tracking pupil achievement and analysis of data to inform next steps and ensure children are achieving their full potential.
 - Seeking and acting upon the views of stakeholders.

2. **Advance equality of opportunity** between people who share a protected characteristic and people who do not share it by:
 - Using information from data analysis to identify and address any underachievement for individuals or groups in school.
 - Monitoring and evaluation activities, including views of stakeholders to develop and inform school improvement priorities and action plans.

3. **Foster good relations** between people who share a protective characteristic and people who do not share it by:
 - Embedding equality and diversity throughout the curriculum.
 - Ensuring that community cohesion and respect has a high priority at all times.

Little Aston Primary Academy is an inclusive school where we focus on the well-being and achievement of every child and all members of the school community are valued and of equal worth. We are committed to our responsibilities within The Equality Act 2010 and give 'due regard' to valuing diversity, tackling and eliminating any underachievement, disadvantage or discrimination, promoting equality of opportunity and fostering good relations in relation to age, disability, ethnicity, gender, religion and sexual identity.

Key Principles at Little Aston Primary Academy

- All pupils and staff are of equal value and we promote high expectations for all.
- Differences are recognised and respected.
- Respectful attitudes and positive relationships are expected to promote community cohesion and belonging.
- Barriers to equality that may exist are tackled.

Within the overall framework of the Academy Improvement Plan, we formulate specific and measurable equality objectives. These are monitored, reviewed and progress is evaluated and reported on annually.

'Pupils say it is 'OK to be different,' at this school and that Pupils' differences are celebrated. OFSTED 2019

'Pupils feel safe and happy coming to this school. They say that this is because they know the staff care about them.' OFSTED 2023



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Equality Information

Number of pupils on roll: 226

Age of Pupils: 3 – 11

Pupil Information by Protected Characteristics

The Equality Act 2010 protects people from discrimination on the basis of protected characteristics. In order to ensure that all pupils are protected, we collect information on protected characteristics.

Information on other groups of pupils

In addition we gather information on the following groups of pupils:

- Pupils eligible for free school meals (FSM)
- Pupils with Special Educational Needs or Disabilities (SEND)
- Disadvantaged pupils
- Pupils with English as an Additional Language (EAL)
- Young Carers
- Looked After Children
- Other vulnerable groups.

2025 – 2028 Equality Objectives:

Objective 1: Ensure all pupils, including those with Special Educational Needs and disabilities achieve their full potential through high quality adaptive teaching, ensuring pupil's prime needs are met, tracking and evaluating pupil achievement for all significant pupil groups and acting on any presenting trends where intervention is needed.

Objective 2: Ensure that all pupils with SEMH needs receive tailored support including the implementation of specialised interventions designed to address emotional regulation and social skills development, thereby facilitating enhanced participation in the learning process. Staff training will form a critical component, enabling practitioners to quickly identify and respond effectively to the varying needs of these pupils.

Objective 3: Develop pupil's executive function capabilities including skills such as working memory, cognitive flexibility, and inhibitory control. We aim to integrate structured activities and teaching strategies to promote these skills and create a learning environment where pupils can practice and refine them. This will equip all pupils with the necessary tools to achieve their academic and personal potential and foster resilience in preparation for adult life.