

**Thomas Jones Single Equality Objectives**  
**Report on meeting objectives Autumn Term 2025**

<b>Equality Strand</b>	<b>Action</b>	<b>How will the impact be monitored?</b>	<b>Who is responsible for implementing?</b>	<b>Success Indicators</b>	<b>Review November 2025</b>
All	Ensure equality remains a priority for the school community.	<p>All Governing body meeting agendas will contain an item related to equality and accessibility</p> <p>Equality objectives will be reviewed at least annually (through staff discussion and school evaluation with children, staff, governors and parents/carers) with progress towards these discussed by the leadership team.</p> <p>Appraisers will observe lessons termly with a focus on ensuring all equality groups are catered for to ensure equality within the classroom</p> <p>Planning will be scrutinised to ensure teachers are planning effectively to ensure equality</p> <p>Contextual data will be scrutinised to improve the</p>	<p>Head teacher</p> <p>Governors</p> <p>Policy Leader</p> <p>Appraisers</p> <p>Class teachers</p>	<p>Staff and governors are aware of equality issues and discuss these in meetings</p> <p>Staff are familiar with the principles of the Equality Policy and use them when planning lessons and creating displays. Lessons and displays are reflective of the school community.</p> <p>Equality Objectives are reviewed annually (through discussion and whole school evaluation) with information published on the school website to demonstrate how</p>	<ul style="list-style-type: none"> <li>Any issues arising relating to equality/accessibility are discussed at regular Governor meetings. A separate agenda item is included in all meetings to ensure this is given appropriate consideration.</li> <li>Subject leaders continue to prioritise equality through their action plans and the implementation of these. All subject action plans have the objective- <b>To ensure equality and inclusion are prioritised in line with the whole school Single Equality Objectives</b></li> </ul>

		ways in which we provide support to individuals and groups of pupils		we are meeting our aims	<ul style="list-style-type: none"> <li>• Annual review of equality objectives takes place. This is shared with all stakeholders.</li> <li>• The teacher lesson observation feedback proforma includes the wording- ‘ Has equality been thought about and ensured for all children through the planning, resourcing and teaching?’</li> <li>• Appraisal continues to be a strength and feedback from this reports on all equality groups. Pupil Progress Tracking meetings termly.</li> </ul>
	Ensure equality objectives are being monitored and shared.	Equality Objectives will be published on the school website with updates annually.	Policy Leader	Objectives are being met. Actions are communicated to staff, governors and the community.	<ul style="list-style-type: none"> <li>• All staff have read and are implementing the policy. Staff have access to policies in the shared folder and via the school website as well as a hard copy in the office.</li> <li>• Equality objectives are shared with staff and governors, published on the school website and emailed to</li> </ul>

					parents/carers alongside annual reports.
All	Monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns emerging that require additional support for pupils	Achievement data analysed by race, gender and disability	Head teacher Governing body Assessment Leader Class teachers	<p>Analysis of termly teacher assessments</p> <p>Class data demonstrates how the gap is narrowing for specific equality groups</p> <p>Analysis of end of Key Stage results by specific equality groups shows no apparent discrepancies between groups.</p> <p>Actions put in place to tackle any gaps.</p>	<ul style="list-style-type: none"> <li>Termly teacher assessment fortnights and data collection continues to analyse achievement by race, gender and disability and currently shows no apparent trends.</li> <li>The school Evaluation Document (ED) includes reports on end of Key stage results analysed by race, gender and disability. No trends are apparent.</li> </ul>
All	Ensure that the curriculum promotes role models that young people positively identify with and learning which reflect the school's diversity in terms of race, gender and disability	Another specific review will take place to ensure representation of community diversity through the curriculum – summer 2025.	Curriculum leader Class teachers	<p>All children are engaged positively in lessons</p> <p>Children will speak positively about their understanding of equality, the school's diversity and of role models they have learnt about.</p>	<ul style="list-style-type: none"> <li>Equality, Diversity and Inclusion is focused on in the school curriculum policy.</li> <li>Role Models embedded within the curriculum across the school include: <ul style="list-style-type: none"> <li>- Floela Benjamin</li> <li>- Maya Angelou</li> <li>- Malala Yousafzai</li> <li>- Martin Luther King</li> </ul> </li> </ul>

				<p>Curriculum displays in classrooms and across the school will reflect the diversity of the community.</p> <p>Materials and resources used across the curriculum will reflect the diversity of the school</p>	<ul style="list-style-type: none"> <li>- Ghandi</li> <li>- Harriet Tubman</li> <li>- Mandela</li> <li>- Ruby Bridges</li> <li>- Faith leaders</li> <li>- People who help us within the local community.</li> </ul> <ul style="list-style-type: none"> <li>• Visual literacy resources representative of the diversity of the school and community.</li> <li>• Visitors to Year 6 (in particular past pupils/ current university students and professionals from the local community are reflective of the children's backgrounds).</li> <li>• Curriculum subjects are scrutinised for representation that is reflective of the diversity of our community. For example the music curriculum includes music from a range of cultures across the world including jazz, Afropop, Bhangra, Latin, folk, pop,</li> </ul>
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					<p>urban gospel, blues, hip hop</p> <ul style="list-style-type: none"> <li>• Our RE curriculum is reflective of a wide range of faiths and non-faith beliefs from across the community.</li> <li>• Books celebrating cultural diversity have been updated across classrooms and communal libraries and continue to be updated.</li> <li>• Personal Development consultation in March 2025 ensured that we listened to the views of our community and adapted planning in light of specific faith/cultural concerns whilst still meeting all learning objectives.</li> </ul>
All	The Thomas Jones curriculum actively teaches and promotes equality	<p>Personal Development curriculum taught across all year groups.</p> <p>Progression of understanding and skills document references children's developing learning of equality.</p>	Curriculum Leader Class Teachers Assessment Leader	<p>Equality will be on the agenda for all subject leadership meetings.</p> <p>Personal Development Curriculum is taught effectively</p>	<ul style="list-style-type: none"> <li>• Subject leaders continue to prioritise and ensure equality within their action plans.</li> <li>• Personal Development teaches 'Identity and</li> </ul>

		Assessment across the curriculum.		across all year groups.	<p>Belonging' units in each year (1-6).</p> <ul style="list-style-type: none"> <li>Equality is embedded within the ethos and values of the entire school.</li> <li>The classroom audit proforma includes objectives for Equality and Accessibility to ensure classrooms take objectives into consideration. Following regular classroom audits (3 times yearly) suggestions are made to individual class teachers to support them in meeting these objectives.</li> <li>Displays across the school promote equality.</li> </ul>
All	<p>Ensure all pupils are given equal opportunities to make a positive contribution to the life of the school</p> <p>E.g. through involvement in the school council/ class and</p>	<p>Class teachers and School Council leader to analyse pupil engagement in whole school activities ensuring no equality group is under represented.</p> <p>Tour leader selection to be reviewed to ensure equal opportunities for all children.</p>	<p>Head teacher</p> <p>School Council Leader</p> <p>Class teachers</p>	<p>School council membership analysed to ensure equality groups are represented</p> <p>Ongoing review of children selected for tours etc.</p> <p>Representation of children from all</p>	<ul style="list-style-type: none"> <li>School councilors from the current academic year have been analysed to ensure representation of children from all equality groups.</li> <li>All children are afforded speaking roles within whole class assemblies.</li> </ul>

	whole school assemblies			equality groups in school assemblies	<ul style="list-style-type: none"> <li>• Representation of children from all equality groups is ensured within whole school assemblies.</li> <li>• Children selected for specific projects are reflective of the diversity of the school.</li> <li>• Different children are regularly chosen to conduct school parent/carer tours – these reflect all equality groups.</li> <li>• All children are afforded the opportunity to participate in clubs and enrichment activities including some sporting matches and tournaments in the local community.</li> </ul>
Race Equality Duty	<p>Identify, respond to and report racist incidents as outlined in the Policy</p> <p>Report figures to the Governing body on a termly basis</p>	The head teacher/ Governing body will use the data to assess the impact of the school's response to incidents i.e. have whole school/ year group approaches led to a decrease in incidents, can repeat perpetrators be identified/	Head teacher Leadership team Governing body Teachers	<p>Consistent nil reporting is challenged by the Governing body</p> <p>Any reported incidents are reported to the leadership team, head teacher,</p>	<ul style="list-style-type: none"> <li>• Two racial incidents reported this academic year 25/26 (one unsubstantiated). One incident of bullying. These were reported to the board of governors and racial incidents</li> </ul>

	<p>The Curriculum actively promotes attitudes and values that will challenge racist and other discriminatory behavior or prejudice</p>	<p>are pupils and parents satisfied with the response?</p> <p>Issues of equality are raised termly with Governing body</p>		<p>Governing body and local authority</p> <p>Incidents are fully investigated and measures are taken to ensure no repeat incidents</p> <p>Children's voice represents what they have been taught and a united front on challenging racism and discrimination is evident</p>	<p>referred to the Prevent team. Workshops will be undertaken by the Prevent team in January and a visit from an Imam will also take place in January.</p> <ul style="list-style-type: none"> <li>Any other incidents with racial connotations are recorded and filed in the incident file in the Deputy Head's office. Where appropriate, the local authority are liaised with for safeguarding and to support decisions/judgements in terms of next steps made by the school. Any incident is fully investigated and resolved.</li> </ul>
Disability Equality Duty	<p>Make adjustments to building and equipment as necessary for new pupils that join the school with disabilities</p>	<p>Action Plan drawn up by SEND Coordinator on individual child basis</p> <p>Children with a disability are able to access all areas of the school along with their peers and are able to access learning appropriate to their needs- monitored through termly IEP review process</p>	<p>Head teacher Governing body SEND Coordinator Class teachers</p>	<p>Individual children with disabilities are accessing learning and play alongside their peers, are present in whole school assemblies and are making good progress</p>	<ul style="list-style-type: none"> <li>Accessibility ensured for all children through termly Health and Safety audit.</li> <li>Health care plans are drawn up as required and Individual education plans to ensure individual children's needs are being met.</li> </ul>

					<ul style="list-style-type: none"> <li>All children access learning, outside play, extra-curricular activities, trips and assemblies with their peers. Individual needs are met to ensure equal access.</li> </ul>
Community Cohesion	<p>Raised awareness of other cultures/faith celebrations throughout the year increase pupil awareness and understanding of different faith communities</p>	<p>Pupil voice following relevant topics/assemblies/celebrations</p> <p>Parental engagement to develop children's understanding and celebration of their own and other cultures/faiths.</p>	<p>Head teacher Class teachers School Council Leader</p>	<p>Increased awareness of different communities</p> <p>Engagement of children, parents and carers in raising awareness of other faith celebrations</p> <p>RE curriculum delivered across the school with visits annually for all children to significant faith buildings.</p>	<ul style="list-style-type: none"> <li>The development of children's awareness of different faiths and celebrations takes place throughout the year through teacher discussions and whole school assemblies. Also through: <ul style="list-style-type: none"> <li>Christmas Concert</li> <li>Easter Assembly</li> <li>Eid Assemblies</li> <li>Harvest Assembly</li> <li>Collective Worship</li> <li>Assemblies detailing faiths in our community and celebrating our diversity</li> </ul> </li> <li>RE curriculum teaches about: <ul style="list-style-type: none"> <li>Milad un Nabi</li> <li>Easter</li> <li>Eid-ul-Fitr</li> <li>Christmas</li> <li>Holi</li> <li>Harvest</li> <li>Islamic New Year</li> <li>Passover</li> <li>Eid-ul-Adha</li> </ul> </li> </ul>

					<ul style="list-style-type: none"><li>- Hanukah</li><li>- Sukkot</li><li>- Diwali</li><li>- World Humanist Day</li><li>- Vaisakhi</li><li>- Hajj</li><li>- Yom Kippur</li><li>- Wesak</li></ul> <ul style="list-style-type: none"><li>• Use of immersive technology 'Now Press Play' to help with raised awareness and teaching of Diwali, Easter and Christmas.</li><li>• RE action plan details areas of development to continue increase awareness and understanding of different faith communities.</li></ul>
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