

Askern Littlemoor Infant Academy



EQUALITY OBJECTIVES 2026-2030

Overall Target To ensure that all children, families and staff are treated fairly and with respect, have equal access to opportunities, and are able to thrive regardless of their age, disability, race, religion or belief, sex, gender reassignment, pregnancy and maternity, or socio-economic background.

Intended Impact

- All children feel safe, valued and represented.
- Gaps in achievement and participation are reduced.
- Children develop respect for diversity and difference.
- Barriers to learning and inclusion are identified and removed.
- Families and staff feel welcomed, respected and included within the school community.

Objective 1 : Improve Outcomes for Vulnerable Groups

Actions	Success Criteria	Impact
• Track attainment and progress of disadvantaged pupils, SEND pupils and other vulnerable groups. • Provide targeted interventions where gaps are identified. • Regularly review provision and support plans.	• Progress and attainment gaps between vulnerable groups and their peers reduce over time. • Vulnerable pupils make expected or better progress from their starting points. • Intervention programmes demonstrate positive impact.	• More pupils achieve age-related expectations. • Children access learning successfully regardless of background or need. • Improved confidence, engagement and wellbeing.

Objective 2: Promote Equality, Diversity and Inclusion Through the Curriculum

Actions	Success Criteria	Impact
• Ensure the curriculum reflects a diverse range of cultures, families, faiths and experiences. • Celebrate national and international events linked to equality and diversity. • Use high-quality texts and resources that challenge stereotypes.	• Diversity is evident within curriculum planning and learning environments. • Children can talk positively about different cultures, beliefs and lifestyles. • Pupil voice demonstrates understanding and respect for others.	• Children develop respect, tolerance and empathy. • Stereotypes and prejudice are challenged at an early age. • Pupils are well prepared for life in modern Britain.

Objective 3: Improve Attendance and Engagement for All Groups		
Actions	Success Criteria	Impact
• Monitor attendance data for different pupil groups. • Work closely with families where attendance is causing concern. • Remove barriers to attendance where possible.	• Attendance of all groups improves and remains above national averages where possible. • Persistent absence reduces. • Families engage positively with support offered by the school.	• Increased access to learning opportunities. • Improved educational outcomes and wellbeing. • Stronger home-school relationships.
Objective 4: Ensure Accessibility and Inclusion for Children with Additional Needs		
Actions	Success Criteria	Impact
• Review accessibility arrangements annually. • Provide reasonable adjustments where required. • Ensure staff receive appropriate training to meet children's needs.	• Children with disabilities can access all aspects of school life. • Staff report increased confidence in supporting pupils with additional needs. • Feedback from parents is positive.	• All children participate fully in school activities. • Barriers to learning and participation are reduced. • Greater independence and confidence for pupils.
Objective 5: Promote a Culture of Respect and Belonging		
Actions	Success Criteria	Impact
• Teach equality, inclusion and protected characteristics through assemblies, Life skills and curriculum themes. • Embed anti-bullying messages throughout school. • Celebrate children's differences and individual achievements.	• Pupil surveys indicate children feel safe, respected and included. • Incidents of discriminatory behaviour remain low and are addressed promptly. • Children can identify trusted adults and know how to seek help.	• Positive school culture where everyone feels valued. • Improved emotional wellbeing. • Stronger relationships between pupils, staff and families.

Monitoring Arrangements

These objectives will be monitored annually by the Headteacher and Governing Body through:

- Attainment and progress data.
- Attendance data.
- Behaviour and safeguarding records.
- Pupil, parent and staff voice.
- Curriculum monitoring and learning walks.
- Accessibility audits.