



R A Butler Academy

# Equality Information and Objectives for 2026 – 2029

The Equality Act 2010 requires schools to publish specific and measurable equality objectives designed to protect discrimination against groups on the following basis – age, disability, gender reassignment, pregnancy and maternity, race, religion and belief, sex and sexual orientation. Our equality objectives are based on our analysis of data and other evidence. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages. We will regularly review the progress we are making to meet our equality objectives.

Diversity encompasses difference and at R A Butler Academy we value diversity. Differences are unique and specific to each individual, such as their age, gender, ethnicity, race, appearance, experiences, religion, beliefs, sexual orientation, accent, personality, background, place of birth etc.

We acknowledge within R A Butler that everyone has a right to be treated fairly, feel safe and secure, and with the knowledge that any allegations of discrimination, harassment and victimisation will be taken seriously, and will be effectively dealt with using our systems and processes of investigating, logging, reporting and monitoring. This is our legal duty.

<b>Equality Objective 1</b>
Outcomes for disadvantaged pupils are in line with or better than their disadvantaged pupils nationally.
Rationale for this objective: Since COVID the gap between disadvantaged and non-disadvantaged pupils has widened. At RAB we have a significant difference to national data in that a much higher percentage of our disadvantaged pupils also have SEND needs. However our ambition for those pupils remains high and we want them to achieve well.

<b>Specific Actions</b>
<ol style="list-style-type: none"> <li>1. Culture set amongst staff that these children's needs come first. Regular reviews of disadvantaged tracker – are the children given opportunities to belong, achieve and thrive.</li> <li>2. All staff to set targets for specific children and review regularly.</li> <li>3. Ongoing training and support for all staff on Ordinarily Available techniques and strategies to support pupils</li> <li>4. These children to have access to Learning Mentor and Pupil and Family Support Practitioner</li> <li>5. Access to a Senior leader who is their Pupil Premium Champion</li> <li>6. See also the Pupil Premium Plan</li> </ol>
<b>Success Outcome</b>
<ul style="list-style-type: none"> <li>- Progress made will be assessed during termly pupil progress meetings.</li> <li>- Measured against non-disadvantaged children and disadvantaged pupils nationally</li> </ul>
<b>Impact Measure April 2027:</b>
-

<b>Equality Objective 2</b>
To ensure that the curriculum reflects a diverse range of cultures, families and experiences so that all pupils see themselves represented and develop respect for others.
<p>Rationale for this objective:  At RAB we have an increasing number of families joining the school from a wider range of difference cultural backgrounds</p>
<b>Specific Actions</b>
<ol style="list-style-type: none"> <li>1. Reinvigorate REACH group action planning involving parents and families from minority groups to support curriculum development</li> <li>2. REACH questionnaire sent out to seek support</li> <li>3. Seeking enrichment opportunities within science week, arts week, assemblies etc to promote diversity and reflect our school community</li> <li>4. Early Years curriculum adapted to give all new families the opportunity to come and share and celebrate information about their cultures</li> </ol>
<b>Success Outcome</b>
<ul style="list-style-type: none"> <li>- There will be a wider range of resources available</li> <li>- Planning will show diversity and positive imagery</li> <li>- School promotion material is representation of our community</li> <li>-Audit of families shows a sense of belonging and representation</li> </ul>
<b>Impact measure April 2027</b>

<b>Equality Objective 3</b>
To promote respectful behaviour and language across the school by actively challenging prejudice, stereotyping and discriminatory behaviour.
<p>Rationale for this objective:  Over the past 12 months there has been a slight increase in incidents instances linked to disability, gender discrimination and a concern that some older pupils are developing more misogynistic views</p>
<b>Specific Actions</b>
<ol style="list-style-type: none"> <li>1. Make firm links with the Anne Frank association who offer workshops on a wide range of anti-prejudice issues (gender, race etc)</li> </ol>

<ol style="list-style-type: none"> <li>2. Explore the offer of a Anne Frank Ambassador programme involving older pupils becoming anti-prejudice ambassadors in the school</li> <li>3. Target assemblies on topics and themes as they arise – link to Rights Respecting Programme as well</li> <li>4. Use whole school assemblies to audit (class surveys)</li> <li>5. Maintain regular training for staff in dealing with incidents involving prejudice</li> </ol>
<b>Success Outcome</b>
<ul style="list-style-type: none"> <li>- Pupils can articulate understanding of why we treat each other with respect. Developing pupil confidence to report it if they hear it</li> <li>- Reduction in prejudice related incidents (it is already very low)</li> </ul>
Impact measure April 2027

<b>Equality Objective 4</b>
To continue to review and improve provision for pupils arriving from non-English speaking countries
<p>Rationale for this objective:          There has been a change of staff and the focus on this has reduced. There is a need to ensure the form for new families arriving without fluent English is immediately used.          Anecdotally children have missed out on clubs, non-uniform days etc because there has been a miscommunication/not clear enough communication</p>
<b>Specific Actions</b>
<ol style="list-style-type: none"> <li>1. Tighten procedures in office for ensuring new families are flagged and communication re clubs and curriculum activities are translated for families</li> <li>2. Highlight the importance of this through an SLT member taking responsibility for EAL provision</li> <li>3. EAL training CPD for 2 senior staff then cascade to rest of staff</li> <li>4. Phonics and maths assessments to be completed ASAP and appropriate after entry and provision put in place to support</li> </ol>
<b>Success Outcome</b>
- Survey new families before and after work to see improvements
Impact measure April 2027

<b>Equality Objective 5</b>
To further develop the shared school culture which reflects 'individual liberty' where staff and pupils are encouraged to be their true authentic selves
<p>Rationale for objective:          This has been highlighted as a strength of our school in external reviews, but it is an area we can further develop</p>
<b>Specific Actions:</b>
<ol style="list-style-type: none"> <li>1. Rights Respecting Assemblies to continue weekly</li> <li>2. Opportunities for children to share about themselves if they would like to – clubs, Moktar Cup speeches etc</li> <li>3. Focus on British Values and individual liberty in assemblies</li> <li>4. Review PSHE curriculum to ensure this is reflected</li> <li>5. Continual CPD for staff (Under TPP lens) to support this process</li> </ol>
<b>Success Outcome</b>

- Whole school council annual surveys
Impact measure April 2027

<b>Equality Objective 6</b>
To support pupils' mental health and emotional wellbeing through proactive, inclusive practices that meet a range of needs.
Rationale for objective: Recognition that mental health issues for children and families is on the increase and there is a need to adapt practices more widely to enable children to access school successfully
Specific Actions:
<ol style="list-style-type: none"> <li>1. Pupil focused mental health group established and led by Liz Cobbold and Debbie Jenkins</li> <li>2. Regular surveys to action points arising</li> <li>3. Positive signposting for parents via Pupil and Family Support Practitioner</li> <li>4. Grab bags project developed to support pupils regulate and access class</li> <li>5. Continued Chicken Dippers group to support mental health of Young Carers</li> <li>6. Raise profile of positive mental health techniques within the classroom – developing specific language around feelings and emotions so children can accurately describe and pinpoint feelings</li> </ol>
Success Outcome
- Attendance for all groups of pupils is high - Children are focused and accessing lessons well
Impact measure April 2027

<b>Equality Objective 7</b>
To ensure equality of opportunity and fair treatment for all staff through inclusive policies, training and recruitment practices.
Rationale for objective: There has been an increase in staff identifying a mental health or physical need that they need support with at work
Specific Actions:
<ol style="list-style-type: none"> <li>1. Open door policy for SLT to discuss concerns</li> <li>2. Use of SAT well-being scheme promoted</li> <li>3. Referrals to OH where needed</li> <li>4. Regular reviews around well-being and 'what are we doing that is a waste of time?'</li> <li>5. Regular policy review</li> <li>6. Consistent application of flexible working</li> <li>7. Training on unconscious bias</li> <li>8. Support around pregnancy, maternity and return to work</li> </ol>
Success Outcome
- Outcomes in staff well-being surveys are positive
Impact measure April 2027

